

2018-2019 - Title II, Part B, Mathematics & Science Partnerships Program

Questions & Answers

M/WBE goal calculation update:

The RFP has been amended to include an updated M/WBE Goal Calculation worksheet which allows the deduction of salaries for project staff employed by the IHE and teacher stipends/tuition. Please be sure the salaries for project staff employed by the IHE and teacher stipends/tuition are easily identifiable on the proposed FS-10 budget. Please see the updated M/WBE Goal Calculation in the RFP and the responses below for further information.

1. **MWBE Q. I see the notice for the Title II Grant. I am an established WBE and former superintendent of schools. How might I make my WBE known to districts?**

A. A company providing services, including M/WBE certified companies, is free to contact districts to highlight services they provide and offer districts assistance in meeting grant objectives and goals. You may also reach out to the M/WBE Grant Coordinator, MWBEgrants@nysed.gov, for more information on this process.

2. **APPLICATION/ACTIVITIES/EXPENDITURES Q. Please provide a more structured information on how to go about securing this grant and how I can earmark 90% of the grant towards an advanced medical science curriculum.**

A. The purpose of this grant is to support eligible Local Educational Agencies (LEA) in partnership with Institutes of Higher Education and other partners in providing professional development to P-12 teachers of mathematics and

science. Information about eligible applicants, and other partners of the partnership can be found on p. 5-6 of this RFP. Allowable Activities/Expenditures section of this RFP can be found on page 8.

- 3. FUNDING LEVEL Q. \$5.5 million has been allocated to the Big 5 School Districts for the new MSP grant, yet the sum of their potential individual awards is only \$4 million (\$2M for NYC plus 4 x \$500,000 for the other four districts). Is there an error in the individual funding maximums for the Big 5, or is the amount available for the Rest of State really \$3.5M?**

A. As stated in the grant announcement, \$5,500,000 has been allocated for all eligible applicants located in the Big 5 District Category. The maximum funding amounts stated on page 4 of this RFP are correct.

- 4. ELIGIBILITY Q. Can non-profit private early childhood programs apply for the grant?**

A. No. A non-profit private program is not an eligible applicant.

The eligible applicant for this grant is a high-need Local Education Agency, defined as a public school district or public charter school that has at least 50% of students from low-income families. The LEA must partner with an engineering, mathematics or science department of an Institution of Higher Education that has a registered curriculum in engineering, science or mathematics. A list of eligible applicants that meet this criterion is posted separately with the RFP at [ESEA Title II, Part B Mathematics and Science Partnerships Grant](#).

Other members of the partnership may include another science, technology engineering, mathematics, or teacher education department of an Institute of Higher Education; A business/industry, or a nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of instruction of mathematics and science teachers (p.5-6).

- 5. ELIGIBILITY Q. Can LEAs partner with other LEAs?**

A. No, there are no LEA partnerships or consortia supported through this grant program on this round of funding.

- 6. PRIORITY/FOCUS SCHOOLS Q. On attachment 3, is it required that teachers from Priority Schools or Focus Schools participate or just suggested?**

A. No, it is not a requirement but as stated on p. 5-6 of this RFP, the **Additional Application Requirements** section, the high-need LEA applicant should submit the Participating Schools Identification Form (Attachment 3) and identify teachers from Priority Schools and Focus Schools to participate in the professional development grant activities in the following order: 1. Priority School List, 2. Focus School List. Lists can be found in Attachment 3 (p.35 of this RFP).

7. ELIGIBILITY Q. If an eligible LEA does not have a Priority or Focus school in its district, can it partner with an eligible LEA that does?

A. No. An eligible LEA must apply individually. There are no consortia supported through this grant program on this round of funding.

8. PROJECT STAFF Q. Does the Project Director have to be a new hire? Do they have to be full-time?

A. No, the project director does not need to be a new hire. As stated on page 9 of this RFP in the Project Staff section, the Project Director is a required position and must be employed by the Lead LEA.

No, the project Director does not need to be a full-time position. Staffing decisions are determined by the eligible LEA.

9. PROJECT STAFF Q. Page 9 states that the Project Director salary cannot exceed 10% of the grant award or \$75,000, whichever is less. If the grant award is \$250,000 and the annual salary exceeds \$25,000, can the district make up the difference in total annual salary?

