

FUNDING AND BUDGETS:

175. Can we use this grant funding to replace a parent-funded after-school program?

Applicants may propose the replacement of a fee-based (e.g. parent/guardian-supported) after-school program with an ESD program. This would not be considered supplanting. Applicants may propose to expand upon existing services, provided that the proposal meets the requirements of the ESD/SVP program. Use of ESD/SVP funding to provide the same or similar services as an existing federal or state funded program would be considered supplanting.

176. Can funding be used to expand a half-day pre-k program to a full-day program?

Yes, only if programming meets the goals and objectives of the ESD/SVP RFP. Eligible applicants shall be prohibited from using ESD/SVP funds to displace after school funding in existence (Education Law, Article 55, § 2814(1)). Applicants are responsible for developing a program that will meet the requirements of the Extended School Day/School Violence Prevention grant program.

177. Could this grant be used to fund PBIS initiatives?

Yes, provided the program will meet the requirements of the Extended School Day/School Violence Prevention grant program.

178. Page 6 of RFP states that “SVP projects are exempt from the \$1,600 per student maximum allocation”. Can you please clarify what this means and how would that work with number of participants an agency would be required to serve if we proposed a combination of Extended School Day and SVP program? / If we propose both an Extended School Day and SVP program at a budget of \$350,000, could we serve less than 219 students (219 x \$1,600 = \$350,000)?

The maximum allocation for ESD programs is \$1,600 per student; SVP projects are exempt from the \$1,600 per student maximum allocation. Applications proposing to do both will identify separate allocations for each in their composite budget.

179. Regarding an independent evaluator, we are located in NYC and consequently it will be quite difficult to secure an external evaluator for the cost of no more than 3% of the total annual budget (which is \$10,500 for a proposed budget of \$350,000). In our experiences, a quality independent evaluator costs significantly more (e.g., \$30,000 to \$35,000 deepening on the activities). As such, would NYSED be willing to raise the percentage allowed for this purpose so that we can allocate enough funds to secure a quality external evaluator?

No, the grant requires a 3% evaluation cap.

180. Is insurance considered direct cost?

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Yes, if purchased for the program, insurance is considered a direct cost for the purposes of calculating your direct cost base and should be included in the Code 40-Purchased Services category of the FS-10.

181. Can sustainability be considered PD?

Professional Development related to sustainability is consistent with the goals and objectives of the RFP.

182. Is a parent liaison an allowable expense?

Yes, a parent liaison is an allowable cost to the ESD/SVP Grant.

183. On page 8, number 4-how much should be allocated for travel/lodging to PD and statewide meetings? Is this just for one staff person or for all? Does this come out of the 5% cap?

Yes, it does count toward the 5% cap on professional development. Successful applicants will be provided additional detail. It is the responsibility of each applicant to determine the appropriate allocation for travel and lodging to attend NYSED's professional development and statewide meetings. NYSED's professional development and statewide meetings have historically consisted of an annual, two-day meeting held in Albany. Applicants must budget for at least one staff member to attend; however, 2-3 are preferred.

184. What is the match requirement for this grant, if any?

ESD/SVP does not have a match requirement.

185. Can salaries for a crisis intervention specialist, SRO, school counselor, school psychologist be covered as part of a violence prevention program?

Expenses for a crisis intervention specialist, SRO, school counselor, or school psychologist may be allowable if adequately justified in the application. Only proposed expenditures which are reasonable, necessary and consistent with the purposes and goals of the grant application will be funded.

186. Can my district apply for one grant for each building, i.e. \$350,000 per building, up to the maximum request of \$1,200,000? Or can a district only apply for one grant to serve all buildings?

Each application may include a request for an annual grant award of a maximum of \$350,000. Agencies applying for multiple grants will be limited to a maximum annual award of \$1.2 million per geographical region. This includes agency membership in consortia projects.

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187. Can my district apply for one grant for each building, i.e. \$350,000 per building, up to the maximum request of \$1,200,000? Or can a district only apply for one grant to serve all buildings?

Subject to the limitations of the RFP, agencies applying for multiple grants will be limited to a maximum annual award of \$1.2 million per geographical region. This includes agency membership in consortia projects.

188. Will a 1.2 million cap be put on a group of schools within a region that are partnering with the same non-profit separately- not as a consortium or does it only apply to the lead agency (the lead agency can't be awarded more than 1.2 million?)- We are a non-profit and several schools in our region have asked us to provide different support for their grant proposals- can they all partner with us and still be eligible for the full 350,000 award since we have a variety of support?

An eligible entity may submit more than one proposal for a maximum total amount of \$1.2 million per geographical region. The maximum award for an individual application will be \$350,000. Agencies applying for multiple grants will be limited to a maximum annual award of \$1.2 million per geographical region. This includes agency membership in consortia projects. The \$1.2 million per geographical region cap will be calculated based on the combined total of all awards in which the agency in question is the lead applicant agency plus the total amount of all contracts that agency holds in consortia with other lead applicant agencies.

189. Is a School Resource Officer an allowable expense?

Expenses for a School Resource officer may be allowable if adequately justified in the application. Only proposed expenditures which are reasonable, necessary and consistent with the purposes and goals of the grant application will be funded. The expenditures must supplement and not supplant services currently supported by local expenditures of federal, state, or local funds.

190. Is the cap on indirect cost recovery rates applicable to grant partners other than the applicant (i.e. would it apply to a contract/agreement with a required NFP partner)

Yes

191. If we apply for an SVP project (which is exempt from the \$1,600 per student allocation, p.6), how will our funding be determined for subsequent years?

It is anticipated that the annual award amount will remain static for each year of the award period. The grant award period will begin on July 1, 2016, and end on June 30, 2021. Applicants must submit an FS-10 budget with this application, for the project period of July 1, 2016, through June 30, 2017. It is the applicant's responsibility to include in their program narrative a description of the proposed program; specifically, how the program design links activities, content, and goals and objectives with the identified needs of the students, their

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families and the community. Include key elements of program design that are innovative or unique to the program's mission and goals, and are core to the program's overall design.

192. Is student transportation (bussing) an allowable expense?

Yes, student transportation is an allowable expense.

193. On Appendix D, the composite budget, the cap per student is identified as \$2000 for Extended Day applications. In the RFP, the cap per student is identified as \$1600 for Extended School Day. Could you please identify the correct cap per student?

The maximum allocation for ESD programs is \$1,600 per student. An updated version of the composite budget has been posted. Either version of the document will be accepted as long as the ESD allocation per student does not exceed \$1,600.

194. If the maximum grant is \$350,000 and the maximum award for evaluators is up to 3% of the grant, can you confirm that the maximum amount of an evaluation \$10,500 annually?

Yes, the maximum amount that can be budgeted using ESD/SVP grant funds for evaluation for an award of \$350,000 is up to \$10,500.

195. In the case of the NYC Department of Education, does the \$1.2 million maximum apply to community school districts or within the New York City Department of Education system as a whole?

