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	January 1, 2018 – August 31, 2022
	Through the creation of ECHS Programs consisting of partnerships between public school districts and eligible institutions of higher education (IHEs), historically underrepresented and/or economically disadvantaged students in Grades 9-12 will be provided additional counseling and academic support and college courses which will be used to both meet the high school graduation/Regents diploma requirements and earn a minimum of 24 and up to 60 transferable college credits or an associate degree at no cost to their families.
	<i>Public school districts must serve as the applicant/fiscal agent</i> for this grant program. An exception will be made for applications from existing Smart Scholars ECHS partnerships where the IHE currently serves as the lead fiscal agent. To implement this grant program, the public school districts be partnered in a formal agreement (MOU) with one or more institutions of higher education (IHEs) to implement this grant program.
	Please see section VI. Applicant and Partner Qualifications below for additional information.
	IHEs must be public (SUNY/CUNY), private, or independent degree-granting colleges and universities (IHEs) whose programs are registered with the New York State Education Department (NYSED). Either the public school district, BOCES, or IHE partner may serve as the lead implementation partner for this grant program.
	Estimated Funds Available: \$15,000,000 over the five-year grant cycle (January 1, 2018 – August 31, 2022). NYSED anticipates awarding up to 19 projects contingent on the total of the multi-year, requests and availability of funds a Please section X Project See Section - ABT 1004 - 0 0 11.04 360.7 Funding for additional information.
'	Subcontracting will be limited to twenty-five percent (25%) of the annual contract budget. Subcontracting is defined as non-employee direct personal

NEW YORK STATE Early College High School ECHS PROGRAM

is the responsibility of the applicant/fiscal agent to ensure that the aggregate total subcontracting carried out by the applicant/fiscal agent and the partners does not exceed the 25% subcontracting limit.
The fiscal agent/ applicant must provide at least 50% of direct program services.

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

BETTY A. ROSA, Chancellor, B.A., M.S. in Ed., M.S. in Ed., M.Ed., Ed.D.	Bronx
T. ANDREW BROWN, Vice Chancellor, B.A., J.D.	Rochester
ROGER TILLES, B.A., J.D.	Great Neck
LESTER W. YOUNG, JR., B.S., M.S., Ed.D.	Beechhurst
CHRISTINE D. CEA, B.A., M.A., Ph.D.	Staten Island
WADE S. NORWOOD, B.A.	Rochester
KATHLEEN M. CASHIN, B.S., M.S., Ed.D.	Brooklyn
James E. C	

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- For purposes of this RFP, September 1 through August 31 constitute a program year. The one exception is the first project period, which will be a planning phase that will take place from January 1, 2018 to August 31, 2018.
- The accounting period for the New York State government that begins on April 1 and runs through March 31.
- A student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such impairment; or (3) be regarded as having such impairment. For purposes of this RFP, major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. "Substantially limited" generally means that a person is unable to

- 4. The ECHS is a stand-alone school or an autonomous academy or a small learning community within a school where students are teamed for at least their core subjects.
- 5. All students will participate in a summer program on the partner IHE campus. A summer program may be offered to more than one grade level; however, one should be offered at least the summer prior to the first schoa6002 12(,)2()yd[5])2.7(ea)2.7 th3.1(a)()yd[1aEMC ET/23Tc 0 Tw 3(o)7.2(a6002 12(,)2(.3(m)4.5(m)-6.4(e)-

process that is comparable to that of traditional faculty and/or adjuncts at the partner IHE conferring the college credit.

- 16. The ECHS partners are committed to supporting the sustainability of ECHS in New York State by participating in professional development, data collection, and program evaluation organized and/or endorsed by NYSED.
- 17. To implement a NYS Early College High School, fully executed MOUs, establishing roles and responsibilities between the K-12 and IHE partners, and reflecting the above design elements <u>must</u> accompany the proposal. A provision for the IHE partner to collect and share with NYSED data on the progress of ECHS students who matriculate at their institution must be included in the MOU.

This roster will be due by November 1st of the project year. Each implementation year, the number of

grade level. Grantees who receive this warning will also be required to include a plan for addressing students' college credit deficiencie(a9 Tc.7('-3(q)2)l08ht d)5. Tc.7(r6()J002 17 204293 0 Tm()TJ-04001 Tc 06c 0 0 -1.293

shall be the partner that is responsible for coordinating and overseeing the planning and implementation of the program. The implementation lead need not be the same as the school district (or, as may be the case of an existing ECHS, the IHE) serving as fiscal agent/applicant. A school district, a BOCES, or an IHE partner may serve as lead implementing partner. Business entities and CBOs may not serve as the implementation lead.

The implementation lead must meet the following requirements:

- a. Must be recognized in the MOU by all partners as the lead agency
- b. Must identify key existing staff to coordinate planning and operations
- c. Must convene all partners, coordinate the planning process, and oversee student and staff recruitment and program implementation.