A. Staffing decisions are determined by the eligible LEA. As stated on Page 9 of this RFP under **Project Staff** section, **Required: Project Director:** A project director must be employed by the lead LEA applicant. The project director's salary cannot exceed 10% of the total grant award or \$75,000, whichever amount is less. Each project cannot exceed 1FTE for the project coordinator position. This position cannot consist of multiple staff members. In addition, p.13 of the RFP indicates that project budgets will be evaluated based on certain criteria including 5e. The extent to which the expenditures and activities are supplemental to and do not supplant or duplicate services currently provided.

10. PROJECT STAFF Q. If the grant award is \$250,000 and the annual salary exceeds \$25,000, can the district make up the difference in total annual salary?

A. See response to #8 and #9. Page 13 of this RFP indicates that project budgets will be evaluated based on certain criteria including “5e. The extent to which the expenditures and activities are supplemental to and do not supplant or duplicate services currently provided.”

11. ELIGIBILITY Q. Can the lead applicant partner with other school districts for this grant opportunity?

A. No. See responses to # 5 and #7

12. ELGIBILITY Q. Can an LEA partner with a BOCES for this grant if the LEA is the lead applicant?

A. Please see response to #7. BOCES can serve as an “other partner” as a professional development provider. The LEA must serve as the fiscal agent; A BOCES cannot serve as the fiscal agent. There are no consortia supported through this grant program on this round of funding.

As stated on page 6 of this RFP, other members of the partnership may include another science, technology engineering, mathematics, or teacher education department of an Institute of Higher Education; A business/ industry, or a nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of instruction of mathematics and science teachers.

13. ELIGIBILITY Q. If a district is listed in the RFP as eligible to participate in this grant based on need, but doesn't have schools on the provided list of Priority or Focus Schools, is that district eligible to apply for this funding?

A. Yes. Any eligible LEA on the eligibility list can apply even if that LEA does not have a Priority School or Focus School on the list.

14. PARTICIPANTS/BUILDING LEADERS Q. The RFP states that building leaders are expected to participate in at least 30 hours of professional development. Is this a requirement or a goal to shoot for?

A. Participation of a cohort of building leaders is not a requirement, but under the Allowable Activities/Expenditures section of this RFP on pages 8-9, participation of building leaders from schools with participating teachers in grant activities are permitted and expected to complete 30 hours of professional development.

15. PARTICIPATION/BUILDING LEADERS Q. What positions would fall under the category building leaders?

A. Designated building leaders should have administrative responsibilities in the building/district serving participating teachers and could include but are not

limited to: principals, assistant principals, school/district math or science coordinators, professional development specialists, or assistant superintendents for curriculum and instruction.

16. ELIGIBILITY Q. On page 6 of the RFP, it states that an eligible applicant may only apply for one math, science or math and science grant. Can you clarify if that means a district can only be *lead applicant* for one grant program?

A. The information on page 6 of this RFP states that “An eligible applicant may only apply for **one** Mathematics, **or** Science, **or** Mathematics & Science partnership grant.” An eligible LEA can only be a lead applicant on one application and submit one partnership grant application for one funding category. In addition, information on the Application Evaluation Rubric on page 40 of this RFP states, “Funding Categories Requested NOTE: The LEA Applicant of the Mathematics and Science partnerships program can only apply once. The application can solely focus on Mathematics, or solely on Science, or solely on Mathematics and Science.”

17. ELIGIBILITY Q. Can a district be the lead applicant for one proposal and then participate in another MSP grant program that is operated by another school district? For example, a district is the lead applicant for a program focusing on elementary school math and then sends its high school teachers to a neighboring district’s program that focuses on high school math.

A. No. See responses to #5, #7 and #11.

18. Non-Publics Q. On page 6 of the RFP, there is reference to making “meaningful and timely consultation with nonpublic schools located in the eligible school districts.” Can you provide an example of what would be considered “meaningful and timely consultation?”