For the purposes of this RFP, NYC community school districts will be considered an individual agency. Each application may include a request for an annual grant award of a maximum of \$350,000. Agencies applying for multiple grants will be limited to a maximum annual award of \$1.2 million per geographical region. This includes agency membership in consortia projects.

196. May this funding be applied to expand and enhance (but not replace) an already established after school program provided by a community organization? (In this case, the organization is the YMCA. The program is free to students.) If the answer to this question is affirmative, then should the school or the organization be the applicant?

All eligible applicants are encouraged to apply. Public school districts and not-for-profit organizations working in collaboration with a public school district(s) are eligible to apply. Applicants are encouraged to use funds to provide additional services to students and are responsible for adhering to the funding requirements of the ESD/SVP program. Eligible applicants shall be prohibited from using ESD/SVP funds to displace after school funding in existence (Education Law, Article 55, § 2814(1)).

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197. Can teacher and supervisor salaries for working in the program be included in the grant reward?

Yes. Administrative costs can be direct or indirect. No more than 10% of the total annual award may be used for administrative costs for school or agency administrative or support staff who do not provide direct service to participants in the program but whose cost can be identified and directly associated with the program. Examples of administrative expenses are: the cost of a principal required to remain in the building during program hours, audit or fiscal employees, or other staff members whose role is strictly oversight of program and staff.

198. Can transportation be included as a cost covered by the grant?

Yes. Transportation cost is an allowable expense to the grant.

199. How are one-time expenses, for example projects requesting School Violence Prevention dollars which include purchasing security equipment/metal detectors, impacted by the 5 year funding plan?

It is anticipated that the annual award amount will remain static for each year of the award period. The grant award period will begin on July 1, 2016, and end on June 30, 2021. Applicants must submit an FS-10 budget with this application, for the project period of July 1, 2016, through June 30, 2017. It is the applicant's responsibility to include in their program narrative a description of the proposed program; specifically, how the program design links activities, content, and goals and objectives with the identified needs of the students, their families and the community. Include key elements of program design that are innovative or unique to the program's mission and goals, and are core to the program's overall design.

200. Can you clarify how many professional development and statewide meetings we should budget travel for per year? Also, how many people should attend? Where will these events be held?

NYSED's professional development and statewide meetings have historically consisted of an annual, two-day meeting held in Albany. Applicants must budget for at least one staff member to attend; however, 2-3 are preferred.

201. For budgeting purposes, where are the statewide PD and statewide meetings anticipated to be located and at what frequency (p.8)?

NYSED's professional development and statewide meetings have historically consisted of an annual, two-day meeting held in Albany. Applicants must budget for at least one staff member to attend; however, 2-3 are preferred.

202. As a rural district transportation is an inordinately large part of our budget. Will there be, or is there an allowance (variance) for transportation costs outside of or above the \$1,600. Per student allotment?

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No, there will be no variance given regarding the \$1,600 per student maximum allocation for ESD programs.

203. Transportation Fee: Will metro cards suffice for the JHS and HS students?

Metro Cards for student participants is an allowable cost for the ESD/SVP grant program.

204. The Budget section states that ESD/SVP budgets must include costs to attend NYSED's professional development and statewide meetings (p. 8, #4). While p.28 provides guidelines for budgeting for professional development, what is the expectation (number and length of meetings, number of staff) for statewide meetings?

NYSED's professional development and statewide meetings have historically consisted of an annual, two-day meeting held in Albany. Applicants must budget for at least one staff member to attend; however, 2-3 are preferred.

205. What is the maximum that can be allotted to Program Director's salary?

It is the applicants' responsibility to propose budget expenditures that are appropriate, reasonable and necessary to support the project activities and goals.

206. May a counselor or social worker be hired as a component of the violence prevention program?

Yes. A counselor or social worker may be an allowable expense. It is the applicants' responsibility to define the role and scope of designated positions to meet the goals and objectives of the application.

207. Can you please let us know if transportation is an allowable expense in this grant? For example, could a rural district use this money (under the Violence Prevention component) to pay for busses for their after school programs that are funded through other sources, such as community schools or 21st CCLC?

Transportation is an allowable cost. It is the applicants' responsibility to propose a program budget that is appropriate, reasonable and necessary to support the project activities and goals.

ELIGIBILITY AND PARTNERSHIPS:

208. If they have a three year average of at least 5% LEP do they receive the extra point even if they are not on the list?

If a district believes they should be on the LEP list and are not, they may submit substantiating documentation along with their application. NYSED will review the documentation and make a determination as to their eligibility. If determined eligible, the point will be applied.

209. Does a district need to be on Appendix J to realistically be eligible? Looking at the previous winners, all appear to be in a high need/resource capacity category – can you confirm that is true?

Priority will be given, in each region, first to applications with a final average score of 70 or above that include high-need public school districts as defined by districts ranked 1-4 on the Need/Resource Capacity Category Index (See Appendix J). In order for an application to receive priority, at least 50% of the districts included in the application must be on one of the priority lists. Second, to all other applications, in rank order, with a final average score of 70 or above until funds are insufficient to fund the next ranking applicant in that region in full.

210. To confirm, subcontracting with other organizations for certain types of programs (e.g., workshops) is allowed as long as the budget indicates that the lead agency provides at least 15% direct service programming.

Correct. As stated in the NYSED Consortium Policy, a lead agency cannot act as a flow-through for grant funds to pass to other recipients. NYSED has established a minimum level of direct service of 15% to be provided by the fiscal (lead) agent.

211. Can individual NYC public schools apply for this grant?

Public school districts and not-for-profit organizations working in collaboration with a public school district(s) are eligible to apply. New York City public schools should consult with their community school district grants liaison regarding how to apply for a grant.

212. Just to clarify, a college through their SUNY Research Foundation can apply since they are a non-profit? So the applicant would be the Research Foundation for that college, not specifically the college itself? Correct?

Public school districts and not-for-profit organizations working in collaboration with a public school district(s) are eligible to apply; therefore, a not-for-profit research foundation working in collaboration with a school district would be eligible.

213. Can one entity partner with multiple school districts (in more than one of the Big 4 locations) for unique programs?

Yes, applicants may apply for awards in multiple geographic areas. Agencies applying for multiple grants will be limited to a maximum annual award of \$1.2 million per geographical region. This includes agency membership in consortia projects.

214. Are programs that recruit and serve students on a semester basis (for Fall and Spring semesters during the school year) eligible to apply?

Yes. Eligible applicants are public school districts and not-for-profit organizations working in collaboration with a public school district(s). The recruitment strategy and program delivery is the choice of the applicant.