: Essential responsibilities of K-12 partners include:

Committing to fully implement the NYS ECHS model, serving all students in the same common location beginning in 9th grade to assure that all students have n2*U#Ppb.a2:2(ÉcDäpi1×Đ¾%O2 i19į1≥ar2!)11a€j2
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All other members of the partnership must be eligible participants as well, per the definition provided in this RFP (See). In the event a contract is awarded, the contract will be prepared in the name of the applicant agency/fiscal agent, not the partnership, since the group may not be a legal entity.

Furthermore:

The applicant agency/fiscal agent must meet the following requirements:

- 1. Must receive and administer the grant funds and submit the required reports to account for the use of contract funds.
- Must require partners to sign an agreement (MOU) with the fiscal agent that specifically outlines all services each partner agrees to provide. (See , and Memorandum of Understanding.)
- 3. Cannot act as a flow-through for contract funds to pass to other recipients. NYSED has established 50% of direct services be provided by the fiscal agent for this grant program.
- 4. Is PROHIBITED

The course of creating a new ECHS generally evolves in two distinct phases: Pre-Opening and Implementation. ECHSs funded through this grant program whether pre-existing ECHSs or new will be allowed a planning phase from January 1, 2018 through August 31, 2018. It is anticipated that there will be four (4) additional project periods, contingent on availability of funds:

Project Period 2 – September 1, 2018 – August 31, 2019 Project Period 3 – September 1, 2019 – August 31, 2020 Project Period 4 – September 1, 2020 – August 31, 2021 Project Period 5 – September 1, 2021 – August 31, 2022

Awards will be prioritized as follows:

- The grants will first be awarded to the highest scoring eligible proposal in each of the following underserved Regents Higher Education Regions: Southern Tier Region, North Country Region. (A list of <u>Counties Organized by Higher Education Region</u> is available on the NYSED website.)
- After making awards to the underserved regions, remaining applications will be awarded in a statewide ranking until there are no fundable applications remaining or until the multi-year amount of funding is exhausted.
- Proposals from partnerships whose target enrollment includes at least 51% of their students from Focus school districts and/or Priority or Focus School(s), including those schools defined in Education Law 211-f and identified as Struggling Schools and Persistently Struggling Schools, and proposals from pre-existing ECHSs, and proposals for ECHS projects that focus on Computer Science will receive bonus points as outlined in this RFP. Bonus points will be considered after the proposal meets the minimum scoring threshold.

The ECHS must enroll a minimum of 25 students per grade level. Research shows that small learning communities with a maximum of 100 students per grade level (or 400 students as their total enrollment for grades 9 through 12) are most effective for the ECHS school design. Applicants that are existing ECHS partnerships may present their case for a larger program size; however, regardless of program size, the annual award for each implementation year may not exceed the maximum amounts described below.

During each implementation year, the awardee may request funds based on the following scale:

Implementation Year	Range for Number of	Maximum Dollars	Grades
	Students	Awarded	
2018-2019	25 to 100	Up to \$100,000	9 th graders
2019-2020	50 to 200	Up to \$150,000	9 th and 10 th graders
2020-2021	75 to 300	Up to \$200,000	9 th , 10 th & 11 th graders

Proposals will be ranked statewide highest to lowest in accordance with the combined technical and budget score, plus any bonus points. Grants will first be awarded to the highest scoring eligible proposals in the underserved regions, and then then in the statewide ranking, until funds are exhausted or there are no fundable applications remaining.

The Payee Information Form is a packet containing the Payee Information Form itself and an accompanying NYSED Substitute W-9. The NYSED Substitute W-9 may or may not be needed from your agency. Please follow the specifics instructions provided with the form. The Payee Information Form is used to establish the identity of the applicant organization and enables it to receive federal (and/or State) funds through the NYSED. An on-line version of the packet is available at the <u>NYSED website</u>.

In accordance with a directive dated January 22, 2010 by the Director of State Operations - Office of Taxpayer Accountability, all State agency contracts, grants, and purchase orders executed after February 28, 2010 shall contain a provision requiring that contractors and grantees accept electronic payments. Additional information and authorization forms are available at the State Comptroller's website.

State law requires that the award of state contracts be made to responsible vendors. Before an award is made to a not-for-profit entity, a for-profit entity, a private college or university or a public entity not exempted by the Office of the State Comptroller, NYSED must make an affirmative responsibility determination. The factors to be considered include: legal authority to do business in New York State; integrity; capacity- both organizational and financial; and previous performance. Before an award of \$100,000 or greater can be made to a covered entity, the entity willl,1(g)5.eq10.6(3.4(t\$0.6(w(ed)16.2(510.9(o)-0.9(er)3

For vendors using subcontractors, a Vendor Responsibility Questionnaire and a NYSED vendor responsibility review are required for a subcontractor where:

- the subcontractor is known at the time of the contract award;
- the subcontractor is not an entity that is exempt from reporting by OSC; and
- the subcontract will equal or exceed \$100,000 over the life of the contract.