A. An eligible LEA applicant must make meaningful and timely consultation with nonpublic schools located in the district about services under this program. Attachment 4 – Nonpublic Schools Consultation Form can be found on page 36 of this RFP and includes a category to document and record any contact: “Dates and Type of Consultation and Value of Estimated for Services to be Provided.” A few examples are: phone-call(s) email(s), face-to-face meeting(s) during the development of the proposal and program activities.

19. Non-Publics Q. On page 6 of the RFP, there is reference to ensuring “the needs of teachers shall be equitably identified and addressed.” Can you provide an example of what you mean by this?

A. Nonpublic teachers in schools located in the district can participate in some or all of the professional development planned as outlined in the Allowable Activities and Expenditures on page 8 of this RFP if the Nonpublic school agrees to have nonpublic teachers participate as is included in the eligible LEA's application.

20. Description of Program Q. On page 7 of the, the next-to-last paragraph reads, “For purposes of this RFP, professional development interventions that address identified needs gaps based on local capacity to select and provide relevant evidence-based and high-quality teaching and learning initiatives, experiences, and activities that support educators in furthering content knowledge and pedagogical instructional practices in mathematics and science that may also integrate technology and/or engineering and experiential learning in STEM education.” Is there some content missing from the sentence? Can you clarify what the sentence means?

A. Depending on the applicant's needs, the professional development plan can address evidence-based mathematics, science, or mathematics and science initiatives, experiences and activities that integrate technology and/or engineering education through one or more of the activity strands listed under **Allowable Activities/Expenditures** section on p. 8 of this RFP.

21. Allowable Activities/Expenditures Q. Can district only choose from the list of allowable activities on page 8 of the RFP?

A. Yes. To fulfill the purpose of the grant, an eligible LEA must include one or more of the activity strands A-F listed under the Allowable Activities/ Expenditures section on page 8 of this RFP.

22. PD PLAN Q. Can districts choose from the list of allowable activities on page 8 of the RFP and then add in other activities that are not listed but that address local needs?

A. No. See response to #21.

23. PARTICIPATION Q. On page 8 of the RFP, there's reference to targeting participation from “a mass” of teachers. How would you define “mass?”

A. Professional development activities for a targeted group of teachers in a school building(s) at a grade level or multiple grade levels across elementary schools in a school district are examples of supporting specific number of teachers or cohorts of teachers in schools or across a district.

24. ATTACHMENT 3 Q. For the list of teachers on Attachment 3, does this have to be the teacher's actual name? Or could we list the position (for example, “one grade 7 math teacher”)?

A. A teacher's name should not be included on Attachment 3- Participating Schools Identification Form on page 35 of this RFP. However, the number of teachers to be served in each participating school should be reported in the appropriate category on Attachment 3. Examples: Ten 3rd grade teachers; 5 Earth science teachers; 15 middle school 7 & 8 math teachers from 4 middle schools.

25. ATTACHMENT 3 Q. For Attachment 3, who would be an acceptable teacher union representative to sign this form?

A. There is a category identified as Teacher Union Representative Acknowledgement on Attachment 3 – Participating Schools Identification Form. The President of the Teachers Union, or an authorized representative of the Teachers Union should sign the form for every participating school.

26. TEMPLATES A&B Q. Based on the checklist, it looks as if Template A and Template B do not count toward the maximum page counts. Can you clarify that this is true?

A. Template A and Template B should align to the Proposal Narrative Section 3). Professional Development Plan-Template A and section 4). Evaluation Plan-Template B and do not count toward the maximum pages but will be scored accordingly in the Scoring Rubric.

27. PRIORITY/FOCUS SCHOOLS Q. Can teachers participate in the MSP program professional development activities if they are not teaching in a Priority School or a Focus School?

A. Yes. Teachers in an eligible LEA can participate in the grant even if they do not teach in Priority or Focus school in the eligible LEA.

28. TEMPLATES A&B Q. Where should Template A be included in the application? From the instructions on page 29, it looks as if it should be part of the proposal narrative, but the checklist indicates it should appear after all of the attachments.

A. Template A- Professional Development Plan should be submitted in the order outlined on the Application Checklist on page 27 of this RFP which states "Listed below are the required documents for a complete application package, in the order that they should be submitted." In addition, page 12 of the Proposal Narrative, includes Professional Development Plan - Template A (15 pts) includes part (3a), (3b), and (3c) sections for the applicant to respond to and provide information in the proposal narrative to describe the professional development plan.