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215. I am a non-profit and we are partnering with several schools for the grant. However, we are also being the lead applicant on a consortium of 3 other schools, does the 1.2 million cap on an agency apply to just the lead applicant getting the funds? Are we allowed to be a partner to the other schools who will be the lead agency or will partnering with us cap them as well? So, in other words, we will partner with 2 other schools to support their grant coordination, but we will be the lead agency for 3 other schools- the total possible funding would be 350,000 for each of the two lead agency schools and our consortium where we are the lead agency would be capped at 1.2 million?

An eligible entity may submit more than one proposal for a maximum total amount of \$1.2 million per geographical region. The maximum award for an individual application will be \$350,000. Agencies applying for multiple grants will be limited to a maximum annual award of \$1.2 million per geographical region. This includes agency membership in consortia projects. The \$1.2 million per geographical region cap will be calculated based on the combined total of all awards in which the agency in question is the lead applicant agency plus the total amount of all contracts that agency holds in consortia with other lead applicant agencies.

216. Could a center-based UPK program be a successful applicant for Extended Day funds if programming prepare them to enter elementary school with better academic and conflict resolution (violence prevention) skills?

Public school districts and not-for-profit organizations working in collaboration with school districts are eligible. It is the applicants' responsibility to describe the program and evaluation they are proposing.

217. Are school districts required to prequalify and/or preregister in the Grants Gateway? If several school districts form a consortium, is the lead applicant district the only one required to prequalify and/or preregister in the Grants Gateway?

No. School districts are currently exempt from the prequalification requirements.

218. Are school districts required to have a vendor number or can they use their EIN number? If several school districts form a consortium, is the lead district the only one required to have a vendor number?

School districts are not required to have a vendor number; they can use their FEIN number.

219. Are not-for-profit partners in a consortium led by a school district as the lead agency required to prequalify and/or preregister in the Grants Gateway and have a vendor number?

No. Prequalification is only required of not-for-profit organizations that are lead applicants.

220. Are not-for-profit partners, including institutions of higher education, required to prequalify and/or preregister in the Grants Gateway?

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Only not-for-profit organizations that are the lead applicant need to prequalify by the time applications are due.

221. Are not-for-profit partners, including institutions of higher education, required to have a vendor number or can they use their tax exempt number?

The vendor identification number is required.

222. Must a not-for-profit organization apply only in partnership with a school district?

Yes. Not-for-profit organizations working in collaboration with a public school district(s) are eligible to apply.

223. Are school districts permitted to partner in more than one proposal?

Yes. Public school districts and not-for-profit organizations working in collaboration with a public school district(s) are eligible to apply. If multiple applications to serve the same cohort of students in a single school in an Extended School Day program are received, only the highest ranked application will be funded. Agencies applying for multiple grants will be limited to a maximum annual award of \$1.2 million per geographical region. This includes agency membership in consortia projects.

224. Can two different CBOs serve the same school with ESD/SVP funds?

Yes. School districts are not limited in the number of not-for-profits they partner and/or contract with. If multiple applications to serve the same cohort of students in a single school in an Extended School Day program are received, only the highest ranked application will be funded. Agencies applying for multiple grants will be limited to a maximum annual award of \$1.2 million per geographical region.

225. Can a school indicate partnership with more than one CBO and/or its district during the proposal process?

Yes. School districts are not limited in the number of not-for-profits they partner and/or contract with. If multiple applications to serve the same cohort of students in a single school in an Extended School Day program are received, only the highest ranked application will be funded. Agencies applying for multiple grants will be limited to a maximum annual award of \$1.2 million per geographical region.

226. If we apply for a consortium in a community school district (i.e. Consortium DA/B), will we be able to apply for those districts separately (i.e. District A and District B) as well?

Yes. Each application may include a request for an annual grant award of a maximum of \$350,000. Agencies applying for multiple grants will be limited to a maximum annual award of \$1.2 million per geographical region. This includes agency membership in consortia projects.

227. Can the NYCDOE limit LEAs to only partner with one proposal?

You may wish to contact NYCDOE to inquire about limitations of NYC Community School Districts and schools.

228. Is it possible for several public schools within a school district form an eligible consortium to submit the RFP?

Yes, the consortium must designate one of the participants to serve as the applicant and fiscal agent for the grant. The applicant must be an eligible grant recipient. All other consortium members must be eligible grant participants, as defined by the program statute or regulation.

229. Is it possible for several schools located in NYC, but not in the same district, to form an eligible consortium to submit this RFP?

No. Eligible applicants are public school districts and not-for-profit organizations working in collaboration with the public school district(s). In the case of New York City, the public school district is the community school district, not the individual school.

230. May a consortium be formed by a combination of elementary and middle schools when they are located within the same district?

Schools are not eligible applicants. The consortium must designate one of the participants to serve as the applicant and fiscal agent for the grant. The applicant must be an eligible grant recipient. All other consortium members must be eligible grant participants, as defined by the program statute or regulation.

231. Are individual NYC Community School Districts considered Local Education Agencies (LEA)?

Yes for the purposes of this RFP, NYC Community School Districts are considered LEA's.

COMPETITIVE PRIORITIES: NEED RESOURCE CAPACITY, (A) LIMITED ENGLISH PROFICIENCY AND (B) PERSISTENTLY DANGEROUS SCHOOLS:

232. What is the nature of the "Priority" that will be given to applications that meet the high need requirement, since it appears they don't receive additional points?

Priority will be given, in each region, first to applications with a final average score of 70 or above that include high-need public school districts as defined by districts ranked 1-4 on the Need/Resource Capacity Category Index (See Appendix J). In order for an application to receive priority, at least 50% of the districts included in the application must be on one of the priority lists. Second, to all other applications, in rank order, with a final average score of 70 or above until funds are insufficient to fund the next ranking applicant in that region in full.

233. Will applications be divided into two categories (priority and not priority) with funds given to the priority applications first and, if any funds remain, then to the non-priority applications?

Priority will be given, in each region, first to applications with a final average score of 70 or above that include high-need public school districts as defined by districts ranked 1-4 on the Need/Resource Capacity Category Index (See Appendix J). In order for an application to receive priority, at least 50% of the districts included in the application must be on one of the priority lists. Second, to all other applications, in rank order, with a final average score of 70 or above until funds are insufficient to fund the next ranking applicant in that region in full

234. Are the “priority points” mentioned on page 29 of the RFP in addition to a district being considered priority because it appears on Appendix J?

Yes, applicants can qualify for a maximum of 2 priority points based on the following criteria from the ESD/SVP RFP p. 29-Priority Points:

- A. Limited English Proficiency Points applies to districts: Applicants will receive 1 priority point based on the School’s three-year average Limited English Proficiency student percentage per student enrollment (See Appendix K).
- B. Persistently Dangerous Schools Designation applies to school buildings: Applicants will receive 1 priority point if they appear on the 2015-16 Persistently Dangerous List using Violent and Disruptive Incident Reports (VADIR) data.
<http://www.p12.nysed.gov/sss/ssae/schoolsafety/vadir/>

In order for an applicant to be eligible for the Limited English Proficiency priority point, at least 50% of the districts included in the application must be on the list in Appendix K of the ESDSVP RFP. In order for an applicant to be eligible for the VADIR priority point, at least 50% of the schools included in the application must be on the NYSED 2015-16 Persistently Dangerous List.