Below is a summary of the steps that must be completed to meet registration and prequalification requirements. The <u>Vendor Prequalification Manual</u> on the Grants Reform Website details the requirements and an <u>online tutorial</u> is available to walk users through the process.

Pursuant to the New York State Division of Budget Bulletin H-1032, dated June 7, 2013, New York State has instituted key reform initiatives to the grant contract process which require not-for-profits to register in the Grants Gateway and complete the Vendor Prequalification process in order for proposals to be evaluated. Public school districts serving as the lead applicant/fiscal agent are not required to prequalify. Only any non-profit IHE applicants serving as the applicant/fiscal agent are required to prequalify by the application deadline. Information on these initiatives can be found on the <u>Grants</u> <u>Reform website</u>

- Answer the questions in the **Required Formand** upload **Required Documents** his constitutes your Prequalification Application. Optional Documents are not required unless specified in this Request for Proposal.
- Specific questions about the prequalification process should be referred to your agency representative at <u>prequal@nysed.gov</u> or to the Grants Reform Team at <u>grantsreform@budget.ny.gov</u>.
- <u>After completing your Prequalification Application, click the *Submit Document Vault* Link</u> located below the Required Documents section to submit your Prequalification Application for State agency review. Once submitted the status of the Document Vault will change to In **Review**
- If your Prequalification reviewer has questions or requests changes you will receive email notification from the Gateway system.
- Once your Prequalification Application has been approved, you will receive a Gateway notification that you are now prequalified to do business with New York State.

3. Any portion of purchased services used for student tuition

For the purposes of this RFP, these exclusions apply to the expenses of the lead applicant as well as any other members of the partnership. For example, the salaries of project staff employed by partner school districts, BOCES, IHEs or any combination of these entities should be excluded from the total budget, along with the salaries of project staff employed by the lead applicant, when calculating the discretionary non-personal service budget. (Please note that the indirect costs of partner organizations are not allowable expenses under this grant program.) The M/WBE Goal Calculation Worksheet is provided for use in calculating the dollar amount of the M/WBE goal for this grant application. orhouli2

M/WBE Goal Calculation Worksheet M/WBE Cover Letter M/WBE 101 Request for Waiver M/WBE 105 Contractor's Good Faith Efforts

Applicants must make a good faith effort to solicit NYS certified M/WBE firms as subcontractors and/or suppliers to achieve the goals for this grant. Solicitations may include, but are not limited to: advertisements in minority and women-centered publications; solicitation of vendors found in the <u>NYS</u> <u>Directory of Certified Minority and Women-Owned Business</u>; and the solicitation of minority and women-oriented trade and labor organizations.

of the local agency. The local board of education, or other appropriate governing body, is responsible for the proper disbursement of, and accounting for project funds. Written agency policy concerning wages, mileage and travel allowances, overtime compensation, or fringe benefits, as well as State rules pertaining to competitive bidding, safety regulations and inventory control must be followed. Supporting or source documents are required for all grant related transactions entered into the local agency's recordkeeping systems. Source documents that authorize the disbursement of grant funds consist of purchase orders, contracts, time and effort records, delivery receipts, vendor invoices, travel documentation and payment documents.

Supporting documentation for grants and grant contracts must be kept for at least six years after the last payment was made unless otherwise specified by program requirements. Additionally, audit or litigation will "freeze the clock" for records retention purposes until the issue is resolved. All records and documentation must be available for inspection by State Education Department officials or its representatives.

For additional information about grants, please refer to the <u>Fiscal Guidelines for Federal and State Aided</u> <u>Grants</u>.

Recipients of this multi-year discretionary grant must submit a report for the planning phase in order to receive a continuation award. Such report to include the staff hired, student recruitment method used, number of students beginning the first implementation year and other items required by the Commissioner. For the subsequent implementation years, SED's approval of a mid-year (February) and an annual performance report (September) for each year of funding will be required in order to receive a continuation award. The performance reports should demonstrate that substantial progress has been made toward meeting the project goals and the program performance indicators. Additional information about these reports will be distributed tawtle 1(i)-r012 Tc.5(a)0et(a)0(r)10.9.1(u)2.-13(uaN)2 0 TYw 20.706 iD(e)-3 a12 Tc -tt(a .21(e)-5.2

- Name of home high school •
- Date of entry into program
- Date of exit from program •
- NYS ECHS Program CIP Code •
- Hispanic/Latino (H/L) •
- American Indian/Alaskan Native (AI/AN) •
- Asian (A) •
- •
- Black/African American (B/AA) Native Hawaiian/Other Pacific Islander (H/OP) •
- White (W)
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purposes until the issue is resolved. All records and documentation must be available for inspection by State Education Department officials or its representatives. Appendix "A, #10, Records", presents additional information about records retention requirements.

