Liberty Partnerships Program: 2017-2022 RFP- GC#17-005

*Important Updates: as of 2/28/17

A) Q&A Posts:

- **Section I) Budget- Question 16-** the response to this question has been posted below.

*Important Updates: as of 2/17/17

A) Q&A Posts:

- **Section I) Budget- Question 16-** The response to this question has not been finalized. An updated Q&A document will be uploaded the week of 2/20/17.

B) Updates to RFP and LPP Website:

- **RFP- Technical Section**- 2. Need for Project, a)Purpose of Project has been updated
- **RFP- Summer Programming Component**- student enrollment requirement has been updated to "40" participants
- **RFP- Application Checklist (Attachment I):** Has been updated to reflect "IHE Organizational Chart"
- **RFP- Cover Page (Attachment II):** "Focus School" has been added as an item under "LEA Designation"
- **M/WBE- Goal Calculation Worksheet (Appendix VIII)** has been updated
- **Website-** has been updated to include Word version of RFP

C) FluidReview Portal Access:

- Web address: https://nysed-lpp-grants.fluidreview.com/
- Please use Google Chrome to ensure successful access to all features.
- All instructions can be found on the website listed above. Please submit all questions regarding FluidReview to LPPRFP@nysed.gov

2017-2022 Liberty Partnerships Program GC#17-005

Q & A

Note: Answers to questions are provided underlined and in blue font

A) M/WBE

1. "30% of each applicant's total discretionary non-personal service budget over the entire term of the grant." Is this to be interpreted as 30% over the 5 year 'term of the grant'? Or 30% for each year of the grant? Also- there is no line on the- M/WBE Goal Calculation Worksheet (p 79) to factor in the student stipends/ student tuition. How should we address this?
   The RFP has been amended to include an updated M/WBE Goal Calculation worksheet which allows the deduction of student stipends/ student tuition. Please see the updated M/WBE Goal Calculation for further information.

2. We partner with several non-profit entities to deliver sub-contracting services. Because non-profits cannot be classified as MWBE's can we exclude $ amounts allocated to non-profits from our total discretionary non-personnel service budget?
   The RFP has been amended to include an updated M/WBE Goal Calculation worksheet which includes additional deductions, thereby reducing the amount of the discretionary budget. Please see updated M/WBE Goal Calculation for further information.

3. Is the M/WBE 20% or 30% for the participation goal?
   The M/WBE Goal for this initiative is 30%.

4. What should we do if the resulting calculation on the M/WBE worksheet totals more than what we need to spend in our Purchased Services and Supplies categories? Moving monies around to spend more in these categories will result in reduced direct service and consequently the number student served.
   The RFP has been amended to include an updated M/WBE Goal Calculation worksheet which includes additional deductions, thereby reducing the amount of the discretionary budget. Please see updated M/WBE Goal Calculation for further information.

5. It has been suggested by my campus that in view of the fact that we spend over 30% with M/WBE businesses that our recharges should be subtracted out of the formula. As programs we are required to use specific campus services that are not allowed to be bought off campus. Any thoughts on this?
   The RFP has been amended to include an updated M/WBE Goal Calculation worksheet which includes additional deductions, thereby reducing the amount of the discretionary budget. Please see updated M/WBE Goal Calculation for further information.

   The MWBE Coordinator is available throughout the application and procurement process and can be reached at MWBEgrants@nysed.gov.

6. Are costs for contracts with partner school districts and CBO's excluded from the M/WBE calculation?
   Yes, lead applicants are allowed to deduct the costs of salaries and fringe benefits of partner organizations on the Goal Calculation Worksheet, thereby reducing the amount of the discretionary budget. Indirect costs, rent, lease, and utilities costs incurred by partner organizations cannot be deducted. Please see the updated M/WBE Goal Calculation for further information.

7. How is it feasible to meet a 30% M/WBE requirement in an area that does not offer enough M/WBE certified businesses to deliver our programming? There are contract required services (for i.e., Empire Promise and Social Emotional Assessments) that are not M/WBE and there is not a M/WBE for our ground transportation (car rental, mileage, vans/buses). How should a program proceed?
   M/WBE participation not only includes services, but can also include materials or supplies purchased from minority and women-owned firms certified with the NYS Division of Minority and Women Business Development.

   Applicants must make good faith effort to solicit MWBE firms to meet participation goals. If efforts are unsuccessful, the applicant may apply for a Partial or Full Request for Waiver. This request MUST be accompanied by documentation demonstrating the efforts made and reasons why the applicant was unsuccessful in obtaining MWBE utilization.

   Should an applicant apply for a Full or Partial Waiver, these requests entail an additional review process and there is no timeline for the completion of this review. Please note funding will not be released until a program's M/WBE plan has been approved.

8. Can the salaries, benefits, and/or indirect costs under Purchased Services be excluded from the M/WBE requirement?
   Yes, lead applicants are allowed to deduct the costs of salaries and fringe benefits of partner organizations on the Goal Calculation Worksheet, thereby reducing the amount of the discretionary budget. Indirect costs, rent, lease, and utilities costs incurred by partner organizations cannot be deducted. Please see the updated M/WBE Goal Calculation for further information.

9. On p. 79 for Appendix VIII for the M/WBE Goal Calculation Worksheet, it states that the participation goal is 30% over the entire term of the grant. However, in the actual worksheet, line 9 lists it as 20%. Should this not be listed as 30%? And the resulting amount in line 10 is the amount to be reached over the 5-year grant, correct?
   The M/WBE Goal for this initiative is 30%, the RFP has been amended to include an updated M/WBE Goal Calculation worksheet.