235. If a district appears on Appendix J but doesn’t receive any “priority points,” would it still be considered preferred to a district that isn’t on Appendix J but receives two “priority points”?

Applications will be divided into two categories with funds awarded to districts ranked 1-4 on the Need/Resource Capacity Category Index, if any funds remain, Priority will be given, in each region, first to applications with a final average score of 70 or above that include high-need public school districts as defined by districts ranked 1-4 on the Need/Resource Capacity Category Index (See Appendix J). In order for an application to receive priority, at least 50% of the districts included in the application must be on one of the priority lists. Second, to all other applications, in rank order, with a final average score of 70 or above until funds are insufficient to fund the next ranking applicant in that region in full

236. Do the priority points apply to the district or the school in the proposal?

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Yes, applicants can qualify for a maximum of 2 priority points based on the following criteria from the ESD/SVP RFP p. 29-Priority Points:

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<http://www.p12.nysed.gov/sss/ssae/schoolsafety/vadir/>

In order for an applicant to be eligible for the Limited English Proficiency priority point, at least 50% of the districts included in the application must be on the list in Appendix K of the ESDSVP RFP.

In order for an applicant to be eligible for the VADIR priority point, at least 50% of the schools included in the application must be on the NYSED 2015-16 Persistently Dangerous List.

237. How is priority given to applicants with an NRC priority 1-4? It looks like 2 additional priority points are available for LEP and Persistently Dangerous Schools designation but there is no mention of points for the NRC priority.

Priority will be given, in each region, first to applications with a final average score of 70 or above that include high-need public school districts as defined by districts ranked 1-4 on the Need/Resource Capacity Category Index. (See Appendix J.) In order for an application to receive priority, at least 50% of the districts included in the application must be on one of the priority lists. Second, to all other applications, in rank order, with a final average score of 70 or above until funds are insufficient to fund the next ranking applicant in that region in full

238. Will programs offering after school program during both academic year and summer receive preferential consideration?

No. This is a competitive grant and awards are based the score resulting from the applicants' ability to address the goals and objectives of the RFP. Agencies that propose to do both do not receive a competitive advantage.

239. Do programs that include various academic, enrichment and recreational components receive preferential consideration compared to programs with a narrower focus? For example, if we were to offer an after school program centered on STEM activities only, would it be more or less preferred?

This is a competitive grant and awards are based the score resulting from the applicants' ability to address the goals and objectives of the RFP.

240. Will programs qualify for a priority point if their school is located in a highly dangerous neighborhood but has low violent incidents reported to VADIR?

No. Priority points for Persistently Dangerous Schools will only be awarded if the school appears on the 2015-16 Persistently Dangerous List using Violent and Disruptive Incident Reports (VADIR) data.

241. Does the State have a preference between Local Educational Agencies (LEAs) or non-profits working in collaboration with LEA agencies as the applicant?

All eligible applicants are encouraged to apply; applications will be scored competitively.

242. Does the State discourage agencies from applying to serve schools identified as struggling or persistently struggling and currently implementing school receivership?

No. All eligible applicants are encouraged to apply.

243. On pg. 29 under Priority Points A, it says the point is based on a School's three-year average LEP student percentage per student enrollment. In appendix K it lists all of NYC . Is the priority point award school specific or by LEA?

Neither. The priority points are awarded based on the district's LEP percentage.

244. In Appendix K, LEP priority points apply to region (e.g. NYC). Does this mean that an application from a region like NYC will automatically get the LEP priority point?

Yes. Applicants will receive an LEP priority point if they appear on the list in Appendix K.

245. Concerning Limited English Proficiency points, do schools get credit if they only have data/been in existence for less than 3 years? The RFP asks for a 3 year average.

No.

PROGRAM REQUIREMENTS AND ATTENDANCE:

246. Can SVP services be provided during the school day? While the RFP does not state explicitly whether this is allowed or not, page 10 of the RFP does state "SVP-only programs during school day"

Yes, SVP program activities may take place during the school day. School safety activities include goods and services to provide safe corridors, diversity programs, collaboration with law enforcement agencies or community-based organizations, metal detectors, intercom systems and other intra-school communication devices, devices to increase the security and safety of program personnel and students.

247. If SVP programming can take place in non-school setting, can an agency propose SVP programming during the extended day (e.g., after school; weekends) in non-school setting? Since the purpose of this initiative is to reduce violence in schools, and proposed Extended School Day programming would reach youth from multiple neighborhood schools, the goal of the RFP could be met through programming located in a non-school setting.

Yes, an applicant may propose an SVP program during an extended day in a non-school setting.

248. What kinds of parent engagement activities are allowable?

Allowable activities include but are not limited to athletics, academic enrichment, art, music, drama, academic tutoring, mentoring, community services and related programs that will increase student achievement and contribute to school violence prevention.

249. Can School Violence Prevention activities occur during the school day, or must they be out of school time?

School Violence Prevention activities may occur at any time of day or year, including during the school day.

250. Can a program choose to serve only 13 years and older? If they choose to serve younger and they are based in a school district (but it is not the school district applying) would they still have to meet OCFS childcare regulations?

Yes, an ESD program can choose to serve only students 13 years old and older. If the not-for-profit agency chooses to serve younger students, they must meet OCFS childcare regulations.

251. If a college applies, can the external evaluator be sometime at the college but external to the program? For example, a faculty member who is experienced in research and evaluation? What if this faculty member has an external business outside of their work at the college. Could he/she and partners be consulted with for external evaluation purposes?

Where there exists an employer-employee relationship between the local agency and project personnel, such personnel should not be budgeted as consultants. The existence of an employer-employee relationship is determined by the degree of control exercised by the employer. An employee is usually trained by the employer, is directed in how work is to be performed, and has a continuing work relationship with the employer. An independent consultant decides when, where and how the work is to be performed, is paid according to an agreed-upon performance or result of work and is free to contract with work for others.

252. Can you define “continuous enrollment” – i.e. how many weeks must a student be enrolled to be “counted”?

ESD program enrollment must reflect student attendance of 15 hours or more since the start of the current program year to qualify as an enrolled student.

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253. Is the 2hrs/day X 3 days/week requirement a weekly requirement or “on average” for the duration of the experience? (would a summer program that runs 10 days over two weeks, 6hours per day, be counted as just two weeks or more?)

Programs must operate for a minimum of two hours a day; for at least 3 days per week. As long as this minimum is met, applicants may elect to propose a different schedule.

254. Must a proposed program have BOTH a summer component and a school-year component? Is a university eligible as a NFP partner?

In response to the first question, no, applicants have the option to design programming based on community needs and capacity. In response to the second question, eligible applicants are public school districts and not-for-profit organizations working in collaboration with school districts.