- 29. TEMPLATES A&B Q. Where should Template B be included in the application? From the instructions on page 29, it looks as if it should be part of the proposal narrative, but the checklist indicates it should appear after all of the attachments.**
- A. Template B- Evaluation Plan should be submitted in the order outlined on the Application Checklist on page 27 of this RFP which states “Listed below are the required documents for a complete application package, in the order that they should be submitted.” In addition, page 12 of the Proposal Narrative, includes Evaluation Plan - Template B (10 pts) includes part (4a), (4b), sections for the applicant to respond to and provide information in the proposal narrative to describe the evaluation plan.
- 30. BUDGET/FISCAL Q. Can the payee information form be submitted after awards are announced?**
- A. Payee information, to the extent possible, should be submitted with the application.
- 31. APP/SUBMISSION Q. We can realize significant savings in postal costs by hand-delivering our application materials. Can we hand-deliver the application materials?**
- A. Hand-delivery is strongly discouraged for this program. Applications must be postmarked by April 6, 2018.
- 32. APP/SUBMISSION Q. If we hand-deliver the application materials, what is the latest time we can do so on the deadline day?**
- A. Hand-delivery is strongly discouraged for this program. Applications must be postmarked by April 6, 2018.
- 33. APP/SUBMISSION Q. If we hand-deliver the application materials, what is the name of the contact person to ask for when arriving at the front desk (the guard at the front desk requires this information)?**
- A. Hand-delivery is strongly discouraged for this program. Applications must be postmarked by April 6, 2018.
- 34. APP/SUBMISSION Q. If we hand-deliver the application materials, what is the phone number for the contact person to provide to the guard at the front desk?**
- A. Hand-delivery is strongly discouraged for this program. Applications must be postmarked by April 6, 2018.

35. ELIGIBILITY Q. On page 6 of the RFP, it states that an eligible applicant may only apply for one math, science or math and science grant. Can you clarify if that means a district can be lead applicant for one grant program focused on math, and lead applicant for a second program focused on science and then a third program focused on a combination of math and science?

A. No. See #16. An eligible LEA can only be a lead applicant on one application and submit one partnership grant application for one funding category (**one Mathematics, or Science, or Mathematics & Science partnership grant**).

36. ELIGIBILITY Q. Can an applicant propose *one and only one program* (one math, one science or one math/science)?

A. Yes. See responses to #16 and #35.

37. ELIGIBILITY Q. Our LEA is on the list of those eligible to submit an application for this funding opportunity. In the section titled "Additional Application Requirements the following is stated:

Identifying participating schools: The high-need LEA applicant should submit the Participating Schools Identification Form (Attachment 3) and identify teachers from Priority Schools and Focus Schools to participate in the professional development grant activities in the following order: 1. Priority School List, 2. Focus School List. Lists can be found in ATTACHMENT 3

It is not clear whether having schools in these classifications is required or not. While it is indicated that "focus" or "priority" schools should be included, there is only one 5-point section of the scoring rubric (3c) that partially assigns a score to having teachers from those school classifications listed in the application along with other teachers. Our LEA does not have any schools on either list. Does that make us ineligible to apply?

A. No, See response to #13. Any eligible LEA on the eligibility list can apply, even if it does not have any schools on the Priority or Focus Schools list.

38. PARTNERSHIP Q. The LEA must partner with an engineering, mathematics or science department of an Institution of Higher Education that has a registered curriculum in engineering, science or mathematics (RFP page 5).

Can the LEA partner with the IHE, as opposed to a single department, to include multiple departments for example for professional development in

both math and science (page 6 states Mathematics & Science partnership)? or are separate MOU's required for each department within the IHE?

A. No, the LEA cannot partner with the IHE as a whole. The eligible LEA must partner with an engineering, mathematics or science *department* of an Institution of Higher Education that has a registered curriculum in engineering, science or mathematics. If the project includes both mathematics and science allowable professional development activities, a MOU must be submitted from the required Department of engineering, mathematics or science partner, and a MOU should be submitted for any additional partners even if faculty are from two different Departments in a University or from different college or universities.