10. Regarding the M/WBE participation, there are NYS and NYC M/WBE certification statuses (which are related in the system). Do NYC M/WBE certified vendors count towards the 30% goal? What if a vendor currently has NYC M/WBE certification and their NYS M/WBE certification is "pending"? On p. 82 it looks like an application submitted will be counted towards the M/WBE requirement, but please confirm. Only New York State M/WBE Certified vendors can be used in the attainment of the 30% M/WBE goal.

    If the Grantee chooses to subcontract with a company pending M/WBE certification, the Grantee must…

    1) Provide reference number from Empire State Development: Division of Minority and Women's Business Development's Certification Unit indicating that all of the required documentation has been received.
    2) Achieve Full participation as a result of using the company pending certification.
    3) Must inform M/WBE unit if the subcontractor has not been certified after 6 months of initial M/WBE approval. If after 6 months the company is not certified the M/WBE unit will advise the prime of next steps to maintain full compliance.

11. On the Equal Employment Opportunity staffing plan worksheet, do we complete this for only hired staff we currently have and plan to continue having? Does that include graduate/undergraduate student workers as well? If so, does it make a difference if they are paid or unpaid, but are providing a service to the grant? If we are hiring for new positions next year and don't have applicants identified, we don't include this info on the staffing plan, correct? The Equal Employment Opportunity Staffing Plan should include any staff, paid or unpaid, who will be working on this grant initiative. Updates to the Equal Employment Opportunity Staffing Plan should be included as part of the annual submission of the FS-10 and accompanying M/WBE documentation package.

B) Partnerships

1. Our current partnership agreements with our community based organizations, are signed by both of the participating directors. Do these agreements need to have LEA signatures as well? Per RFP page 14 section VI.5.d, the partnership must be evidenced by a signed partnership agreement signed by all parties to the agreement.

2. At our institution we are required to use Memorandums of Agreement (MoA) between partners on various grants that we have. The MoA is recognized as a legal instrument. Can the MoA be used in place of the Partnership Agreement? The Partnership Agreement form in the current RFP is required as part of the application.

3. Is an LEA allowed to be a partner in more than one application? Yes, a LEA can be a partner in more than one application.

4. Can programs such as Upward Bound (or any other program that falls under the TRIO program) be considered as legitimate CBO partnerships or does their being a part of TRIO disqualify them? TRIO programs are not considered Community Based Organizations.

5. Are there any restrictions regarding the distance from which a program can partner with a school? Ex. Can a program based in Manhattan partner with a school in Brooklyn, Bronx or Queens? If not, what are the guidelines surrounding distance? There are no restrictions regarding the distance from which a project can partner with a school.

6. Is there a limit to the amount of schools/CBO's that can become partners on this new grant? If so, what is that limit? There is no limit on the number of LEA and CBO partners.

7. Can the new grant proposal remove school partnerships that are a part of the current grant and replace them with new schools? Yes, applicants may identify new partners that replace previous LEA partnerships.

8. The RFP indicates that we must have at least one CBO. Does that mean one CBO for each school served or one CBO for the entire submission? Applicants must have at least one CBO partnership.

9. Do we need to get signed partnership agreements for the various programs and departments at our IHE with which we work? For example, we work with the Literacy Department in the School of Education. If we do not need separate partnership agreements, how do we identify these collaborations? No, applicants are not required to have partnership agreements with internal IHE partners. Any internal IHE partner involvement should be included in the narrative. These partners should also be listed on Appendix V- Form 1.

10. I know a signed agreement is needed between the IHE, LEA and CBO. But, do we still need agreements signed for all/other partnering agencies that work closely with the program in some kind of function. (as has been done in the past grant cycle) An example would be: youth bureau. Applicants should have partnership agreements with any entity that is in partnership with the IHE.

11. The RFP states you must have "at least 40 students enrolled at each partner school and/or LEA." There are three schools within one district that service the Tuscarora Indian Nation. The total Native student population anticipated for enrollment from these schools into our program would be 40 altogether. Current research suggests that the Native population is extremely vulnerable to high dropout rates, as well as being high risk for drug and alcohol abuse and suicide. Given the data, would it be possible to include this population and these partner schools into our grant proposal? The RFP

allows for partnerships with a LEA (School District) and/or with a school, therefore the 40 students from this district can be served.

12. Do you consider a school district the LEA? Yes. We are planning on serving a number of schools in the same school district. In addressing the requirement that the projects must have a minimum enrollment of at least 200 students with at least 40 students enrolled at each partner school and/or LEA. So for example, we are serving two schools in the same school district. Can we have a student enrollment of 20 students per school for a total of 40 in the district? Yes. Or do we need to serve 40 in each of the schools? No, serving 40 students at each school is not required.

13. Can a LPP collaborate with Matilda Cuomo's NYS mentoring program as the required CBO? The New York State Mentoring Program is funded by a State agency and therefore not a CBO.

14. Is a non for profit Hospital considered a CBO? Please define what you mean by CBO. The definition of Community Based Organization (CBO) is provided at NY Executive Law Section 159-e(4), which provides: "'Community based organization' shall mean any organization incorporated for the purpose of providing services or other assistance to economically or socially disadvantaged persons within its designated community. Such organization must have a board of directors of which more than half of the members reside in such designated community." All CBOs must have a 501(c) (3) status.

15. On Long Island, most MOAs are going through School District attorney offices. We may not have them back by the deadline. Can you advise? Your partnership agreements must be submitted by the application deadline or they will not be considered.