255. What are some examples of extended school day activities?

Extended day activities include, but are not limited to, academic enrichment, art, music, drama, academic tutoring, mentoring, student leadership development, community service, recreation and other related programs that will increase student achievement and contribute to school violence prevention.

256. Must extended school day programs be focused on academics?

Extended day activities include, but are not limited to, academic enrichment, art, music, drama, academic tutoring, mentoring, student leadership development, community service, recreation and other related programs that will increase student achievement and contribute to school violence prevention.

257. Can the creation of extracurricular programs be an example of an extended school day program?

Extended day activities include, but are not limited to, academic enrichment, art, music, drama, academic tutoring, mentoring, student leadership development, community service, recreation and other related programs that will increase student achievement and contribute to school violence prevention.

258. What are some examples of school safety programs that promote violence prevention?

School safety programs may include, but are not limited to, safe corridors, diversity programs, collaborative school safety activities with local law enforcement or community-based organizations, metal detectors, intercom systems and other intra-school communication devices and other devices to increase school security and the safety of school personnel and students, conflict resolution, peer mediation and social/emotional skill development, and other programs including comprehensive school-based intervention models. These programs should be consistent with the purposes for the school safety plans required by section 2801-a, of Education Law.

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259. If we apply for an SVP project, are activities and efforts limited to only serving students during extended day?

No. SVP projects may take place at any time of day.

260. If we apply for both an ESD and SVP project, are both projects required to be combined/support the same program? Or, can the projects be exclusive to serve different buildings/students with different activities?

With regard to the first question, the answer is no. It is the applicants' responsibility to determine the type of services to be offered. With regard to the second question, programming must provide support to students through extended school day activities and/or school safety programs which promote violence prevention. Programs must demonstrate consistency with the school safety plans required by §2801(a) of the Education Law and should not displace existing school district after-school funding.

261. If we apply for an SVP project, do we need to identify a specific number of students who will benefit/be part of the project?

No. SVP does not have to provide a roster of students. Impact can be demonstrated by meeting goals and objectives outlined in the application.

262. Can we host the Extended Day program at one school site and serve students from that school and another school at the host site with the schools' agreement?

Program sites may be located at public schools or other local sites.

263. Can programming for a college preparation program be held on-site at a community based organization while serving students from feeder schools?

Yes, program sites may be located at public schools or other local sites.

264. Is there a requirement that the same students participate in the after school activities every day it is offered. For example, If we are planning to offer after school program 4 days a week, do the same students need to sign up to attend every day or can we serve different student populations (possibly from different grades and different schools) on different days?

No, applications for the ESD component must propose to serve at least 50 students at a maximum cost of 1,600. Enrolled participants may be from different grades, schools, or ESD sites as proposed.

Enrollment means an unduplicated count of students receiving a minimum of 15 hours of service.

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265. Can the program be offered at a community college and be open to several schools in the district? Would that affect the age of the student population served?

Program sites may be located at public schools or other local sites. It is the applicants' responsibility to identify the students they will serve.

266. Can schools receive services from more than one ESD/SVP grant?

Yes. Agencies applying for multiple grants will be limited to a maximum annual award of \$1.2 million per geographical region. If multiple applications to serve the same cohort of students in a single school in an Extended School Day program are received, only the highest ranked application will be funded.

267. Can a program serve both after-school and summer, each at \$1600 per student if there are NO duplications, i.e., if no students participate in both after-school and summer programming?

Yes. The number of students will be based on the "unduplicated count," which is the number of students participating (enrollment) in the summer plus other academic year student participants who did not attend in the summer.

268. Is it expected that the evaluator will conduct an implementation and an outcome evaluation in each year of the grant program?

It is the responsibility of the applicant to describe their comprehensive program level evaluation plan in their proposal narrative under Section 4: Quality of Project Evaluation. This section will be scored competitively.

269. Can an evaluator propose to study implementation in year one and two and outcome evaluation in year 3 of the grant?

Yes. It is the responsibility of the applicant to describe their comprehensive program level evaluation plan in their proposal narrative under Section 4: Quality of Project Evaluation. This section will be scored competitively.

270. For those districts that won SED Extended School Day/School Violence Prevention Program funding previously, can a new grant be used to fund current programming? Or can grant funds be used only to pay for new activities?

Eligible applicants shall be prohibited from using ESD/SVP funds to displace after school funding in existence (Education Law, Article 55, § 2814(1)). Following the expiration of a funding source in one grant award period, a new grant application may continue previous programming if the program description in the new application is approved.

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271. Is it okay if after school programming only runs a few months during the year. For instance, we'd like to run a program from November to April, two hours per day four days a week – is that okay? (Is there a total amount of time programs must run?)

The ESD minimum requirement is to operate for a two hours a day; for at least 3 days per week. In order to be counted as a participant for roster count purposes, it is necessary for participants to attend at least 15 hours of service; as long as these minimum requirements are met. The applicant may opt to propose a different schedule.

272. Is it okay if we rotate what activities we offer in an extended school day program? For instance, could we run drama for four weeks, then music for four weeks, etc.?

Yes, if that's the program that they propose to deliver.

273. If all the activities in the RFP are required for extended school day programs (athletics, academic enrichment, art, music, drama, etc.) – can we incorporate existing activities to meet any of those requirements? For example, if we have an after-school drama club, can we incorporate it into the proposed extended school day program, to meet that requirement?

The list of activities is a suggested list; all activities do not have to be included. Specific program offerings are determined by the lead agency.

274. Two program reports are required annually. Who is responsible for compiling and writing the reports?

The lead applicant is responsible for compiling and writing the report.

275. Are evaluators required to write any reports? The overall evaluation percentage is very low at only 3% of the budget.

It is the responsibility of the applicant to describe their comprehensive program level evaluation plan in their proposal narrative under Section 4: Quality of Project Evaluation. This section will be scored competitively.

276. Can we enroll student that already enrolled in Another NYSED Program.

Each NYSED funded program has unique guidelines and requirements. Applicants are responsible for developing a program that will meet the requirements of the Extended School Day/School Violence Prevention grant program. It is possible that students may be enrolled in other NYSED funded programs; however, each student must meet the unique enrollment requirements of each funding source in order to be included in a program's enrollment. Eligible applicants shall be prohibited from using ESD/SVP funds to displace after school funding in existence (Education Law, Article 55, § 2814(1)).

277. Do students have to be attend the MOA school to be enrolled? To attend the out of school time programming.

In order to participate in an ESD funded program a student must be enrolled in a school represented on the application's Participating Schools Form (see Appendix G). ESD program attendance must reflect student attendance of 15 hours in or more since the start of the current program year to qualify as an enrolled student.

278. Must all programing taking place at the school or can it be at college?

Program sites may be located at public schools or other local sites.