39. NON-PUBLICS Q. From page 33 of the RFP under the MOU template: "To provide opportunities for equitable participation of non-public teachers, the lead applicant (LEA) must make meaningful and timely consultation with nonpublic schools about services under this program, and the needs of teachers shall be equitably identified and addressed. Complete and submit the Nonpublic Schools Consultation Form (Attachment 4) as evidence of meaningful and timely consultation."

If we have non-public school teachers that would like to participate, should we create a separate MOU for each non public school? The MOU template states "This partnership will only benefit the (Insert Lead Applicant Name)'s student and teacher populations."

A. An eligible LEA should create and submit a MOU for each partner. In this case, the MOU could outline the costs for professional development services and professional development activities outlined in the plan for participating nonpublic teachers.

40. PD Plan Q. Can we provide professional development to Science and Math teachers in areas including computer science?

A. An individual project may propose a professional development plan and include one or more of the six activity strands A-F, and align with the Allowable Activities/Expenditures listed on page 8 of the RFP. The emphasis and expectations of the professional development program design, implementation, and overall execution of funded projects for teachers and school leaders is on providing a series of sequential, coherent learning

experiences that address improving both content and pedagogy of PK-12 teachers of mathematics and science.

41. PD PLAN Q. On page 8 of the RFP under Allowable Activities. Strand A. *Develop and implement, OR adopt and implement, rigorous mathematics or science curricula by supporting and strengthening professional development of teachers in these programs; Can funds be used for the IHE, coupled with the LEA math and science teachers, to review and rewrite curriculum or explore and adopt new curriculum?*

A. Yes. The eligible LEA can propose a professional development plan that addresses activity strand A: Develop and implement, OR adopt and implement, rigorous mathematics or science curricula by supporting and strengthening professional development of teachers in these programs.

42. BUDGET/FISCAL Q. Are sections 5c, 5d, and 5e (on page 13 of the RFP) to be specifically addressed in the narrative, or are these just factors evaluators will use scoring?

A. All items in the Budget and Budget Narrative of the RFP (pages 12-13) should be addressed and will be scored accordingly based on the scoring rubric outlined on page 50 of the RFP.

43. PARTNERSHIP Q. If we are partnering with someone who is a professor of math education within the Department of Teaching and Learning at the IHE, is this acceptable? Or do we have to specifically partner with an individual within the Math Department?

A. The LEA must partner with an *engineering, mathematics or science department* of an Institution of Higher Education that has a registered curriculum in engineering, science or mathematics. Page 6 of the RFP includes, "Other members of the partnership may include another science, technology, engineering, mathematics, or teacher education department of an Institution of Higher Education."

44. ATTACHMENT 4 Q. Are we required to consult with non-public schools whose buildings are physically located within our district only, or if we have students from our district that attend a non-public school that is located in another geographic area?

A. Attachment 4-Nonpublic Schools Consultation Form on page 36 of this RFP includes specific criteria to complete. Number 1. Asks if there are nonpublic schools located in the district to be served by the proposed program of the

partnership. If the “Yes” box is checked, all nonpublic school that were consulted should be listed and the appropriate signatures should be included on the form.

45. ATTACHMENT 2&3 Q. Do we need to submit original signatures for the MOU, Participating Schools Form and Nonpublic Schools Consultation form? Or are scanned copies acceptable?

A. Attachment 2 - Memorandum of Understanding on page 33 of this RFP, and Attachment 3 - Participating Schools Identification Form on page 35 of this RFP do not request original signatures, but original signatures are preferred. The Application Cover Page on page 26 of this RFP and the FS-10 require an “Original Signature of the Chief Administrative Officer (in blue ink)” and the M/WBE documents require original signatures.

46. PRIORITY/FOCUS SCHOOLS Q. Are we limited to working *only* with Priority Schools and Focus Schools? All but one of our middle schools is designated as Priority or Focus, and we are interested in including the teachers in the district’s one School in Good Standing to ensure cohesiveness and consistency.

A. No, projects are not limited to only Priority and Focus school teachers. The eligible LEA applicant should target teacher participation from Priority and Focus schools. The LEA applicant can also target teachers from other schools in the school district to participate.