16. Is the expectation that there would be one multi-partner agreement or individual agreements between the IHE and each partner? Which partners should we have agreements with? Only those who will be involved in program planning? There should be individual partnership agreements between the IHE and each external partner that is involved in program planning.

17. May an LPP deliver services beyond the school at facilities operated by non-profit partners if the partners are willing to make these facilities available to support the program? Yes, the LPP may deliver services beyond the school at facilities operated by non-profit partners.

18. Are IHEs (CUNY) considered as non-profit organizations?
Due to CUNY's unique relationship with the Research Foundation, the "Research Foundation on behalf of the [insert College campus]" is required to prequalify in order for the College to be eligible to apply for the grant. Please check with the Research Foundation to make sure that the appropriate record in the Grants Gateway is prequalified on the application due date.

19. The guidelines state that each partnership must consist of at least 1 IHE, 1 LEA, and 1 non-profit CBO, and all partners must sign the partnership agreement. We have a number of non-profit partners. If we have several of the CBOs sign the main partnership agreement with the IHE and LEA, are we permitted to have separate, individual agreements with some non-profit service providers? Or should we have all of the non-profit partners sign the 1 agreement? All of the non-profit CBOs do not have to be signatories on one partnership agreement. You may have multiple partnership agreements.

20. The RPF indicates that projects must have an overall enrollment of at least 200 students with at least 40 students enrolled at each partner school and/or LEA. If we are serving several schools within a single school district, is it permissible for one or more of the schools within the district to have less than 40 students enrolled in LPP? Yes.

21. The cover page does not list “focus” schools under the LEA Designation. From reading the RFP, it is my understanding that this is included as an additional category for eligibility. The Cover Page has been updated to include “Focus” schools under the LEA designation.

22. Will an applicant receive any additional preference for including multiple LEAs that fall within the eligibility categories (i.e. multiple focus districts, rural districts, Title I schools, etc.)? No, there is no additional preference for including multiple LEAs that fall within the eligibility categories.

23. Will an applicant receive any additional preference for including an LEA/school designated for more than one eligibility category (i.e. Title I rural focus district with 40% free/reduced lunch eligibility)? No, there is no additional preference for including multiple LEAs that fall within the eligibility categories.

24. Do priority schools, including focus, struggling, persistently struggling, and/or persistently dangerous schools, receive any additional preference or priority? No, there is no additional preference for including multiple LEAs that fall within the eligibility categories.

25. Are the services of the required CBO partnership expected to be in-kind services? No, the services of the required CBO partnership are not necessarily expected to be in-kind services.

26. The project gets services from CBOs with whom there is no partnership signed. Are they still qualifying to be listed in the Partner Organizations list? If a LPP receives services from a CBO that is not involved in the planning process for the project, then they are considered a sub-contractor, and a partnership agreement is not required.

27. Can I supplement the school district's 21st century grant by providing tutoring, college trips, workshops, and incentive trips etc.? There should be no duplication of services.

28. Can I eventually be a partner of the school district's 21 Century grant? As long as there is no violation of policies in either grant, a partnership is possible.

29. For IHEs that work with several LEAs, must each IHE-LEA partnership also contain a CBO partnership? No. As per page 2 of the RFP, each proposal must be submitted by at least one New York State eligible degree granting IHE in partnership with a LEA and CBO. Additional partnerships may include additional LEAs, IHEs and CBOs.

30. Based on the listed requirements of IHE partnerships with LEA's within the specified categories, will IHE serving 100% in the categories specified, receive greater consideration than those who serve the minimum of at least one district/school under the specific requirements listed? No.

31. Regarding the requirement to include at least one CBO, is it allowed to sub-contract with the CBO and pay them for any services they provide? It is unlikely that a CBO will partner to actively participate and plan an LPP, provide services, and agree to do so as a volunteer service without pay. Yes, LPP projects may sub-contract with a CBO partner.

32. On page 12, it states that letters of support from non-partner organizations will not be reviewed. However, would letters of support from partner schools, organizations and programs be reviewed? Letters of support will not be reviewed.

33. Can you please clarify what types of partner organizations need to be included on Form 3 of Appendix V? Should we include the IHE and CBO that we sign agreements with? Even though some vendors are very involved with planning and implementing year-long service components, like Regents prep, do we not include them since we are paying them for the service? All partners other than LEAs should be listed on Form 3 of Appendix V.

C) Institutional Eligibility

1. Page 20 related to pre-qualifying – does SUNY Canton need to register for Grants Gateway if our fiscal agent, Research Foundation is already registered? As our chosen fiscal agent, Research Foundation, has a current approved and prequalified Grants Gateway registration. Please confirm this is sufficient, and NYS does not expect SUNY Canton to have a separate GG profile. We consider SUNY Canton to be first and foremost a state agency or institution, and not a not-for-profit vendor. The purpose of GG, after all, is for NYS to vet and prequalify not-for-profit vendors to expedite contracting and payment. SUNY Canton is a known and proven state agency.
As per the RFP, the IHE as a degree granting institution must be the applicant, however, due to CUNY's and SUNY's unique relationship with the Research Foundation, the

"Research Foundation on behalf of the [insert College campus]" is required to prequalify in order to act as the fiscal agent for the College. Please check with the Research Foundation to make sure that the appropriate record in the Grants Gateway is prequalified on the application due date.

2. I am writing to inquire if more than one college can write for the same school district. Are we able to have two different colleges submit an application for our district? More than one college may write for one school district.