All unsuccessful applicants may request a debriefing within fifteen (15) calendar days of receiving notice from NYSED. Bidders may request a debriefing letter on the selection process regarding this RFP by submitting a written request to the Fiscal Contact person at:

NYS Education Department Contract Administration Unit 89 Washington Avenue Room 501W EB Albany, NY 12234

The Fiscal Contact person will make arrangements with program staff to provide a written summary of the proposal's strengths and weaknesses, as well as recommendations for improvement. Within ten (10) business days, the program staff will issue a written debriefing letter to the bidder.

Applicants who receive a notice of non-award or disqualification may protest the NYSED award decision subject to the following:

- 1. The protest must be in writing and must contain specific factual and/or legal allegations setting forth the basis on which the protesting party challenges the contract award by NYSED.
- 2. The protest must be filed within ten (10) business days of receipt of a debriefing or disqualification letter. The protest letter must be filed with:

NYS Education Department Contracts Administration Unit Attn: GC #18-006 89 Washington Avenue Room 501 W EB Albany, NY 12234

3. The NYSED Contract Administration Unit (CAU) will convene a review team that will include at least one staff member from each of NYSED's Office of Counsel, CAU, and the Program Office. The review team will review and consider the merits of the protest and will decide whether the protest .003 T-0.7(e)JJ0 Tc 0 Tw 9.402 0 -0.051 J0 Tc 7(g)JJ-0.00 o

4. The NYSED Contract Administration Unit (CAU) may summarily deny a protest that fails to contain specific factual or legal allegations, or where the protest only raises issues of law that have already been decided by the courts.

Т

- o Hiring a ECHS program director/leader/principal
- o Establishing a staffing plan and hiring staff
- o Developing a budget and business plan
- o Establishing a suitable site/actility for the sthool/program
- o Engaging the K-12 and IHE actulty and staff to design an aligned turritulum and standards and a sequence of tourses (the four-year stope and sequence) that begin at the 9th grade level and allow students to earn at least 24 and up to 60 transferable tollege tredits or an associate degree while completing high school and required Regents exams
- o Condutting outreath activities to and edutation of staff and families at middle sthools
- Conducting outreach activities to tommunity-based organizations that support the target population, and in recruiting students who are traditionally underrepresented in postsecondary education and/or etonomically disadvantaged
- **o** Planning student retruitment and selettion triteria and strategies, as well as tommunity edutation and engagement, tonsistent with the goals of this initiative
- **o** Cultivating relationships with one or more business partners of the ECHS by providing opportunities suth as site visits, mentors, and/or internships
- **o** Coordinating high sthool and tollege fatulty, support servites, talendars, and transportation and establishing on-going governance structures
- O Developing assessment tools and instruments. This will intlude a plan for using results of the assessment process to evaluate student college-readiness, student outcomes and program success, as well as improvements needed, and to refine the assessment model throughout the progressive development of the ECHS

b. ImplementationPhase:Successful partnerships only admit students at the 9th grade level, and additional tlasses eath year. Successful partnerships will provide:

- Conducting a summer program or other orientation during the summer and guidance activities for the first cohort of 9th grade students and for other grade levels in subsequent implementation years.
- O Academic and support services (e.g., counseling staff, advisors), including guidance for seniors to matritulate at the partner IHE or to apply to colleges outside the ECHS partnership to complete a postsecondary degree. Services may also be extended to students' parents, such as providing college admissions and financial aid workshops.

- Support for college-high school partnership liaisons who oversee joint planning with the school district and support the ECHS director's/leader's/principal's coordination with the IHE(s)
- o Data collection, sharing, reporting, and evaluation, including data on students who

- Acquisition of equipment for administrative, personal or non-student use;
- Acquisition of furniture (e.g., bookcases, chairs, desks, file cabinets, tables) unless an integral
 part of an equipment work station or to provide reasonable accommodations to students with
 disabilities;
- Food services/refreshments/banquets/meals;
- Purchase or rental of space;
- Payment for memberships in professional organizations;
- Purchase of promotional favors, such as bumper stickers, pencils, pens, or T-shirts;
- Subscriptions to journals or magazines;
- Travel outside United States;
- Any expenditure for students not enrolled in NYS ECHS programs;
- Tuition for college-level remedial courses; and
- The indirect costs of partner organizations.

Expenditures financed with grant funds awarded under this request for proposals (RFP) are not eligible to (i) receive reimbursement under BOCES Aid, Transportation Aid or Building Aid or (ii) otherwise generate additional BOCES Aid, Transportation Aid or Building Aid.

School districts that have received SIG or SIF should describe in the Curriculum and Academic Rigor section of their application how NYS ECHS grant funds will work with other federal and state grant funds to meet their individual turnaround strategy. If the school which will host the program is currently implementing an approved SIF grant or SIG, the program proposed under this application must be consistent with the whole school re-design model approved and implemented and the district and schools defined theory of action/approach to school turnaround/redesign; such plans may be amended as needed to ensure alignment.