47. Participation Q. Page 8 says, “professional development should target a mass of the elementary teachers from each participating elementary school....” What constitutes “a mass,” and does this preclude us from targeting professional development to a specific grade (e.g., 5th grade) across all elementary schools?

A. The eligible LEA can determine the cohort(s) of teachers to target and participate in the grant activities based on the professional development plan desired. Examples: Fifteen 3rd grade teachers from 5 elementary schools across the district; 5 Earth Science teachers and 5 Living Environment high school science teachers from one High School; 15 middle school 7 & 8 Math teachers from 4 middle schools.

48. BUDGET/FISCAL Q. This grant has a 13-month funding cycle. What is the probability of there being either continuation funding for 2019-20 or additional Title II B MSP funding rounds in the near future?

A. The thirteen-month project period for this grant program begins September 1-2018 and ends September 30, 2019. The funding source for the Title II, Part B MSP grant is no longer supported by USDE.

49. MWBE Q. Regarding the MWBE requirement, may we exclude from the MWBE goal calculation the portion of IHE contracts allocated to project salaries and employee benefits?

A. The RFP has been amended to include an updated M/WBE Goal Calculation worksheet which allows the deduction of salaries for project staff employed by the IHE and teacher stipends/tuition. Please be sure the salaries for project staff employed by the IHE and teacher stipends/tuition are easily identifiable on proposed FS-10 budget. See the updated M/WBE Goal Calculation for further information.

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

50. Description of Program Q. Under the activity strand for “designing programs that identify and develop exemplary, lead, master teachers of mathematics and science ...that build-in incentives to support career ladders”, could you provide some examples of what would qualify as built-in incentives?

A. Please review all sections of the RFP carefully and respond accordingly. Proposals will be scored based on the responses provided in all sections of the proposal narrative and supporting application documents as included in Application Evaluation Rubric which begins on page 40 of this RFP.

51. MWBE Q. We consistently strive to achieve full M/WBE participation. Can the amount budgeted for the required partnership with an Institution of Higher Ed be excluded from the base for the M/WBE goal calculation, given that there are no colleges or universities certified as M/WBEs?

A. The RFP has been amended to include an updated M/WBE Goal Calculation worksheet which allows the deduction of salaries for project staff employed by the IHE and teacher stipends/tuition. Please be sure the salaries for project staff employed by the IHE and teacher stipends/tuition are easily identifiable on proposed FS-10 budget. See the updated M/WBE Goal Calculation for further information.

52. EVAL & REPORTING Q. Question 4 of the narrative, Evaluation Plan asks that applicant ..."address the indicators and benchmarks and comprise the

three components defined in the Program Description; Accountability, Reporting and Evaluation Requirements section of this RFP, for federal, state, and local evaluation and reporting." In the section on federal, state, and local evaluation and reporting, on page 15 of the RFP, there is reference to the 5 GPRA indicators and two Components: 1) Federal Evaluation and Reporting and 2) Local Evaluation. Can you please clarify what is meant by the 3 components to be addressed in Section 4? If these 3 components are described in the RFP please indicate the page and section numbers.

A. There are federal, state and local components of the evaluation plan for this MSP grant program and there are federal, and local reporting requirements specifically outlined in the Reporting section of the RFP on pages 14-16: A. Component 1: Federal Evaluation and Reporting, and B. Component 2: Local Evaluation. The **Proposal Narrative** includes an Evaluation Plan section 4a and 4b. as stated on page 12 of this RFP. Applicants should address and reflect on both sections of the RFP in the Proposal Narrative. NYSED will conduct the state level evaluation through program monitoring to assure the local and federal evaluation and reporting are implemented.

53. EVAL & REPORTING Q. Component 1 of the Reporting expectations provides the GPRA measures for Federal reporting. Measure 2 and 3 refer to the percentage of students in classrooms of MSP teachers who score at, above, or below proficiency levels in math or science. While it is understood that these data must be collected to comply with federal requirements, is there an expectation that students in MSP teachers' classrooms will show improvement in math and science achievement during the project period? It seems unlikely that such improvement can be realized when teachers are still in the process of or just completing their professional learning. Please clarify expectations in this regard.