3. Long Island University has two distinct campuses with separate Schools of Education: LIU Brooklyn and LIU Post. Each of these schools has a separate faculty, dean and curriculum. Currently, LIU Brooklyn has a successful Liberty Partnership, under the direction of Roland Robinson, for which it is planning to seek renewal to continue and expand its work. Faculty at LIU Post is now working in partnership with a local school district, (Glen Cove) that is undergoing profound demographic change, and becoming a minority/majority district. We are focusing on new models for literacy instruction and providing PD (gratis) to research the impact of the instruction on student performance in literacy and other related areas – such as math decoding. The program needs funding if it is to continue beyond this initial level. The question is whether the Liberty Partnership would consider funding for two proposals from a single university, albeit from two distinct schools within the university umbrella. Yes, this is allowable.

4. We would like to submit proof of Research Foundation Workers' Comp and Disability at the time of contract signing, as the Research Foundation will be our fiscal agent and the contract will be made to Research Foundation for SUNY on behalf of College at Canton. Is this acceptable? Yes.

5. With RF being our fiscal agent, do I need to complete all fields in Attachment III with RF information, except for the fields Exact Legal Name of Agency, Contact Person/Tel. No, Business Name, and Federal Employer Identification Number (FEIN) of this agency? The applicant should complete the New Payee Information form and NYSED Substitute Form 9 to indicate how payments should flow. In the case of a fiscal agent, the applicant would provide the FEIN and NYS Vendor Id of that entity. If the fiscal agent has a NYS Vendor Id already, then there is no need for the NYSED Substitute W-9 to be completed and submitted.

6. SUNY Canton, as an IHE, is it also considered a not-for-profit for purposes of this application? See response to Q1.

7. I see on page 14 the RFP explains that a IHE must apply and that the RF for SUNY can be a fiscal agent (thank you). Can you clarify which entity, the Applicant or Fiscal Agent (RF) completes the New Payee Information form and NYSED Substitute Form 2-9? The applicant should complete the New Payee Information form and NYSED Substitute Form 9 to indicate how payments should flow. In the case of a fiscal agent, the

applicant would provide the FEIN and NYS Vendor Id of that entity. If the fiscal agent has a NYS Vendor Id already, then there is no need for the NYSED Substitute W-9 to be completed and submitted.

8. It appears that the New Payee Information form Section I would be completed by the fiscal agent and Sections 2 – 4 by the applicant. Is that correct?
   Part II with the agency info (including DUNS #) should relate to the applicant/potential awardee and thus should again be completed by the applicant and not the fiscal agent.

9. Our university has 2 locations-one in the Bronx and a site in Manhattan. While we operate 1 Liberty grant in the Bronx site, we would like to keep the Bronx site and add a second site for Manhattan. We have a Community Organization that operated 2 boroughs. The question is, if our University has 2 sites in 2 boroughs, can we apply for 2 programs in 2 separate boroughs? Do we submit one application? Or do we submit 2 separate applications? Yes, you may apply for two separate programs. You would need to submit two separate applications.

10. I have been working with RF SUNY and my grants person. We don't have any vendor numbers. The only information we have is that our only identifying information is through "Grants Gateway" where our organization name is listed as, "Research Foundation for SUNY Farmingdale State College". No number was ever given. Is there a field in the application on the Fluid Portal? How should we relay this info to you? Do you have access to search for entities with Grants Gateway prequalification?
    The SFS Vendor ID is listed in the Organization Information section of the organization's Document Vault in the NYS Grants Gateway. Please include this number.

11. If you are already pre-qualified during 2016, must it be done again? Vendors/applicants are required to be prequalified on the date that the application is due.

12. In the past, our applicant was listed as, "The Research Foundation on behalf of Farmingdale State college." I see that we now can't use that. Where do we find our vendor # and shouldn't we already be pre-qualified? My campus does not seem to have these answers. See response to Q10.

13. Do CUNY and SUNY IHEs need to submit pre-qualification materials? As per the RFP, the IHE as a degree granting institution must be the applicant, however, due to CUNY's and SUNY's unique relationship with the Research Foundation, the "Research Foundation on behalf of the [insert College campus]" is required to prequalify in order to act as the fiscal agent for the College. Please check with the Research Foundation to make sure that the appropriate record in the Grants Gateway is prequalified on the application due date.

14. Do all of the non-profit-partners that will be supporting the program need to be prequalified through the statewide prequalification process, or does this requirement only refer to lead applicants? Prequalification does not apply to non-profit partners.

15. Is the prequalification being registered through Grants Gateway? Please see Prequalification Requirements outlined in the RFP.

16. Please clarify and give an example for Subcontractors that are required to submit a Vendor Responsibility Questionnaire, and receive a NYSED Vendor responsibility review. As stated on page 17 of the RFP, if a subcontractor is known at the time of application and the subcontract will meet or exceed $100,000 over the life of the grant, the subcontractor must complete a vendor responsibility questionnaire.

17. If we have submitted a Payee Information form and W-9 in a previous grant cycle, are we required to submit these forms again? (p. 45-50 of RFP) No, these forms are only needed of new State grantees or if changes are required to information previously provided.

D) Student Eligibility

1. Is it allowable for students that do not meet any of the LPP eligibility criteria to participate in program activities (they would not be counted in program enrollment numbers)? No.

2. Is "Social/Emotional Challenges" a Primary Referral Factor for this cycle's programming? As it was introduced two years ago to the PRF list and is now not represented in the RFP's PRF list, we want to ensure that that is intentional. No, it is not.

3. May LPP enroll students who are enrolled in PTECH programs and are dually enrolled in high school and college if they meet the other eligibility criteria for at risk? Yes, this is allowable so long as services are not duplicated.