279. Under Quality of Project Evaluation (p.27), please state whether the 3rd bullet regarding the use of the NYSAN Quality Self-Assessment tool is expected for all applications, or only for Extended School Day applications.

It's required of all applicants. Singular SVP applicants may describe a plan to utilize appropriate sections of the tool with a perspective focused on school safety.

280. Program Requirements (Section VI): Is the expectation that program participants will attend for a minimum of two hours a day for at least 3 days per week, or does this requirement refer to hours of operation for the program (i.e., the program itself must be running at least two hours a day and 3 days a week, but each student does not necessarily need to attend two hours a day and 3 days a week)?

This program requirement refers to hours of operation; however, ESD program attendance must reflect, at minimum, student attendance of 15 hours in or more since the start of the current program year to qualify as an enrolled student.

281. Does the dosage of 15 hours per student include the program hours of SVP programming or only ESD?

The 15 hour minimum requirement is only for the ESD program.

282. Can SVP programming be during the school day and/or after school?

Yes, SVP programs may occur at any time of day.

283. May any portion of funding for the violence prevention component be used during the hours covered by the regular school day?

Yes, SVP program activities may take place at any time of day.

284. Reporting (Section X): A participant must attend 15 hours or more since the start of the current program year to qualify as an enrolled student. Is there a minimum number of hours per year required for participants to attend the program?

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ESD program attendance must reflect student attendance of 15 hours or more since the start of the current program year to qualify as an enrolled student.

SUBMITTING APPLICATIONS and FORMS:

285. An eligible entity may submit more than one proposal for a maximum total amount of \$1.2 million in any one geographical region. The maximum award for an individual application will be \$350,000. Therefore, an agency may exceed \$1.2 million, so long as the excess award is within a different region of competitions, correct?

An eligible entity may submit more than one proposal for a maximum total amount of \$1.2 million per geographical region. The maximum award for an individual application will be \$350,000. Agencies applying for multiple grants will be limited to a maximum annual award of \$1.2 million per geographical region.

286. The Assistant Director/Site Coordinator position is a direct cost, correct?

Correct.

287. Who does the letter of intent have to come from for a college that is applying (i.e. the grant writer, the college President, or doesn't it matter?)

The letter of intent comes from the applicant.

288. In the separate, 3-page Budget Narrative, can these required docs use a chart to present a line item budget with statements about the purposes of each budget line?

No. The budget narrative provides explanation and background justification for all State ESD/SVP expenses entered onto the FS-10. The Budget Narrative justifies all proposed expenditures, which must include details clarifying their nature, and the method of the calculation for each cost. The budget narrative should not exceed 3 pages and should be organized in the order of the categories on the FS-10. A line item budget chart is not an acceptable method to detail these expenses in the budget narrative.

289. If the Budget Narrative can use such a line item chart, does this chart have to be "1.5 spaced"?

A line item chart is not acceptable for the budget narrative.

290. Does text entered for all required docs have to be "1.5 spaced"? If not, what required docs have to be "1.5 spaced" and what docs can be "1.0 spaced"?

The narrative documents, including the proposal and budget, are to be prepared in Times New Roman, 12 point font, 1.5 spaced, with a standard 1" margin. Appendices not considered part of the narrative sections may be prepared with 1.0 spacing.

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291. Are there restrictions in terms of the number of applications, or the amount of funding, a single NFP can engage in?

Subject to the limitations of the RFP, agencies applying for multiple grants will be limited to a maximum annual award of \$1.2 million per geographical region. This includes agency membership in consortia projects. This restriction does not apply to not-for-profit vendors.

292. Can a NFP organization be a lead applicant for one application and also a partner in one or more other applications?

Yes. Agencies applying for multiple grants will be limited to a maximum annual award of \$1.2 million per geographical region. This includes agency membership in consortia projects.

293. In case of applying for more than one school, does a separate proposal have to be completed for each school?

No, an eligible entity may submit more than one proposal for a maximum total amount of \$1.2 million per geographical region. The maximum award for an individual application will be \$350,000.

294. Are LEAs applying directly for a grant at an advantage over non-profit organizations working in collaboration with an LEA district?

No. This is a competitive grant and awards are based on the score resulting from the applicant's ability to address the goals and objectives of the RFP.

295. Program Requirements (Section VI): The application asks that the program serve a minimum of 50 children. Does this count refer to students per site, students per year, or students per application? For instance, if an application includes two sites that enroll 45 students each for a total of 90 students, would this be permissible to fulfill the requirement? Alternatively, if a program runs on a semester basis, and each semester enrolls 45 students, would this be permissible to fulfill the requirement since it would add up to a yearly count of more than 50?

Applications for the ESD component must propose to serve at least 50 students at a maximum cost of 1,600. Enrolled participants may be from different ESD sites as proposed. Enrollment means an unduplicated count of students receiving a minimum of 15 hours of service.

296. Is it advised that a program operating on more than one site submit one application per site? How would this affect the student count requirement (see question 2)?

Subject to the limitations described in the RFP, it is the applicants' responsibility to determine the number of applications to submit, sites to be served, and the number of students per site.

297. An organization currently runs after school and in-school programs at various schools, including ones mentioned on the 2015-2016 Persistently Dangerous Schools Designation List. We have SONYC and DYCD funding at most of our school sites. Would we be at the risk of displacing existing programs if we apply for EDS/SVP funding? May we still apply for EDS/SVP to augment our services and presence at the school, without overlapping programming with DYCD and/or SONYC?

Applicants are encouraged to use supplementary funding sources to provide additional services to students and are responsible for adhering to the funding requirements of the ESD/SVP program. Budgeted costs must also be in compliance with applicable State and federal laws and regulations and the Department's Fiscal Guidelines. These guidelines are available online at the following URL: <http://www.oms.nysed.gov/cafe>. Eligible applicants shall be prohibited from using ESD/SVP funds to displace after school funding in existence (Education Law, Article 55, § 2814(1)). Each grant funded program has unique guidelines and requirements.

298. If we apply for both an ESD and SVP project (and projects support different buildings/students with different activities), do we submit a separate application for each ESD and SVP project?

Applicants can file a combined application for both programs or apply separately

299. Is submission of Appendix D, the composite budget, required of all applicants, including those applying for just Extended School Day, those applying for just School Violence Prevention, and those applying for both?

Appendix D is required of all applicants.

300. Do the two copies of the application and FS-10 sent in with the originals require blue ink signatures?

No. Only originals must be signed in blue ink.

301. Page 23 of the RFP states that "Other types of charts are not allowed. Charts cannot be used for narrative purposes." Does this mean that no charts created by the writer of the proposal can be inserted anywhere in the narrative?

Yes, charts that were not specifically requested in the RFP may not be included in the narrative.

302. What is the purpose of the Payee Information form? Who is required to submit a Payee Information and Substitute W-9 form?

The Payee Information Form is used to establish the identity of the applicant organization and enables it to receive federal (and/or State) funds through the NYSED. A Payee Information (or PI) form is required from grant/Request for Proposals applicants that have not previously received grant funding from the Department.