A. Measurement of the GPRA indicators is a federal requirement for the Title II, Part B MSP program. Each individual MSP grantee is required to complete an annual report directly to USDE.

54. PD PLAN DESIGN Q. Can an LEA decide to do both math and science at different levels? So for example, math in the elementary grades and science for secondary?

A. Yes.

55. PD DESIGN/PARTNERS Q. If an LEA wants to focus on one subject (science) but would like to partner with one IHE for elementary and one IHE for secondary, is that allowed?

A. Yes. In this scenario, the eligible LEA must still partner with an engineering, mathematics, or science department of an institute of higher education that has a registered curriculum in engineering, science or mathematics. Other members of the partnership may include another science, technology, engineering, mathematics, or teacher education department of an Institute of Higher Education.

56. EVAL & REPORTING Q. There is no mention of the portal in this RFP. Will the portal be used for this project?

A. Each MSP grantee is required to submit a federal report for their funded MSP project on the USDE MSP portal. NYSED department staff will assist grantees in this process.

57. EVAL & REPORTING Q. Will there be a statewide evaluator?

A. Yes. The state level program monitoring will be conducted by NYSED in conjunction with grantees and their local evaluation.

58. MWBE Q. How will fees such as tuition paid to the partner institute of higher learning be handled with regard to the M/WBE requirement?

A. The RFP has been amended to include an updated M/WBE Goal Calculation worksheet which allows the deduction of salaries for project staff employed by the IHE and teacher stipends/tuition. Please be sure the salaries for project staff employed by the IHE and teacher stipends/tuition are easily identifiable on proposed FS-10 budget. See the updated M/WBE Goal Calculation for further information.

59. MWBE Q. Are any costs of the required evaluator subtracted before calculating the M/WBE obligation?

A. The costs of an evaluator cannot be subtracted from the M/WBE Goal calculation as this service could be provided by a certified M/WBE vendor. Please reach out to the [M/WBE Grant Coordinator](#), should you need assistance with identifying M/WBE vendors.

60. MWBE Q. If an additional partner is included in the proposal, would their fees for services be subtracted before calculating the M/WBE obligation?

A. The RFP has been amended to include an updated M/WBE Goal Calculation worksheet which allows the deduction of salaries for project staff employed by the IHE and teacher stipends/tuition. Please be sure the salaries for project

staff employed by the IHE and teacher stipends/tuition are easily identifiable on proposed FS-10 budget. See the updated M/WBE Goal Calculation for further information.

61. PROJECT STAFF Q. A project manager is required. Is there a list of specific duties that should be included in a job description for project manager?

A. Qualified expert professional(s) in science, mathematics, and/or STEM fields must be designated by the lead LEA/ fiscal agent and are responsible to implement the funded program as required, including all aspects of the professional development plan and evaluation as proposed and delineated in the submitted proposal, and required federal, state and local reports. The Project Director is a required position and must be employed by the lead LEA. (See p. 9 Project Staff)

62. METHOD OF AWARD Q. What is the estimated funding range and how many grant awards are anticipated?

A. Please refer to the information on page 13 of this RFP pertaining to **Method of Award**. Information on project funding can be found on page 4 of this RFP.

63. FUNDING LEVELS Q. If we submitted one application that focuses on both Math and Science would it still be the \$500,000 or would we be allocated additional funds to cover both subjects?

A. Funding maximums are listed on page 4 of the RFP. An eligible applicant cannot request a funding level that exceeds the funding period maximums outlined on page 4.

64. PARTNERSHIP Q. Does this arrangement require a formal partnership with a University or other certified organization. We currently work with an organization for graduate certification training that is not certified.

A. Yes, a formal partnership between an eligible LEA and appropriate department of an IHE is required. The eligible applicant for this grant is a high-need Local Education Agency, defined as a public school district or public charter school that has at least 50% of students from low-income families. The LEA must partner with an engineering, mathematics or science department of an Institution of Higher Education that has a registered curriculum in engineering, science or mathematics.

65. MWBE Q. How does MWBE participation work if we're required to work with Universities and non-profits that do not qualify for MWBE certification?