APPLICATION COVER PAGE

Please refer to the Application Instructions for detailed information about completing this page and the other required components of this application.

Name of Applicant Agency:					Name and Title of Contact Person:								
List other agencies involved in this partnership:													
Address:							hone:						
						Fax:							
City:				E-Mail:									
Zip Code:													
County:						Fund	ing Red	queste	ed for	2017-2	2022:		

I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, Appendix A, Appendix A-1G, and that the requested budget(d)5.3(g)5 myet((et1.7(t)10.9(ed)5.er)3.2(eq)5.et

APPLICATION CHECKLIST

Required Documents	Checked – Applicant	Checked – SED
as outlined below		
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•		
•		
•		
•		

M/WBE 100 Utilization Plan

ATTACHMENT III

PART ONE PROPOSAL NARRATIVE

The narrative is the applicant's opportunity to provide a comprehensive description of the proposed project. Be clear, precise and adhere to the following required structure. (A total of 80 points are available in the Narrative section, with an additional 10 possible bonus points)

The proposal narrative includes three separate pieces as indicated in A, B and C below:

This applies to applicants with both new and existing ECHSs. All ECHSs funded with this grant program will not include any grade levels higher than the 9th grade in their first year of operation, and will add a grade level each year for three succeeding years up to the 12th grade. A NYS ECHS is considered fully operational if it has enrolled and graduated at least one class of students. Fully operational NYS ECHSs will include four grades: grades 9 through 12.

Provide evidence that the ECHS is supported by an active partnership between the school district and IHE partner(s). If the applicant is an existing ECHS partnership, provide a brief history of the partnership. Describe the roles and responsibilities of e3(c)-1.24 Tmt.3(e)10.0 rib22(r)8(t)ca

• The ECHS is a small autonomous learning community or academy within a larger high school that is located near the partner IHE's campus where ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan.

In the case of a ECHS not located on a college campus, the ECHS must provide all students with at least three of the college courses on the partner IHE's campus, to help instill in the ECHS students the value and impact of a college going culture. For ECHS programs in which students earn an associate degree, students must take at least three of their college courses on the partner IHE campus.

A ECHS will be considered located "near the IHE partner's campus" if their students can be transported to the campus within 45 minutes or less. Such proximity would facilitate the students' taking college courses on campus and visiting the campus to utilize the IHE resources or participate in special events.

a. Describe the capacity and plans of the ECHS partnership to use authentic and comprehensive measures of assessment to plan instruction, coordinate support services, and assess students' readiness for enrollment in college level courses.

b. Describe how the full-day curriculum will provide rigorous, engaging, high quality instruction and extra academic support for grades 9 through 12 to prepare students from the target population for entry level college courses no later than at the 1000 Bc@n1.75114 tihs 8 gi(l) 6 rnn

the career focus (e.g., project-based learning, technology enabled learning, work-based learning, etc.). A local business partner(s) may collaborate with the ECHS partnership to provide activities that support the career focus.

d.

ATTACHMENT IV

These plans will be scored as part of the Budget Section The two worksheets below are intended to provide reviewers with an overview of the overall level of Purchased 40 Services

Categories	Code	NYS ECHS Grant Funds	District Funds	IHE Funds	Other Funds
Professional Salaries	15				
Support Staff Salaries	16				
Purchased Services	40				
Supplies and Materials	45				
Travel Expenses	46				
Employee Benefits	80				
Indirect Cost (IC)*	90				
BOCES Service	49				

Indirect Cost 90 (IC)* NYSED has no expectation that each partner will contribute in the same manner, or

- Forming a strong partnership, documented in this formal agreement (MOU), with the higher education partner(s) and any business/community collaborators;
- Recruiting historically under-represented and/or economically disadvantaged students for enrollment;
- Identifying/employing school leaders who have demonstrated the ability to drive exceptional student outcomes; are dedicated to working with under-served students and their families; and can provide the leadership skills essential for program success;
- Working with higher education partner(s) to develop a seamless scope and sequence of courses that enable all students to earn at least 24 and up to 60 transferable college credits or an associate degree in degree paths that articulate with degree programs at the partner IHE(s);
- Establishing a college-going culture for all students that begins on the first day of 9th grade and continues throughout all four years of the ECHS program, engaging students in instruction on key "college knowledge", academic and personal behaviors such as time management; collaboration; problem-solving; leadership; study skills; communication; and tenacity. Credit-bearing college course work and tutoring should be introduced as early as the summer prior to 9th grade, and no later than the 10th grade.
- Preparing students for college-level coursework from the 9th grade level, including college entrylevel English and mathematics, so remedial coursework at the post-secondary level is not necessary;
- Preparing students for careers in fields through a program of career awareness, exploration and preparation that is coordinated with the 9th – 12th grade curriculum in collaboration with the IHE partner(s) and any business partners.
- Collaborating with the IHE partner(s) to provide students with guidance as to how the 24 or more college credits or associate degree they earn will transfer to the partner IHE(s) or other IHEs in the State to complete a postsecondary degree.
- Providing relevant and ongoing professional development for the principal/school leader and all participating teachers, including support and frequent exchanges with one another as well as with faculty and administrators from the partner IHE(s) during the school year; and
- Maximizing available funding streams (in addition to the State appropriation), such as federal School Improvement Grants, to support the needs of participating students.

