

# Smart Scholars ECHS

## Request for Proposal Questions and Answers Summary

**PLEASE NOTE: RFP GC18-006 is being revised as indicated below. Please see the end of the Q&A Summary for a detailed list of the relevant sections.**

- **ECHS partnerships may only include one public school district. Applicants may not propose a consortium involving more than one school district or a BOCES. BOCES may not be a member of the partnership and therefore may not serve as implementation lead.**
- **The ECHS must provide students with 90 hours of extended learning time in all implementation years, including the first implementation year.**
- **The scoring rubric has been revised to remove references to articulation agreements with other IHEs and a career focus and work-based learning. These elements are not a requirement of this grant.**

**Please note that the application deadline has been extended to December 11, 2017.**

**1. Can a district currently holding a Smart Scholars grant apply for this grant?**

Yes, a district currently holding a Smart Scholars grant may apply for this grant. Please refer to eligibility criteria "VI. Applicant and Partnership Qualifications" on page 13 of the RFP for further information. Applications from existing Smart Scholars ECHS partnerships must meet the design requirements outlined in the grant announcement and not supplant or duplicate services currently provided.

**2. I writing to inquire about the eligible expenses for the Early College High School Grant Program. Would video for distance learning, mentoring, etc. be considered an eligible expense?**

Video for distance learning, mentoring can be considered eligible expenses for the Early College High School program. However, this method of pedagogy should not be the primary avenue for teaching or mentoring.

As per the **IV. Detailed Requirements/Specifications** on pages 9-10, the NYS ECHSs to be funded under this RFP will possess the following required elements, 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**.

As such, ECHS funds should not be used to develop a primarily distance learning model.

**3. Are the RFP's for new applicants only?**

No, a school district or institution of higher education currently holding a Smart Scholars grant may apply for this grant. Please refer to eligibility criteria "VI. Applicant and Partnership Qualifications" on page 13 of the RFP for further information. Applications from existing ECHS partnerships must meet the design requirements outlined in the grant announcement and not supplant or duplicate services currently provided.

**4. How does an existing NYC Public High School Apply for this grant with a College Partner?**

Individual schools are not eligible to apply for this grant. Only school districts may apply (or IHEs currently serving as the fiscal lead in an existing Smart Scholars ECHS). Please refer to page 7, "Eligible Applicant".

**5. We'd like to inquire if we can apply for this opportunity as an individual school and not a district. Thank you.**

No. Public school districts must serve as the applicant/fiscal agent for this grant program. Please refer to eligibility criteria "VI. Applicant and Partner Qualifications" on page 13 of the RFP for additional information.

**6. There are frequent mentions of a required two or three college courses on campus. Can you clarify in which cases two courses are required? In which cases would three be required?**

Please refer to **IV. Detailed Requirements/Specifications** on page 10, which states: 6. If the ECHS is not located on the partner IHE's campus, all students must take at least two of their college courses on the partner IHE campus. 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.

**7. If there is student attrition in earlier cohorts, can more students be added to later cohorts to fill those program spaces?**

Yes, later cohorts can enroll more students to make up for attrition during earlier cohorts. For example, additional 9th grade students can be selected so your total number served remains as originally proposed, but you would not add additional students to a cohort in later years (after 9th grade), as this is a cohort-based model. All students must begin in the ECHS in 9th grade.

Funding decreases would be based on that year's specific enrollment figures.

**8. Could you define and/or give some examples of "related fields" to computer science, as mentioned on page 11, #17, in bullet #3?**

Fields related to a degree in Computer Science would include but are not limited to: Computer Information Systems; Computer Technology; Computer Networking; Cybersecurity; Health Information Technology; and/or Information and Network Technology.

**9. Does the entire focus of the program have to be in computer science or a related field, or can there be a track for computer science with other tracks for additional subjects? If it is the latter, is there a minimum percentage of students who must participate in the computer science track?**

Other tracks can be offered but if the program expects to receive bonus points for computer science or related fields, then the focus of the program must be computer science or a related field. At least 75% of the enrolled students must be participants of the computer science and/or related field track.