E) Technical Section

1. Question 2.a.6 of the Technical Section (top of page 52 of the RFP) asks how the applicant "will ensure enrollment of at least 50 students in the summer component". The Evaluation Rubric (page 60) and other information in the RFP indicate a requirement of at least 40 students enrolled in the summer component. Please clarify the minimum number of students for the summer component. The minimum number of students required to be served in the summer component is 40. The RFP has been updated to reflect this correction.

2. Is an applicant required to serve students in all grades 5-12? Is there an option to serve only grades 7-12 or 9-12? Applicants are not required to serve students across all grades.

3. The RFP states two numbers for the summer component, 40 and 50, which is correct? The correct number is a minimum of 40 students required to be served. This has been updated in the RFP.

4. Home Visits: will actual home visits be required or can contacts, such as emails, phone calls, newsletters, parent meetings at school, etc. be considered a home visit? I serve 7 very rural districts covering hundreds of square miles, and it would be impossible to physically visit homes. Actual home visits where there is interaction with parents and/or guardians is required.

5. 40 students per partner school: I serve 7 rural districts, some of whom have less than 300 students in all of K-12. In the smallest of my schools I only have part-time staff. It would be extremely difficult to serve 40 students. As long as I serve the total number of students required by the grant, would it be possible to have a couple of the 7 districts with under 40 students? The requirement is to serve 40 students per school partner or school district partner.

6. Does each participant need to participate in 4 weeks of summer programming? Yes, each student participant must be offered the opportunity to participate in a summer experience during the funding cycle. We will consider counting students who have participated in a summer program prior to the new cycle.

7. Do we need to submit a resume for a project director if the position will be hired upon grant award? If a project director is not identified by the application deadline, it is at least a requirement that applicants submit a job description.

8. Is the 95% target enrollment for each LEA or the overall project attendance? 95% or more of contracted enrollment is required.

9. Is there any preference for the number of LEAs served in an application? No, the RFP requires at least one LEA be served.

10. Social- Emotional Assessments:
    a. On page 54 – G1i. – Social-Emotional Assessment – "Utilize a social emotional assessment such as Success Highways and Indigo" – please advise if Success Highways and/or Indigo are now the required assessments. Success Highways and Indigo have been recommended. NYSED has provided this recommendation to ensure consistency of student assessment across LPP projects, which in turn will allow for a stronger statewide evaluation.

b. Given that all projects will be back to level funding of $1250.00 per student, budgets will be very tight. Paying for Success Highways or Indigo is very expensive, are there other options for social /emotional assessments such as free on line options? Applicants may select a different social/emotional assessment so long as it has been validated.

c. How many students is NYSED requiring to complete the social emotional assessment?
All students reported by projects in the annual Interim and Final reports to NYSED should have a Social- Emotional Assessment on file.

d. In regards to the Success Highways Assessment, can we do a percent of our student roster vs. all students due to financial restraints that all projects will be facing in September of 2017? For example we did a pilot of 100 students this year, so another 100 next year and so on. All enrolled students must have a Social- Emotional Assessment on file. Students who have already been assessed don't necessarily need to be assessed again in the new cycle.

e. The RFP states to explain the utilization of "a social emotional assessment such as Success Highways and Indigo." The Indigo Assessment can be used only with grades 8-12. Is it required that a social/emotional assessment be used on each student within our program and be administered by our program? Yes. Would it be possible to partner with the school district or outside agency to implement social/emotional assessments with students grades 5-7? Yes.

f. Is the project expected to deliver Career Highways assessment to our contracted number of students to be served per year, 283, minus the ones that have already received assessment on a yearly basis? Or only those that are known to attend the entire year? Or, the contracted number of students receive assessment only once during the 5 year funding cycle? All enrolled students participating during the funding cycle need to be assessed at least once per cycle. Students who have already been assessed don't necessarily need to be assessed again in the new cycle.

g. The Success Highways vendor has provided a quote for 250 students for year 1, 2, 3, 4, 5, that increases every year. The budget amount this project is eligible to apply for, will not be able to absorb this expense. Is there a suggested yearly amount that we should allocate for assessment per year, in light of the plan, to latter on, negotiate with the vendor a program-group rate instead of the market rate? No. Or, is there a minimum required number of students to receive assessment per year? All enrolled students participating during the funding cycle need to be assessed at least once per cycle. Students who have already been assessed don't necessarily need to be assessed again in the new cycle.

11. Will the rubric be changed to reflect the changes to the technical section? Yes, the rubric reflects the technical section in this RFP.

12. On page 52 under Project Staffing and Management, a) Include job descriptions for all staff including part time professionals and support staff. Should this be included in the narrative or as an attachment? All professional positions should be noted in the narrative. Job descriptions for all positions should be included as an attachment.

13. On page 53 under Project Staffing and Management, b) and d) should these organizational charts be included as part of the narrative or as an attachment? Should we submit two organizational charts as outlined in the rubric on page 61 (d)(2) and (d)(4)? Organizational charts should be submitted as attachments.

14. Does credit recovery count as a "school-based activity?" Yes.

15. What is the minimum number of students to be served in the summer program? The minimum number of students to be served in the summer program is 40.

16. Do tables that are included in the narrative sections have to be double spaced or can they be single spaced using a required 12 point font? There is no requirement for double or single spacing for tables in the Technical Section.

17. May text included in tables (for example, headers and labels in tables that wrap to a second line) in the Technical Section be singled spaced? There is no requirement for double or single spacing for tables in the Technical Section.