Higher Education: Essential responsibilities of higher education partners include:

- Forming partnerships, as documented in this formal agreement (MOU), with the K-12 partners, any other IHE partners, and any business/community collaborators;
- Identifying appropriate coursework and experiences to introduce students to college course work beginning as early as the summer prior to 9th grade, and no later than the 10th grade;
- Identify appropriate college courses to include in the program's scope and sequence, ensuring that students can earn a minimum of 24 and up to 60 college credits or an associate degree that will enable students upon graduation to matriculate at the partner IHE or another IHE with advanced standing and complete a postsecondary degree;

ATTACHMENT VI

Please complete this table and include it with your application for the NYS ECHS Program. This plan will be scored as part of the Target Enrollment section.

ATTACHMENT VIII

... The majority (at least 51%) of the target students will be enrolled from a Focus school district(s) and/or Priority or Focus School(s) – including those schools defined in Education Law 211-f and identified as Struggling Schools and Persistently Struggling Schools as defined in this RFP.

PROPOSAL EVALUATION RUBRIC

Applicant:			
Reviewer	Review	Funding	Score:
Initials	Completed:	Requested:	

: Each proposal will be evaluated by two reviewers. Raters are asked to evaluate each technical and budget component as listed in the RFP, using the scales provided below. Raters should independently read and score each proposal. The scores of the two reviewers will be averaged to obtain the final average score. A third review will be performed if there is a difference of fifteen points or more between the two scores. In cases where a third review is necessary, the two closest scores will be averaged to obtain the final average score.

Not Found - Does not address the criteria or simply re-states the criteria.

Very Good - Specific and comprehensive. Complete, detailed, and clearly articulated information as to how the criteria are met. Well-conceived and thoroughly developed ideas.

Good - General but sufficient detail. Adequate information as to how the criteria are met, but some areas are not fully explained and/or questions remain. Some minor inconsistencies and weaknesses.

Fair - Unclear and non-specific. Limited information is provided about approach and strategies. Lacks focus and detail.

Poor - Does not meet the criteria, fails to provide information, provides inaccurate information, or provides information that requires substantial clarification as to how the criteria are met.

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Score () out of 18

(continued

Comments:

 Very Good	Good	Fair	Poor	NF

continued

Comments:

1.	Target Population	() out of 5 points
2.	P-16 Partnership and Governance	() out of 18 points
3.	Program Location	() out of 5 points
4.	Curriculum and Academic Rigor	() out of 22 points
5.	Support Structures	() out of 18 points
6.	Staffing and Management	() out of 12 points
7.	Budget	() out of 20 points

8. Applicant meets one or all bonus criteria () out of 10 bonus points

ATTACHMENT X

The M/WBE participation goal is <u>30%</u> of each grantee's total discretionary non-personal service budget. Discretionary non

M/WBE COVER LETTER Minority & Woman-Owned Business Enterprise Requirements

Applicant Name: _____

In accordance with the provisions of Article 15-A of the NYS Executive Law, 5 NYCRR Parts 140-145, Section 163 (6) of the NYS Finance Law and Executive Order #8 and in fulfillment of the New York State Education Department (NYSED) policies governing Equal Employment Opportunity and Minority and Women-Owned Business Enterprise (M/WBE) participation, it is

M/WBE UTILIZATION PLAN

INSTRUCTIONS: All bidders/applicants submitting responses to this procurement/project must complete this M/WBE Utilization Plan unless requesting a total waiver and submit it as part of their proposal/application. The plan must contain detailed description of the services to be provided by each Minority and/or Womenwned Business Enterprise (M/WBE) identified by the bidder/applicant.

Bidder/Applicant's		
Name	Telephone/Email:	//
Address	Federal ID No.:	
City, State, Zip	RFP No.:	

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of Subcontracts/Supplies/Services
NAME	NYS ESD Certified		
ADDRESS	MBE		
CITY, ST, ZIP	WBE		\$
PHONE/E-MAIL			
FEDERAL ID No.			
NAME	NYS ESD Certified		
ADDRESS	MBE		
CITY, ST, ZIP	WBE		\$
PHONE/E-MAIL			
FEDERAL ID No.			