**10. If a school district's service area covers a portion of one of the counties listed in the Southern Tier or North Country regions, but the district offices and/or**

**schools are not located in that county/region, does the applicant qualify as being part of that region?**

No, the applicant only qualifies as being part of the region in which its district office is located.

**11. In the previous round of ECHS, the first program year was 1/2 of the school year, and the Extended Learning time was calculated as 1/2 a year. Though the first program year for this round is a full year, on page 40, section 4, part b states that only 45 hours of Extended Learning Time is required. Is this correct?**

Thank you for your observation. We agree that since the first implementation period for this RFP is one full year, the Extended Learning Time should be 90 hours during that time.

**12. If the collaborating Business/Industry Entity is also an MWBE, are they limited to the 25% expenditure cap, even with the 30% MWBE target?**

All applicants must comply with the 25% subcontracting limit. Applications that exceed the limit will not be considered for an award. This limit applies to all subcontractors, including MWBE subcontractors, but does not apply to service contracts between the school district and IHE partners.

All applicants are required to comply with NYSED's Minority and Women-Owned Business Enterprises (M/WBE) policy by 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 MWBE Grant Coordinator is available throughout the application and procurement process and can be reached at [MWBEgrants@nysed.gov](mailto:MWBEgrants@nysed.gov).

**13. How many days per week are required for the three-week on-campus summer program?**

Please refer to **5. Support Structures, a.:**

Provide plans for creating and implementing strategies and activities that foster a distinct college-going culture at the ECHS, such as bridge programs, participation in college activities, or college visits. All students, regardless of program location, will attend a summer program on the partner IHE's campus prior to taking college courses on the college campus during the school year. The summer program must be of at least three weeks duration. The summer program may be of longer duration and include one or more college courses. (page 41)

Three weeks assumes a five-day work week or 15 days of programming for a minimum of half-day of programming each day.

- 14. On page 14, in the "Collaborators" section part a, collaboration with Business/Industry Entities is strongly encouraged. Could you define Industry Entities? For example, are Chambers of Commerce, Industrial Development Corporations, Professional Organizations, etc. included in this definition?**

Please refer to **II. Definitions of Frequently Used Terms:**

**Business Partner:** A business organization or industry entity with a local presence that may collaborate with a NYS ECHS partnership to provide opportunities such as site visits, mentors, and/or internships. (page 7)

- 15. On page 30, under Proposed Budget (FS-10), the instructions state: "The FS-10 Budget Form should provide a projection of how the requested funds will be used in the planning phase and first implementation period." However, at the top of the next page, the note states: "The FS-10 form is to be used for the planning phase expenditures only." Can you please clarify whether the FS-10 form should include planning phase expenditures OR both planning phase and first implementation period expenditures?**

The FS-10 should include all expenditures for the 2017-18 planning phase.

- 16. If one or more students leave the program before completing, putting the program below the minimum target enrollment for that cohort, will the program be penalized?**

The financial penalties are described on **V. Performance Standards** which begin on page 11.

If you need to recruit more students to meet your target enrollment, see response to question #7.

- 17. Must ECHS students spend 100% of the school day at the ECHS program location and/or with fellow ECHS students? For example, could ECHS students spend the morning at the IHE campus taking ECHS courses and then finish the day at their home school districts for non-ECHS courses?**

Yes, students must spend 100% of the school day at the ECHS program location. ECHS students who are not receiving instruction on an IHE campus for the whole school-day should be receiving instruction at their ECHS for the remainder of that day.

ECHS students should be engaged in a comprehensive curriculum which brings together the ECHS's K-12 and IHE partners in a manner that provides students with intense academic, counseling supports, and career counseling during the 9th and 10th grade to promote readiness for college courses by 10th grade or earlier, and a college-

going culture. These supports continue throughout the students' high school tenure to ensure their mastery of college level work and readiness to complete a postsecondary degree.

The national Early College High School Initiative has found that the experience of attending classes and other activities on a college campus significantly contributes to developing students' identity as college goers. They refer to this phenomenon as "the power of place."