A. The RFP has been amended to include an updated M/WBE Goal Calculation worksheet which allows the deduction of salaries for project staff employed by the IHE and teacher stipends/tuition. Please be sure the salaries for project staff employed by the IHE and teacher stipends/tuition are easily identifiable on proposed FS-10 budget. See the updated M/WBE Goal Calculation for further information.

66. MWBE Q. Do our vendors have to be MWBE or is it sufficient for them to be women and people of color? Do we need a formal arrangement or can we hire people?

A. Attainment of the M/WBE goal can only be received by the purchasing of supplies or services through a New York State certified M/WBE vendor. A listing of certified M/WBE vendors and more about becoming a certified M/WBE vendor can be found at the [NYS MWBE Directory](#).

67. PROJECT STAFF Q. Can the project director and project support be the same person?

A. The project director and project support should be different staff members, however specific staffing decisions are determined by the eligible LEA.

As stated on Page 9 of this RFP under **Project Staff** section, **Required: Project Director:** A project director must be employed by the lead LEA applicant. The project director's salary cannot exceed 10% of the total grant award or \$75,000, whichever amount is less. Each project cannot exceed 1FTE for the project coordinator position.

This position cannot consist of multiple staff members. In addition, p.13 of the RFP indicates that project budgets will be evaluated based on certain criteria including 5e. The extent to which the expenditures and activities are supplemental to and do not supplant or duplicate services currently provided.

68. PD PLAN/BUDGET Q. Can we pay for compensation for participants for their 5-week summer professional development?

A. Please review all sections of the RFP carefully and respond accordingly. Proposals will be scored based on the responses provided in all sections of the proposal narrative and supporting application documents as included in Application Evaluation Rubric which begins on page 40 of this RFP.

69. BUDGET Q. If we do ongoing professional development activities can we do partial reimbursement of teacher salaries for teacher's involved throughout the year?

- A. The expenditures and activities should be supplemental to and not supplant or duplicate services currently provided.

70. PD DESIGN/PARTNERS Q. What is the role of the partner organization, especially if we design an in-house program?

- A. The eligible applicant for this grant is a high-need Local Education Agency, defined as a public school district or public charter school that has at least 50% of students from low-income families. The LEA must partner with an engineering, mathematics or science department of an Institution of Higher Education that has a registered curriculum in engineering, science or mathematics.

Other members of the partnership may include another science, technology engineering, mathematics, or teacher education department of an Institute of Higher Education; A business/industry, or a nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of instruction of mathematics and science teachers (p.5-6 of this RFP).

71. PARTNERSHIPS Q. If a district is submitting an application to focus on both Mathematics and Science, does there need to be a partner(s) from higher ed that hold both math and science background, or can the partner only have one, if the application details how the two discipline will be interwoven for training based on content and pedagogy?

- A. See responses to #38 and #70. If the application focuses on Math and Science professional development, then the faculty from the respective departments of higher education should be reflected accordingly.

72. TEMPLATES A & B Q. Are Templates A and B included in the 15-page limit for the project narrative?

- A. No. See response to #26, #28, and #29.

73. STAFFING Q. May a teacher serve as the Project Director, or must this position be filled by an administrator?

- A. See responses to #8 and #9. The Project Director position does not need to be filled by an administrator. However, the lead eligible LEA is responsible for making all staffing decisions that adhere to the parameters outlined in this RFP on page 9 under Project Staff.

Project Staff: Qualified expert professional(s) in science, mathematics and/or STEM fields must be designated by the lead Local Education Agency/fiscal agent and are responsible to implement the funded program as required, including all aspects of the professional development plan and evaluation as proposed and delineated in the submitted proposal, and required federal, state, and local annual reports.

Required: Project Director; A project director must be employed by the lead LEA applicant. The project director's salary cannot exceed 10% of the total grant award or \$75,000, whichever amount is less. Each project cannot exceed 1 FTE for the project director position. This position cannot consist of multiple staff members.

74. PROJECT STAFF Q. To accommodate the caps on staffing costs and reduced award levels, may the same person who serves as the mandatory Project Manager position also deliver the optional project support, such as coaching?

A. The Project Manager and support staff should be different staff members. See responses to #8, #9, and #67. The expenditures and activities should be supplemental to and not supplant or duplicate services currently provided.