303. Are school districts required to submit proof of Workers Compensation Coverage forms?

The Workers' Compensation Law requires, and has required since introduction of the law in 1922, the heads of all municipal and State entities to ensure that businesses have appropriate workers' compensation and disability benefits insurance coverage *prior* to issuing any permits or licenses, or *prior* to entering into contracts.

304. Must all partnering organizations and/or school districts in a consortium submit proof of Workers Compensation Coverage forms, or does this apply only to the lead applicant?

Applicant proof of Workers Compensation documentation is encouraged.

305. What specifically requires the submission of 2 or more proposals? Is it based on how many overall school districts or separate programs, (i.e., elementary vs. middle school) within the one district to which we are applying?

Each application may include a request for an annual grant award of a maximum of \$350,000. Agencies applying for multiple grants will be limited to a maximum annual award of \$1.2 million per geographical region. This includes agency membership in consortia projects.

306. If only one submission per school district is required, then are separate Abstracts and Work Plans to be included if we are serving middle and elementary schools under that umbrella? While the overall structure may be similar, student population, as well as needs and program content will differ. Is that all accounted for in one proposal if we are applying for only a single district?

All of the requested information must be addressed within each application; however, applicants have the option to submit multiple applications.

307. To clarify the language on use of subcontractors (for possible inclusion in our narrative) - where may the Vendor Responsibility Questionnaire be obtained and what does a NYSED vendor responsibility review entail? Is this a similar process as we go through when using subcontractors in our DYCD programs? Also, are there additional restrictions or requirements that need to be satisfied other than the 2 points listed in p13?

For vendors using subcontractors, a Vendor Responsibility Questionnaire and a NYSED vendor responsibility review are required for a subcontractor where: (1) the subcontractor is known at the time of the contract award; (2) the subcontractor is not an entity that is exempt from reporting by OSC; and (3) the subcontract will equal or exceed \$100,000 over the life of the contract.

The factors to be considered include: legal authority to do business in New York State; integrity; capacity - both organizational and financial; and previous performance.

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To enroll in and use the New York State VendRep System, see the VendRep System Instructions available at http://www.osc.state.ny.us/vendrep/vendor_index.htm or go directly to the VendRep System online at <https://portal.osc.state.ny.us>. Please refer to p. 12, section XII of the RFP.

308. Does the one-page program abstract count against the 12 page limit for the proposal narrative (p.23)?

No. The abstract is not included in the 12 page limit.

309. Under Need for Program on p.23, the RFP asks applicants to “discuss how” the program will offer services to students, families, and staff. How should this information differ from what will be included in the Work Plan section?

Under Section 1, Need for Program, it is the applicant’s responsibility to describe the population to be served by the proposed program and discuss how the program will offer educational and enrichment opportunities and/or violence prevention services to students, families, and staff. Under Section 2, Work Plan, it is the applicant’s responsibility to provide a description of the proposed program; specifically, how the program design links activities, content, and goals and objectives with the identified needs of the students, their families and the community. These sections will be scored competitively. Additional instructions are available under Section XIX of the RFP.

310. On p. 24, it is suggested that in order to justify the need for the program applicants may use VADIR data and, “show a propensity to address incident categories as reported in the 2013-2014 VADIR Data”. Please elaborate on what this means, particularly the use of the word “propensity”. Should applicants show if/how the school has tended to address the different categories of incidents it experiences? Or should the applicant’s program work plan be designed to address the VADIR incident categories for the school in question?

If the applicant chooses to use VADIR data in their response to narrative Section I: Need for Program, they should describe current and previous efforts to address relevant incident categories. If funds are being requested to address relevant VADIR categories it may be prudent for the applicants work plan to be designed to address the VADIR incident categories for the school in question.

311. Under Quality of Project Evaluation (p.27), please elaborate on what “identify” refers to in the 4th bullet point. Does a specific external evaluator need to be identified in the application, or do the qualifications for an evaluator need to be identified?

As per the RFP, applicants are required to identify and describe the *qualifications* [emphasis added] of the external evaluator who will collect and analyze data to assess progress toward meeting the program’s goals and objectives.

312. If a nonprofit agency is awarded funds to provide an ESD/SVP program in a struggling or persistently struggling school that is currently implementing school receivership, what would happen to the funding if the school is phased out before the end of

the grant period? Could it be applied to a new school phasing in to replace the current school, or could the agency identify another school to receive services?

In rare circumstances, it may be possible for the funding to be continued if the nonprofit applies to the NYSED program office for appropriate amendments and modifications, including but not limited to budget, program, contract, etc. Grantees would be expected to demonstrate due diligence in locating a replacement school with the most comparable population and priority need areas. The program would need to be the same and the change may require the approval of the Office of the State Comptroller.

313. The RFP states that charts are not allowed in the narrative. Can tables be used in the narrative section?

No. For the purposes of this RFP, tables are considered charts and may not be used in the narrative section.

314. Is a school district in NYC considered a geographical region and thus permitted to submit more than one proposal?

No, a school district in NYC is not considered a geographical region for the purposes of this RFP. NYC is the geographical area. Funds will be allocated to each geographic area as follows: 55% to New York City; 15% to the big four cities of Buffalo, Rochester, Syracuse and Yonkers; and 30% to the Rest of the State. Each application may include a request for an annual grant award of a maximum of \$350,000. Agencies applying for multiple grants will be limited to a maximum annual award of \$1.2 million per geographical region.

315. Must NYC school districts provide proof of disability benefits coverage, proof of workers' compensation coverage and pre-qualification documentation.

No, school districts are not required to provide proof of disability benefits coverage, proof of workers' compensation coverage and pre-qualification documentation.

316. Is a vendor who provides peer mediation programming or a visual arts program considered a partner in the grant? Is a school district required to submit a partnership agreement for each vendor providing services through the grant?

No. A partner typically has an active role in program planning and design, while a vendor provides supplies or services, but does not participate in program planning and design. Partnership agreements are required for all partners but are not required for vendors.

317. Are we able to apply to serve all grades K-12? Or are we able to choose different age groups, for example grades 4-8? Is there a priority age group for this grant?

Yes. Applicants must serve children within the range of grades Pre-K-12, but need not serve all grades.

318. Who's letterhead should the MOU be on? That of the lead or that of the partner?

It is the applicants' responsibility to develop a partnership agreement or MOU; the letterhead is immaterial.

319. SVP-only programs during the school day must provide a list of impacted students. How do we demonstrate impact beyond student attendance?

It is the applicants' responsibility to describe their comprehensive program level evaluation plan in their proposal narrative under Section 4: Quality of Project Evaluation. This section will be scored competitively.

320. The RFP states the proposal narrative should be "1.5 spaced." It also states "Charts cannot be used for narrative purposes."

Does this mean there can be NO CHARTS in the Narrative?