For ECHSs not located directly on the partner IHE's campus, NYSED requires that the applicants provide all students with at least two courses on the partner IHE campus, and encourages applicants to hold a significant number of classes and/or activities on the partner IHE campus.

Furthermore, ECHSs not located on the partner IHE campus must be located close enough for the district partners to transport students for classes and activities. To accomplish this, the ECHS and partner IHE(s) should be no more than a 45-minute driving distance from each other.

- 18. On page 8, under Eligible Student, the RFP states: "At least 95% of the ECHS enrolled students must meet these targeted eligibility requirements," referring to students who are economically disadvantaged or from a group that is historically underrepresented in postsecondary education. Are there any programmatic or fiscal penalties if, despite its best efforts, a program fails to achieve this demographic target? For example, if only 20 of 25 students in a cohort fall into these demographics (80% instead of 95%), would the program's grant award be prorated or otherwise reduced?**

During the implementation years, 95% of total student enrollment must meet one or more of the eligibility criteria. Projects where the targeted enrollment does not meet 95% of the total student enrollment will be penalized proportionate to the deficiency.

- 19. Can multiple school districts apply jointly via one primary applicant?**

No, the grant announcement has been revised to indicate that consortium applications are not eligible for this grant opportunity.

- 20. In terms of eligible applicants, would a BOCES be considered a "public school district" as described in the grant announcement.**

No, a BOCES is not considered a "public school district" as described in the grant announcement.

- 21. Generally, students with disabilities are those who have been identified by a Committee on Special Education (CSE) as having one or more disabilities, and**

**they have either an IEP or 504 plan. For the purposes of this grant, to be considered a student with disabilities, does the student have to have an IEP or 504 plan?**

Yes, the student must have an IEP or 504-plan to be classified as a student with a disability.

**22. If a program includes students from multiple districts, can the students take courses together through distance learning? Or must the students be physically located in the same room?**

ECCHS must be located at **one** common site. Please note that the grant announcement has been revised to clarify that ECCHS may only include a single NYS public school district, therefore students should not be attending from multiple districts.

**23. If you partner with another district do you still need 25 students from each district or is it combined?**

**See response to question #22.** Students should not be attending from multiple districts.

**24. If a district partners with one or two other school districts, is one school the host site or can each school have their own site?**

**See response to question #22.** Students should not be attending from multiple districts. ECCHS must be located at **one** common site.

**25. Can a school district submit proposals for more than one school within the district?**

A school district may submit more than one application for different projects offered at different sites within the district, but each application would need to include separate budget documentation, separate administration/staff, and separate student populations who could not move between projects at different sites.

**26. Why are public charter high schools excluded from the RFP?**

As provided in the budget resolution, a school district is an eligible applicant, not an individual school.

**27. Could you cite the language of the law, budget resolution, or regulation that provides that charter schools are excluded? Or, if this was a decision within SUNY or NYSED or some other agency, let us know the division or unit that made the decision?**

Please see page 747, line 16-21 of the 2017-2018 budget appropriation.

**28. If we have a current Smart Scholars ECHS, can current students continue to have credits funded within this new application, or will a separate academy need to be established separating smart scholars from this new group? Essentially, current SSECHS students having credits funded this year will lose that opportunity when smart scholars ends next year, but a new group of ninth graders would have funding in 18/19 along with ensuing cohorts. Correct?**

Current Smart Scholars students cannot be served using funding from this new grant. This is not a continuation grant for currently operating Smart Scholars projects.

**29. Can BOCES be the applicant, not just the lead implementer?**

No. Only school districts or eligible IHEs can serve as the applicant. Please also note that the grant announcement has been revised to state that consortium applications are not eligible for this grant opportunity. Therefore, BOCES may not serve as consortium members or implementation leads.

**30. Can BOCES act as the fiscal agent?**

No. BOCES is not eligible to act as the fiscal agent. Public school districts must serve as the applicant/fiscal agent 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. Please see "Eligible Applicants" on page 1 of the RFP.