18. The instructions for the Technical Section state that supporting documents, including organizational chart and resumes, are not included in the page limit. Are we permitted to include additional attachments, such as sample program materials, diagrams, or Letters of Support? Will this count against the page limit? Additional attachments should not be included. The RFP articulates all required documents that will be reviewed, information outside of the requirements will not be reviewed.

19. Please define “skills assessment” (pg. 2) and where this fits within the Proposal Narrative. Each project applicant should make the case for the skills that they are proposing to assess as per the applicable elements of the Proposal Narrative.

20. Are there minimum attendance requirements for students in each LEA (i.e. number of hours/days they must attend programming)? Are students required to enroll in the program? Students are required to enroll in the project. There is no minimum attendance requirement.

21. Should LPP activities be offered for a certain number of days per week/month? What is the definition of 12 months of “continuous” programming? There is no prescribed

number of days per week/month for LPP activities. 12 months of continuous programming references the 12 months of the project's annual funding year.

22. What additional information (other than benchmarks) is required to be included under "academic support services" on page 54 (proposal narrative) that is not addressed in the previous question about mentoring/tutoring? The information to be provided regarding Academic Support Services is related specifically to benchmarks.

23. Do required services (p. 13, #2) have to include all of these programmatic elements? In particular, are all programs required to provide tutoring to all contracted students? All required services should be provided to a student if it has been identified as a component of the student's Personal Learning Plan (PLP).

24. With respect to page 58's programmatic element descriptions, please define the term "counseling" and what "counseling" services must be comprised of. In addition to counseling services that might be provided by a licensed Counselor, the term "counseling" is intended to capture activities such as college counseling, career exploration counseling, etc.

25. With respect to page 54's programmatic element descriptions, please define the term "academic support services". Academic support services are services that assist students with challenges they encounter in the academic arena.

26. With respect to all described programmatic elements, are programs required to incorporate all elements into the program framework and offerings? Projects are required to incorporate any element that is labeled a requirement.

27. What course of action should programs take in the event that middle school students are served, but fall off the roster once they reach high school, in order to longitudinally track achievement and graduation? Projects should track students as long as they are enrolled as participants in the project.

28. What is considered to be a low student to staff ratio? The ratio should be equal to or lower than the staff to student ratio of the applicant's partner LEA(s).

29. Are Home Visits a mandatory part of the Program Services? Yes.

30. Does the Summer Program have to run four consecutive weeks or can the four weeks be throughout the months of July and August? A project may offer four consecutive weeks or four non-consecutive weeks of summer programming.

31. What is a 4-week summer program defined as? (i.e. Can I do 4- one week summer programs for different grade levels?) Yes, you may provide 4- one week summer programs for different grade levels.

32. Do I need 40 students to participate in each one week summer program (if permitted) or 40 students in total to participate in the 4- one week summer programs? A minimum of 40 students in total must be served during the summer.

33. Would mailing all parents outlining the summer programming offerings meet the requirement of offering each student a summer program opportunity? Yes, an annual mailing to all parents would meet this requirement.

34. Home visits seem to have taken the place of home contacts. Would you please explain the purpose of the home visit vs. home contact. Also, would a visit with a parent at a school site count as a home visit? A home visit occurs when a staff person visits a student's home. A home contact can occur without a personal visit. A visit with a parent at a school site is not considered a home visit.

35. On page 2 (Announcement of Funding Opportunity), paragraph 4 (Purpose/Services) line 4 states, "Services to be provided under this section may include. Is the use of the word "may" correct, or should it read must include? See page 13, Section V., #2 "Required services include…" The legislation requires that these services may be provided. However, we as a Program Office have required all of these services for individual students as determined by their Personal Learning Plan (PLP) and Social-Emotional Assessment.

36. On page 40 –7 a. "Staff providing academic instruction"- please clarify. Any staff that provides academic instruction must have NYS Teacher Certification in their area of assignment or be college faculty teaching within their discipline.

37. On page 52 # 7 – "Describe how your project will ensure enrollment of at least 40 students in the summer component." If the four-week summer component is comprised of different programs and activities, must there be 40 students enrolled each week, or must there be a total enrollment of 40 students over the four-week period? A minimum of 40 students in total must be served during the summer.

38. On p. 4 of the RFP under "Requirements", #6 lists the 5 required services and activities to be provided by the LPP. However, in the technical section beginning on p. 51, you list additional requirements that were not previously listed (such as workforce development.) Please confirm if the list of requirements on p. 4 is incomplete. Workforce development is a required component that must be addressed in the Technical Section.

39. On p. 40, it requires staff providing "academic instruction" to have NYS Teaching Certification, and states that grad/undergrad students can provide instruction in their discipline if they are pursuing NYS Teacher Cert through the IHE applicant. Does this "academic instruction" include tutoring? Yes, it can include tutoring.

40. As a 4-week summer program option, is it acceptable to work with outgoing 12th graders over the summer to provide a pre-college transition program, and will that data get counted in the final report since those students will have already graduated? Students who have graduated should not be participating in a LPP summer program.

41. On p. 54, Academic Support Services (D) are listed as a separate service from tutoring, which is mentioned immediately before (Cii). Can you please provide clarity regarding the distinction between tutoring and academic support services? Academic support services are services that assist students with challenges they encounter in the academic arena. Tutoring is an example of an Academic Support Service.

42. There are two references to continuation of Services. Please clarify the difference between:
    - Section C. Project Continuity, Retention, and Graduation- it states you need to demonstrate a program to provide for the continuity of services throughout a student's progression through middle school and secondary school. Describe how the project design will provide 12 months of intervention services.
    - Section J. Retention it asks that you describe your plan for ensuring that students continue participating in the project throughout their middle and/or secondary school years. The plan should describe summer retention strategies such as phone calls or mailings to determine if a student plans to return.