PREPARED BY (Signature) DATE

SUBMISSION OFHIS FORM CONSTITUTES THE BIDDER/APPLICANT'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FC UNDER NYS EXECUTIVE LAW, ARTIGLE 15

M/WBE SUBCONTRACTORS AND SUPPLIERS NOTICE OF INTENT TO PARTICIPATE INSTRUCTIONS: Part A of this fa 695.4 3_Bis fa 695.5U7NS

PART G CERTIFICATION STATUS (CHECK ONE):

____ The undersigned is a certified M/WBE by the New York State Division of Mino My maned Owned Business Development (MWBD).

The undersigned has applied to New York State's Division of Minority and WoneehBusiness Development (MWBD) for M/WBE certification.

THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUESCIENCE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/APPLICANT CONDITIONED UPON THE BIDDER/APPLICANT(a)2 /Pag2(P)8.2(8.2(8. C)4(ER)4(TI)15Vb6)-5(A)2.3(N)2.2(T C)5.9(ON)2.

M/WBE CONTRACTOR GOOD FAITH EFFORTS CERTIFICATION (FORM 105)

PROJECT/CONTRACT #_____

M/WBE CONTRACTOR UNAVAILABLE CERTIFICATION

PROJECT NAME			
I,(Authorized Representative)	(Title)	(Bidder/Applicant's Company)	
(Address)			

REQUEST FOR WAIVER FORM

BIDDER/APPLICANT NAME:

ADDRESS:

CITY, STATE, ZIPCODE:

TELEPHONE: EMAIL: FEDERAL ID NO.:

RFP#/PROJECT NO.:

INSTRUCTIONS: By submitting this form and the required information, the bidder/applicant certifies that Good Faith Efforts have been taken to promote M/WBE participation pursuant to the M/WBE goals set forth under this RFP/Contract. Please see Page 2 for additional requirements and document submission instructions.

BIDDER/APPLICANT IS REQU	JESTING (check all that apply):
•••MBE Waiver - A waiver of the MBE goal for this procurement is requested.	•••WBE Waiver - A waiver of the WBE goal for this procurement is requested.
•••Total •••Partial%	•••Total •••Partial%
	ding ESD Certification pplication for certification has been filed with Empire State Development)
Subcontractor/Supplier Name:	Date of application filing:
PREPARED BY (Signature):	DATE:

t)(E)7.3(m)22J 18.87 0 Td ()T720.04 578.4 376>ID 71 >>BDC 12 -0 0 1L2 -0 1L2 1L2 1L2 1L2 <</59..04 510. .68 E76>O6 3

REQUIREMENTS AND DOCUMENT SUBMISSION INSTRUCTIONS

When completing the Request for Waiver Form, please check all boxes that apply. To be considered the Request for Waiver Form must be accompanied by documentation for items 1-11, as listed below. If a Waiver Pending ESD Certification is requested, please see Item 11 below. Copies of the following information and all relevant supporting documentation must be submitted along3(i) so8(u)-81o6(t)7(6dd(M)2(E)-s)3(o8(u)--1(e)-10(d)-8(,)-4(p)-8(I)-64e()-4(ama7

EQUAL EMPLOYMENT OPPORTUNISYAFFING PLAN (Instructions on Page 2)

Applicant Name:	Telephone:
Address:	Federal ID No.:
City, State, ZIP:	Project No:
Report includes:	BDC 417.48 469.8 105.96 12. 402.244 469.8 45e900 >>BDC

BDC 417.48 469.8 105.96 12. 402.244 469.8 45e900 >>BDC

Appendix A STANDARD CLAUSES FOR NYS CONTRACTS

The parties to the attached contract, license, lease, amendment or other agreement of any kind (hereinafter, "the contract" or "this contract") agree to be bound by the following clauses which are hereby made a part of the contract (the word "Contractor" herein refers to any party other than the State, whether a contractor, licenser, licensee, lessor, lessee or any other party):

1. <u>EXECUTORY CLAUSE</u>. In accordance with Section 41 of the State Finance Law, the State shall have no liability under this contract to the Contractor or to anyone else beyond funds appropriated and available for this contract.

2. <u>NON-ASSIGNMENT CLAUSE</u>. In accordance with Section 138 of the State Finance Law, this contract may not be assigned by the Contractor or its right, title or interest therein assigned, transferred, conveyed, sublet or otherwise disposed of without the State's previous written consent, and attempts to do so are null and void. Notwithstanding the foregoing, such prior written consent of an assignment of a contract let pursuant to Article XI of the State Finance Law may be waived at the discretion of the contracting agency and with the concurrence of the State Comptroller where the original contract was subject to the State Comptroller's approval, where the assignment is due to a reorganization, merger or consolidation of the Contractor's business entity or enterprise. The State retains its tiht,h

expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon for such project, then the following shall apply and by signing this agreement the Contractor certifies and affirms that it is Contractor's equal employment opportunity policy that:

(a) The Contractor will not discriminate against employees or applicants for employment because of race, creed, color, national origin, sex, age, disability or marital status, shall make and document its conscientious and active efforts to employ and utilize minority group members and women in its work force on State contracts and will undertake or continue existing programs of affirmative action to ensure that minority u(i)-6ra; \hat{a} ; ci% • $\dagger Q$ • ci% · ci% • ci% · ci

such use must meet with the approval of the State; otherwise, the bid may not be considered responsive. Under bidder certifications, proof of qualification for exemption will be the responsibility of the Contractor to meet with the approval of the State.