**31. Would BOCES be subject to the subcontracting limits.**

BOCES may not participate as partners in this grant program. While a school district may collaborate with a BOCES to provide services to students in a project within an awarded school district and receive funds for their contribution(s), the BOCES may not be considered a partner. Funds paid to a BOCES will be counted toward the annual 25% subcontracting limit.

**32. How many public school districts must be in the partnership?**

The grant announcement has been revised to state that consortium applications are not eligible for this grant opportunity. Therefore, each application may involve only one school district.

**33. How many IHEs must be in the partnership?**

There must be at least one IHE partner.



**34. Would this proposal allow students that are not in the targeted group of historically underrepresented and/or economically disadvantaged be able to take part in the ECHS Program as well?**

At least 95% of the ECHS enrolled students must meet these targeted eligibility requirements to avoid any financial penalty.

**35. Our nearest CUNY only offers a Computer Graphics and Design program, would this fit the Computer Science field required**

Yes.

**36. On p. 11, regarding "Location of the ECHS" it states that "the location ...will influence the assignment of points." With three acceptable options, how will location influence points? Please clarify.**

The more thorough the description of the location and how it supports the program's design and goals of the proposed project, the more points will be awarded in this section.

**37. What are the minimum hours per week required for the three week summer program?**

Please refer to **5. Support Structures, a.:**

Provide plans for creating and implementing strategies and activities that foster a distinct college-going culture at the ECHS, such as bridge programs, participation in college activities, or college visits. All students, regardless of program location, will attend a summer program on the partner IHE's campus prior to taking college courses on the college campus during the school year. The summer program must be of at least three week's duration. The summer program may be of longer duration and include one or more college courses. (page 41)

Three weeks assumes a five-day work week or 15 days of programming for a minimum of half-day of programming each day.

**38. What is the existing "college in the high school" rate, i.e. the dollar amount of tuition?**

The existing college in the high school rate is typically 1/3 the published rate of tuition per credit hour.

**39. When the location is not on college campus, how many college courses are required to be held on the college campus? On page 40 of the RFP it indicates**

**at least three; on page 41, two are indicated except when an associates degree is earned, then three is required. Please clarify.**

The reference on page 40 to three credits for all programs is an error. ECHSs that are not located on the partner IHE campus must require students to take at least two courses on the partner IHE campus. 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.

**40. Can you please provide the RFP in MS Work format to facilitate form completion?**

If you email us directly we can provide the RFP in MS Word format. We are unable to do so in MS Works.

**41. Can the District apply for an existing, fully operational ECHS with 100 students per grade level under this competition and continue to enroll only 100 students per grade, or must the District use these new funds to increase student enrollment at the existing school or open a new school?**

Current Smart Scholars students cannot be served using funding from this new grant. This is not a continuation grant for currently operating Smart Scholars projects. If awarded, funds from this grant would need to serve a different group of students.

**42. Is the FS-10 only required for the Planning Period (1/1/18 – 8/31/18)? On P. 30 of the RFP, it states that 1) an FS-10 for the planning period must be submitted, then 2) the FS-10 should provide a projection of how the funds will be used in the planning and first implementation period.**

The FS-10 should include all expenditures for the 2017-18 planning phase.

**43. Requirements state that 1) students must enter the ECHS in 9th grade, and 2) funding will be reduced if enrollment targets are not met. If students leave the ECHS after 9th grade (e.g., they move out of the district or select to another school), may new students be enrolled to meet the enrollment targets, or will funding be decreased permanently by the percentage of the enrollment deficiency?**

Later cohorts can enroll more students to make up for attrition during earlier cohorts. For example, additional 9th grade students can be selected in future cohorts so your total number served remains as originally proposed, but you would not add additional students to a cohort in later years (after 9th grade), as this is a cohort-based model.

Funding decreases would be based on that year's specific enrollment figures.

**44. Are financial penalties cumulative? If enrollment drops and students do not earn the targeted number of college credits, will funding be decreased by the sum of these penalties?**

Financial penalties will not be cumulative. The budget would be decreased by whichever of the two penalties were greater.