Yes, charts that were not specifically requested in the RFP may not be included in the narrative.

321. Can other required charts - such as the Statement of Goals, Objectives, Activities, and Performance Indicators - be "1.0 spaced"? Or does ALL text have to be "1.5 spaced"?

The narrative documents including the proposal and budget are to be prepared in Times New Roman, 12 point font, 1.5 spaced, with a standard 1" margin. Appendices not considered part of the narrative sections may be prepared with 1.0 spacing.

322. In the separate, 3-page Budget Narrative, can these required doc use a chart to present a line item budget with statements about the purposes of each budget line?

A line item chart is not acceptable for the budget narrative.

323. Why has the NYS Grants Gateway portal been abandoned for digital submission through the FluidReview portal?

The NYS Grants Gateway is not yet available to SED as a submission portal.

324. Will future grant request to NYS ED be required to go through the FluidReview portal?

Please review the RFPs for future funding opportunities available through NYSED for specific submission requirements.

OTHER:

325. May students get recovery/elective credit for participating in the ESD component?

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Recovery and elective credit for ESD participants is the decision of the building/district leadership.

326. What type of student data will need to be collected by programs?

Student demographic data, outcome data supporting program's goals of increased student achievement, school violence prevention, and school safety. Additional information regarding reporting is available on p. 10-11 of the RFP.

327. Is the SACC requirement based on the site where services are provided? If a non-profit is the lead applicant but holds the programming in a school, is the SACC for the non-profit necessary?

It is the responsibility of the applicant to determine whether or not they are required to obtain a SACC license. Applicants with questions regarding SACC licensure should contact their Office of Children and Family Services Regional Offices listed on p. 32 on the RFP.

328. Is it possible to clarify the term "peer review" in the Method of Determining Award? It states that if an organization isn't selected they may protest, whereby a review team from the NYSED CAU and other specified members will convene to review. However, I'm wondering who or what groups from NYSED will be conducting the initial Determining Award "peer review"? Is it comprised of the same members who make up the protest review team or general members of the NYSED? Just wanting to clarify in an effort to better identify the audience who will be reading the proposal.

NYSED staff will not conduct the initial peer review. The New York State Education Department will seek qualified individuals with diverse expertise, geographic location, gender, racial and ethnic representation to participate in the peer review process that will be used for the ESD/SVP applications. The most qualified reviewers will be individuals who are familiar with the operation of high quality youth programs in schools and communities. Examples of the types of experienced individuals we are seeking include, but are not limited to: teachers and principals; experts in extended learning opportunities; college and university faculty and graduate students; community educators; community service providers; practitioners from faith-based organizations; and staff from foundations and charitable organizations.

329. What is a subcontractor? Who qualifies to be a subcontractor?

A subcontractor is an entity or individual hired to perform specific services as part of the overall project and is normally paid for services provided to the project.

Minority and Women-Owned Business Enterprise (MWBE)

330. If a proposed program plans to subcontract with another non-profit organization for \$65,000, and will only spend approximately \$10,000 in expenses to for-profit companies,

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how must it show good-faith effort for meeting M/WBE requirements and for what amount?

Please follow instructions on the M/WBE Goal Calculation Worksheet located in Appendix L of the RFP. Examples of acceptable Good Faith Efforts documentation can be found on form M/WBE 105.

331. Should the M/WBE Utilization Plan (M/WBE 100) and Notice of Intent to Participate (M/WBE 102) forms show dollar amounts of purchases that would be made in all years, or just year 1 purchases?

The dollar value listed on the M/WBE Utilization Plan (M/WBE 100) should represent the dollar value for year 1. It is recommended that the description section of the Notice of Intent to Participate (M/WBE 102) include the term of the agreement (begin and end dates) and the dollar value listed in Section C of this form represent the dollar value for the term of the agreement.

332. Our M/WBE application was submitted during the summer. Would we qualify for a Partial Waiver if we showed documentation of that?

For-profit organizations are not eligible applicants for this RFP.

333. The MWBE requirements continue to be difficult particularly for rural schools, but NYSED clearly states full participation is preferred. What suggestions can you make regarding how rural schools can realistically meet MWBE goals? Can you offer any examples of past successes with MWBE goals from rural schools that others may be able to learn from and/or apply to their situations?

M/WBE compliance can be met in three different ways - Full compliance, Executive Chamber approval of Partial Waiver, or Full Waiver. Many agencies typically find M/WBE availability for training and supplies/materials.

334. For MWBE calculation purposes, if a district is working with other districts and community-based organizations and will be contracting with these collaborating partners to provide personnel to help staff the program, then we would include the partners' personnel costs as well as the applicant district's on lines 1, 2 & 3 of the MWBE Goal Calculation Worksheet, correct?

Only salaries and related fringe benefits for employees of the lead agency/applicant can be reported on lines 2-4 of the M/WBE Goal Calculation Worksheet.

335. Is the MWBE calculation to be based on the first year budget or for all five years of the project?

The M/WBE Goal Calculation Worksheet should be submitted for the duration of the Grant; not just year 1.

336. If the MWBE calculation is based on all five years of the budget, if we do not have MWBE lined up to provide goods/services for the later years of the project, should we request a waiver now or can the identification of MWBE vendors and/or waivers (if necessary) be dealt with year by year as the project moves forward?

If full participation cannot be achieved at time of application, the applicant should submit required documents to request a waiver.

337. Is the MWBE calculation worksheet to be submitted with the application? This document is not listed on the Application Checklist but is included with the MWBE forms.

Yes, the M/WBE Goal Calculation Worksheet should be submitted with application.

338. I own a pre-qualified non-profit. It is serving as the lead agency. I am a volunteer director for an MWBE for-profit, a separate entity with it's own EIN that provides professional development and youth programs services. Is the non-profit restricted from subcontracting the for-profit company to satisfy the MWBE requirement because of my relationship to both? Or does full-disclosure allow for this to happen?

It is up to your nonprofit organization to determine whether such a relationship poses a conflict of interest and to take such action as is necessary to make sure whether or not the relationship is appropriate under law and regulations. You may want to discuss the matter with your legal counsel and consult your charter and bylaws for guidance.

339. I am Black and am the President of the not-for-profit. Are companies owned by people of color exempt from the MWBE requirement?

All applicants must comply with M/WBE requirements.

340. The MWBE participation goal for this grant is 30% of each applicant's total discretionary non-personal service budget over the entire term of the grant. Discretionary non-personal service budget is defined as total budget, excluding the sum of funds budgeted for: 1. direct personal services (i.e., professional and support staff salaries) and fringe benefits; and 2. rent, lease, utilities and indirect costs, if these items are allowable expenditures." So, the salary and fringe of an administrative personnel position (within the allowable 10% for Administration) is added to the calculations for the MWBE Goal?

These costs are excluded from the M/WBE calculation but should be summarized in the appropriate section on the M/WBE Goal Calculation Worksheet.