19. <u>MACBRIDE FAIR EMPLOYMENT PRINCIPLES</u>. In accordance with the MacBride Fair Employment Principles (Chapter 807 of the Laws of 1992), the Contractor hereby stipulates that the Contractor either (a) has no business operations in Northern Ireland, or (b) shall take lawful steps in good faith to conduct any business operations in Northern Ireland in accordance with the MacBride Fair Employment Principles (as described in Section 165 of the New York State Finance Law), and shall permit independent monitoring of compliance with such principles.

20. <u>OMNIBUS PROCUREMENT ACT OF 1992</u>. It is the policy of New York State to maximize opportunities for the participation of New York State business enterprises, including minority and women-owned business enterprises as bidders, subcontractors and suppliers on its procurement contracts.

Information on the availability of New York State subcontractors and suppliers is available from:

NYS Department of Economic Development Division for Small Business Albany, New York 12245 Telephone: 518-292-5100 Fax: 518-292-5884 email: <u>opa@esd.ny.gov</u>

A directory of certified minority and women-owned business enterprises is available from:

NYS Department of Economic Development Division of Minority and Women's Business Development 633 Third Avenue New York, NY 10017 212-803-2414 email: <u>mwbecertification@esd.ny.gov</u> <u>NYS M/WBE Directory</u>

The Omnibus Procurement Act of 1992 requires that by signing this bid proposal or contract, as applicable, Contractors certify that whenever the total bid amount is greater than \$1 million:

(a) The Contractor has made reasonable eff

23. <u>COMPLIANCE WITH CONSULTANT DISCLOSURE LAW</u>. If this is a contract for consulting services, defined for purposes of this requirement to include analysis, evaluation, research, training, data processing, computer programming, engineering, environmental, health, and mental health services, accounting, auditing, paralegal, legal or similar services, then, in accordance with Section 163 (4-g) of the State Finance Law (as amended by Chapter 10 of the Laws of 2006), the Contractor shall timely, accurately and properly comply with the requirement to submit an annual employment report for the contract to the agency that awarded the contract, the Department of Civil Service and the State Comptroller.

24. PROCUREMENT LOBBYING . To the extent this agreement is a "procurement contract" as defined by

State Finance Law Sections 139-j and 139-k, by signing this agreement the contractor certifies and affirms that all disclosures made in accordance with State Finance Law Sections 139-j and 139-k are complete, true and accurate. In the event such certification is found to be intentionally false or intentionally incomplete, the State may terminate the agreement by providing written notification to the Contractor in accordance with the terms of the agreement.

25. <u>CERTIFICATION OF REGISTRATION TO COLLECT SALES AND COMPENSATING USE TAX BY CERTAIN</u> STATE CONTRACTORS, AFFILIATES AND SUBCONTRACTORS .

To the extent this agreement is a contract as defined by Tax Law Section 5-a, if the contractor fails to make the certification required by Tax Law Section 5-a or if during the term of the contract, the Department of Taxation and Finance or the covered agency, as defined by Tax Law 5-a, discovers that the certification, made under penalty of perjury, is false, then such failure to file or false certification shall be a material breach of this contract and this contract may be terminated, by providing written notification to the Contractor in accordance with the terms of the agreement, if the covered agency determines that such action is in the best interest of the State.

26. IRAN DIVESTMENT ACT . By entering into this Agreement, Contractor certifies in accordance with State Finance Law §165-a

APPENDIX A-1 G

General

- B. In the event that the Contractor shall receive, from any source whatsoever, sums the payment of which is in consideration for the same costs and services provided to the State, the monetary obligation of the State hereunder shall be reduced by an equivalent amount provided, however, that nothing contained herein shall require such reimbursement where additional similar services are provided and no duplicative payments are received.
- C. This agreement is subject to applicable Federal and State Laws and regulations and the policies and procedures stipulated in the NYS Education Department Fiscal Guidelines found at http://www.nysed.gov/cafe/.
- D. For each individual for whom costs are claimed under this agreement, the contractor warrants that the individual has been classified as an employee or as an independent contractor in accordance with 2 NYCRR 315 and all applicable laws including, but not limited to, the Inte3(i)3.2dw (Y)2.3(C)01()/1.1(he)-1u1.3(t)-1.1(he)-14.9(Yn)-12.3(t)2.3(C)01()/1.1(he) babiegr i-9(ee)-8(e,-1.1(e)b)-12.3(a)-1.1(id,-12.3(ld)-8()ot)-13.1()aif-1.1(ie)-8.tohe out,,-1.1(e)ostdidacnon,-1.1(e)s-8.1(c)-8(or)