

Removing Barriers to CTE Programs for English Language Learner's and Students with Disabilities Grant

Questions and Answers

1. I have contacted our purchasing department and they have informed me that as a Political Subdivision, as we are a public school district, we are exempt from participating in Minority and Women-Owned Business Enterprise process.

I do not want to miss out on submitting this grant and will try to abide by the regulations of the Grant. However, we need to adhere to bidding and Board approved Vendors. We will try to obtain bids within the M/WBE regulations, however, we cannot process this with the application as bids go out when the items or services are to be purchased. We can not guarantee the business with the bidder if we do not have the money from the grant.

Please indicate how you would advise us to proceed. We will be more than willing to comply once we are awarded the grant. We are willing to supply any documentation to guarantee that we will make all good faith attempts.

A: All applicants are required to comply with NYSED's Minority and Women-Owned Business Enterprises (M/WBE) policy and therefore responsible for identifying areas in their budget where an M/WBE can be utilized. M/WBE participation includes services, materials, or supplies purchased from minority and women-owned firms certified with the NYS Division of Minority and Women Business Development.

The inclusion of M/WBE firms in your institutions competitive bidding process will increase your chance of reaching the M/WBE participation goal while demonstrating good faith efforts.

NYSED encourages applicants to submit completed M/WBE documentation with the grant proposal. However, due to varying circumstances, grantees may request additional time to secure M/WBE participation. Grantees are allowed up to 30 days from date of notification of award to be in compliance. Where M/WBE vendors/providers cannot be identified, the grantee should indicate "TBD" in the submission documents. The M/WBE Grant Coordinator will work with grantee within the 30-day window to reach compliance

2. Would it be possible for a project to propose to serve both ELL students and those with disabilities?

A: No, as clarified in the RFP the focus of the proposal must target one identified population in the area to be served.

3. Should we attach a partnership letter or agreement with a partner organization or is it sufficient to refer to the partnership in the narrative? If we should attach one, is it included in the 10 pages?

A: If a partnership is planned, organizations involved should be mentioned in the narrative. Any supporting documents are in addition to the 10 page limit for the narrative.

4. Are preparatory courses, to prepare students for CTE programs an eligible cost?

A: No, the intent of the RFP is to reduce existing barriers to accessing CTE programs.

5. Our preference is to focus our proposed programming on SWD, but we also had some ideas for supports for ELLs. Are we allowed to address both populations? How would scoring work if we did address both – i.e., could our scoring be helped or hurt, if we addressed both student populations?

A: While the narrative may mention both populations the focus of the proposal must be on one population. This should be explicit. Please refer to the scoring rubric for how proposals will be reviewed and scored.

6. We are a BOCES partnering with a school district to apply. Must we have a college, community AND business partners as part of our application to be eligible (as stated on page 1 of the RFP)? Or can we have a college, community OR business partner (as stated on page 2) and be eligible?

A: While engaging with partners in the grant proposal is strongly encouraged, it is not a requirement of the RFP. Please review the scoring rubric for the elements of the proposal that will be scored and their relative weight.