    Section C refers to a program demonstrating the continuity of services, which should be provided with 12 months of intervention services throughout the middle and secondary school years. Section J refers to a plan for ensuring that students continue participating in the project throughout their middle and/or secondary school years.

F) Student Outcomes

1. Please provide further clarification on the definitions of "persistence" and "retention" as used in this RFP. The definition of persistence can be found in Appendix VII- Program Definitions. Retention refers to the continuity of student participation in the project throughout their middle and secondary school years.

2. The definition of student persistence changed from the last RFP, from persistence to graduation; to persistence in LPP. It is implied that we are not supposed to drop students for reasons other than graduation or transfer, is that correct? Does this mean that if we make more than 5% of our students inactive for other reasons we risk probation? Once enrolled, students should not leave the project unless they graduate or transfer. Projects that make more than 5% of their students inactive for other reasons will be placed on probation.

3. Please clarify the Outcome regarding “not exceed dropout rate of LEA”. The Outcome of “Not to exceed the dropout percentage of individual partner LEA(s)” found on Page 33

of the RFP is referring to the dropout rate of the LEA provided on NYSED's School Report Card Data.

4. Regarding "Student Persistence Rate & Graduation" – please clarify the Outcome of 95% or more; specifically, 95% or more of what? Page 78 definition of "Student Persistence" does not clear this up. 95% of the original contracted student enrollment number must persist into year two of the grant and for each proceeding year of the grant.

5. Please clarify the achievement measures on page 33 of the RFP. For "Student Persistence Rate & Graduation" – does this mean that the overall graduation rate for each participating LEA must be 95%? Or 95% of all students who attend LPP must graduate high school? The graduation rate refers to students enrolled in a LPP project.

6. Can you please further define what is meant by "student persistence rate and graduation" as stated on p. 33 as one of the performance outcomes used in this RFP? Is persistence rate not flip side of the same coin for dropout rate? If a student is retained in the 12th grade, but does not drop out, does that count against a program? Student persistence is measured by taking the number of participants in the initial cohort of students in the first year of the five year funding cycle minus students who graduate or transfer from the partner LEA(s). A student retained in the 12th grade that does not drop out is deemed a "persisting" student.

7. Under the heading of Probation/grant suspension, please clarify and define the definition of "Student Persistence Rate" and give an example of a program serving 240 students. To be in good standing, a project serving 240 students should have at least 228 students still enrolled at the end of the year minus students who have graduated or transferred.

G) Evaluation

1. I am interested in obtaining information about how the evaluation team for the Liberty Partnership Program is selected. Is there a separate RFP selection process for the evaluator for all programs in the state? In reviewing the RFP documents each project proposal can include a budget line for an evaluator as a vendor. Are evaluation teams associated with local programs as well? There is no RFP selection process for the evaluator. There are no evaluation teams associated with local programs.

H) Application Submission

1. Do non-profits have to submit both electronically through FluidReview and via Hard Copy? Yes, all applicants must submit both electronically through FluidReview and via hard copy.

2. How do we access the FluidReview portal? When will it be available? Instructions for accessing the FluidReview portal have been attached to this Q&A document.

3. If we are submitting it through FluidReview, do we also need to send in hard copies as per page 6 and 43 of the application? We are an IHE. Yes, all applicants must submit both electronically through FluidReview and via hard copy.

4. Just to clarify, there will be directions coming on accessing and using the FluidReview portal? Instructions for accessing the FluidReview portal have been attached to this Q&A document.

5. Will we be provided with electronic/fillable copies of the required forms/charts attached in the appendices of the RFP? Is a Word version of the RFP available? A word version of the RFP has been made available to applicants at the following website: http://www.highered.nysed.gov/kiap/precoll/lpp/

6. Please provide clarification on the process for submission for public institutions of higher education. The submission sections in the RFP refer to "not-for-profit" and "for profit" applicants. MCC is neither- it is a publically funded entity. Do such institutions need to submit a paper application as well as an electronic one? Yes, all applicants must submit both electronically through FluidReview and via hard copy.

I) Budget

1. On p. 65 in the rubric, #3 talks about the composite summary including an itemized listing of additional funding sources or in-kind matching. On the actual composite summary on p. 76, there is only a column for "Other Sources." Should this column include both the additional sources of funding AND the in-kind matching? How should we distinguish between additional and in-kind, or is it not necessary to distinguish? Yes, this column should include both the additional sources of funding and the in-kind matching. The budget narrative should be utilized to show the distinction between in-kind and matching funds.

2. Can you request more than $300,000 if you maintain the per student cost of $1,250? Yes, the maximum award will be $450,000 for projects that propose to serve at least 360 students at a rate of $1,250 per participant.

3. Does the budget narrative count toward the page limit? Is there a specific length requirement (or maximum) for the budget narrative? The budget section, which includes the budget narrative, does not have a page limit.

4. How much should be budgeted for the LPP statewide professional development conferences and the Empire Promise Youth Summit as outlined in the rubric on page

64? How many LPP staff should attend each of these activities? An applicant should start with an allocation of $5,000 for these activities, and if funded, will then work with the project liaison to come up with a more accurate figure.

5. On p.28 of the RFP under Allowable Expenses, it states that "for the purpose of this RFP, the required independent evaluator is a vendor (purchased services), NOT a partner." Are applicants required to identify and include an independent evaluator in their program proposal? Applicants are not required to identify and include an independent evaluator in their program proposal.