**45. Are there financial penalties for not meeting the attendance rate of 95% or any of the other identified performance standards?**

The financial penalties are outlined under **Performance Standards** on page 11 of the RFP – specifically for enrollment and credit-attainment standards. There is no financial penalty for not meeting the “attendance” rate, grade-to-grade, or high school graduation rate. These factors will, however, be used to evaluate your project’s success.

**46. On the Budget Worksheets, what does the asterisk (\*) after Indirect Cost (IC)\* mean?**

The “\*” refers to following the exceptions and limitations for indirect cost calculations that are described on page 33 of the RFP.

**47. The RFP for this grant states: Eligible Student: A NYS public high school student who is a legal resident of New York State, who is economically disadvantaged or from a group that is historically underrepresented in postsecondary education, and (a) a citizen of the United States, or (b) an alien lawfully admitted for permanent residence in the United States, or (c) an individual of a class of refugees paroled by the attorney general of the United States under his parole authority pertaining to the admission of aliens to the United States. At least 95% of the ECHS enrolled students must meet these targeted eligibility requirements.**

**The District does not collect such data regarding students’ citizenship/legal permanent residence status. Is the District permitted to apply for and potentially receive this grant?**

The District is permitted to apply for this grant. The RFP is not requiring districts to solicit information regarding student citizenship or permanent residency; rather please vet NYS residency as defined on page 8 (i.e., “New York State Residency: The student is a resident of the State if his/her domicile is in New York State and he/she is enrolled in an eligible NYS public school in grades 9 through 12”).

Other eligibility criteria include being economically disadvantaged; from a group that is historically underrepresented in postsecondary education; or first-generation college goer. The applicant must be able to certify that at least 95% of the students

that would be served, if awarded, meet the aforementioned eligibility criteria, outlined in the RFP.

- 48. In order to get the bonus points for a Computer Science focus, do you have to exclusively offer Computer Science courses/degree pathways, or can you also have other fields?**

Please see response to question 9.

- 49. for the extended learning time requirement, does that have to be formal classroom instruction, or can it be fulfilled with relevant after school or summer enrichment/clubs?**

The extended learning time requirement can include some combination of both formal classroom instruction as well as relevant after school or summer enrichment.

- 50. Are we allowed to include letters of support, or only MOU's with formal partners**

Letters of support will not be accepted in lieu of a partner's signature on the MOU.

- 51. If my district has its own buses and does not contract for busing, do we still include student transportation costs under Purchased Services, as indicated on page 43 of the RFP**

If your district does not contract with a bus company for services, then it would not be listed under purchased services.

- 52. May the electronic copy of the application be submitted on a flash drive? Page 2 of the RFP indicates only CD; Page 17 indicates CD or flash drive.**

Yes.

- 53. Should the required budget narrative cover only the FS-10 form, which reviews the planning phase of January 1, 2018 – August 31, 2018? Or should the budget narrative cover the full five years of the program, including the FS-10, multi-year plan and all project materials/funds?**

The budget narrative and FS-10 should include all expenditures for the 2017-18 planning phase of January 1, 2018 – August 31, 2018.

- 54. Can the partnership exist between multiple schools in a single district and the IHE? Or must it be between just one school and one IHE**

No, the partnership is between the district and an IHE. The proposed ECHS must be located at **one** common site accessible to all students in the cohort. SED must

emphasize that ECHS requires that all participants are housed together in one location that allows for classroom instruction and the development of a common college-going culture for its participants. Applicants must address transportation, limited funding, and relevant logistical issues, etc. that may arise.

**55. Are students required to take at least two (or three in the case of associate degree candidates) of their college courses on the college campus per semester, per academic year or over the four-year period of the program?**

The students are expected to take these minimum coursework requirements over the four-year period of the program (I.e., ECHSs that are not located on the partner IHE campus must require students to take at least two courses on the partner IHE campus. 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.)