6. What is a subcontractor versus a partner? And, is a subcontractor equivalent to a consultant? Subcontracting is defined as non-employee direct personal services and related incidental expenses, including travel. A subcontractor may be a consultant.

7. If a program writes for and is awarded for the maximum amount of students and at any time during the grant cycle additional funds are awarded will the program then be required to take on additional students? It is possible but not necessarily required that if a project receives additional funding during the cycle, they will also be required to serve additional students.

8. Under budget section 3: Provide an itemized listing of the sources of additional funding or in-kind matching services or resources, and the amount of any matching funds and their source. It is describes in detail the uses of matching funds. Pont of clarification: Is matching required for this RFP? Matching funds are not required, however, there are points that will be awarded based on the percentage of matching funds included in the proposed budget.

9. In the guidelines, it says that each student should be served at a cost of $1,250. The new contracted number of students for our project (283) prompted our administration to create a new f/t administrative assistant, increase key staff salaries based on merit, and increase the number of tutors and program aides. If our project submits a budget based on the guidelines, the additions including a partner school and salary/hours increases will have to be eliminated; the program would be at risk to meet its 283 requirement. There was no question provided with this statement.

10. Can I use state funds to hire a grant writing consultant? No, LPP funds may not be used to hire a grant writing consultant.

11. Can the IHE charge the grant to use rooms for LPP sponsored events and/or programming? No, the IHE cannot charge LPP grants for the use of space on campus. The RFP requirements include the IHE's commitment to providing LPP projects access to space necessary for successful program administration and operation.

12. Can students be paid stipends (i.e. summer employment, incentive for certificate completion, etc.)? Stipends for students are allowed with prior approval from NYSED. As per the RFP, all budget documents will be reviewed for reasonable and necessary expenditures.

13. What does in-direct cost cover? Indirect costs can be broadly defined as central administrative costs and certain other organization-wide costs that are incurred in connection with a grant but that cannot readily be identified with the grant (e.g., payroll preparation, central purchasing).

14. Section IV #8. Please provide further details concerning direct and indirect cost requirements of the applicant to the program, i.e.: example of direct costs and indirect costs. Examples of direct costs can be found in Section XII. Budget, beginning on Page 27 of the RFP. Indirect costs can be broadly defined as central administrative costs and certain other organization-wide costs that are incurred in connection with a grant but that cannot readily be identified with the grant (e.g., payroll preparation, central purchasing). Indirect costs generated for a grant is calculated by applying the local agency's indirect cost rate to the modified direct cost base of the grant. These funds are used to support the central administrative costs. For additional guidance, please refer to the following Fiscal Guidelines for Federal and State Grants: http://www.oms.nysed.gov/cafe/guidance/guidelines.html

15. Durable goods- We do not purchase any durable goods with LPP. Therefore may we put NA on the form? Does it require a signature? The Durable Goods Form will need to be completed at the end of the 2017-2018 program year for applicants that are awarded an LPP Grant Contract. This form does not require a signature.

16. On page 29 D. Fringe Benefits – "As only administrative costs directly attributable to the program are allowed by law, it is not permissible to deduct fringe benefits costs for employees who do not receive the benefits." Please clarify which benefits to which the RFP is referring. Right now at SUNY Cortland RF we pay health benefits for all employees even if they do not receive the health benefits. The basic principle is that the award recipient cannot charge the State for services which are not provided. Therefore, any benefits which are charged to the LPP award must be provided to the employee working on the LPP project. It is not permissible to charge the State fringe benefits which are not provided to the employee.

17. How does NYSED define a subcontractor? When does an entity go from a vendor under purchased services to a subcontractor? Subcontracting is defined as non-employee direct personal services and related incidental expenses, including travel. It is appropriate to include subcontracts on the purchased services budget line.

18. In the past, we have been told how much money to set aside in our budget for the required external evaluator and for Friends of Liberty dues. That information was not

provided in this RFP. Are we expected to set funds aside for either/both of these, and if so, how much? There is no budget requirement currently set for an external evaluator. Required professional development activities for staff and the required allocation of funds for the student conference should be initially budgeted at $5,000.00. This amount will be subject to change when the final budget is negotiated.

J) Miscellaneous

1. Where should the reference page be listed in the RFP submission? Would the inclusion of a references page be counted against the page maximum? The RFP articulates all required documents that will be reviewed, information outside of the requirements will not be reviewed.

2. Is the scoring the same with the recent updates to the RFP? There have been no changes made to the scoring rubric with respect to recent updates in this RFP.

3. Is there a change in the maximum number of pages per sub section with the recent updates to the RFP? Requirements for the maximum number of pages per sub section have not changed.

4. Can you let me know what kind of My Brother's Keeper Grant the Poughkeepsie City School District has received? All information pertaining to the My Brother's Keeper Grant can be found on the following website: http://www.nysed.gov/schools/my-brothers-keeper

5. Are there any new programs planning on being in the Mid-Hudson area? This information will only be made available after awarded projects are notified.

6. Statement of Assurances- Is the Executive Officer the President of the College for signature purposes? Yes.

7. Appendix IX- Sample Student Application. This is not on the check list. Do you want this submitted as part of the RFP? The Sample Student Application is not a submission requirement. It has been provided as a template for use by awarded projects.

8. On p.30, it states the requirement to submit a letter from the campus President if we are using a designee to sign the budget documents. At our university, the Trustees of the university are responsible to sign for grants and contracts and assign designees. Should we submit a letter from the Trustees in place of the President? If the Trustees have designated someone to sign grants and contracts then yes, they should submit a letter with the budget designating that individual as the authorized signatory.