**56. Does the grant allow for the hiring of additional program staff at the IHE 1) if the IHE is the implementing agency; and 2) if the IHE is not the implementing agency.**

Using ECHS funds to hire program staff at the IHE is allowable, in either case. All applicants must detail in their proposal how the limited funds are best used to support their design and project goals.

**57. Are there a minimum/maximum number of courses and/or credits students can take per semester?**

There are no minimum or maximum number of courses and/or credits that must be taken each semester, however, the number of courses/credits must allow students to complete their high school requirements and at least 24 college credits by their graduation. Programs must also provide a College Credit Accumulation Plan (Attachment VII), as described in the RFP.

**58. May grant funds be used to cover tuition costs for program participants attending on-campus courses?**

Yes. However, partnerships between IHE and districts should work to provide the most cost-effective rate for tuition and fees for the ECHS participants. (I.e., Please see Early College High School and P-TECH Programs Legislation Chapter 53 of the Laws of 2014.)

**59. May grant funds be used to cover IHE administrative and data management costs for students enrolled in ECHS classes at their high schools?**

Using ECHS funds to hire staff for administrative and data management costs is allowable. However, all applicants must detail in their proposal how the limited funds

are best used to support their design and project goals. Allowable and non-allowable expenditures can be found on pages 31 through 34 of the RFP.

- 60. The CUNY Research Foundation/Medgar Evers College is already engaged in a Smart Scholars ECHS partnership with Medgar Evers Preparatory School. Now, MEC anticipates applying in partnership with a different school district. Can CUNY Research Foundation/Medgar Evers College serve as the fiscal agent in this second partnership, since it is already a fiscal agent within the ECHS Smart Scholars Program.**

CUNY RF can serve as the fiscal agent for an application from Medgar Evers College.

- 61. What is meant by “college in the schools” rate as stated on page 16. Does it imply that there is precedent for Early College Courses taken in the high school to come at a reduced tuition rate? Where are these precedents currently in the ECHS world.**

Please see Early College High School and P-TECH Programs Legislation Chapter 53 of the Laws of 2014 which provides the ability for higher education institutions, or the entity/entities responsible for setting tuition at the institution, to offer a lower rate of, or waive entirely, tuition/fees for students enrolled in ECHS or P-Tech programs. This can be done **without** negating the entities’ eligibility for any other State or local assistance for which they may be eligible.

- 62. Is the grant amount per application or per school involved in the partnership?**

The grant amount is per application. Please note that each application should include only one school.

- 63. How can the grant support or accommodate students with Special Needs or who are ELL?**

As long as grant funds are used according to the guidelines established for allowable expenditures in the RFP, a project can use grant funds to provide necessary support services to students with special needs or who are ELL.

- 64. Can [an IHE] partner with more than one school district?**

Only one school district can be a partner in any submitted proposal. The IHE can partner with more than one school district by submitting more than one application.

- 65. Can staff not teaching in the ECHS be included in the PD’s?**

Any costs associated with professional development for teachers who are not part of the Smart Scholars ECHS project must be shared proportionately with the school district or other funding source.

**66. Will there be a discussion with the partner district regarding the tuition rate prior to the rate being established?**

Discussions between school districts and IHE partners are the purview of awarded projects.

**67. Can we include the cost of peer mentors in the grant to assist and support students who might be struggling academically?**

Yes, costs associated with peer mentors can be included in the proposal.

**68. Will you provide funding for existing programs in order to phase out the current group of students?**

We are currently working on something to address this.

**69. Would Early College High School participants continue to be eligible for free tuition through the Excelsior Scholarship program once they graduate from high school and continue completing their bachelor's degree on their own?**

As first-time matriculated students, students who participated in the Smart Scholars ECHS program (SS-ECHS) are eligible to apply for the Excelsior Scholarship provided they meet all of the program's eligibility requirements, such as income.

**NYS Smart Scholars Early College High School  
RFP #GC18-006  
Corrections and Clarifications**

**PLEASE NOTE THE FOLLOWING CORRECTIONS AND CLARIFICATIONS FOR THE NYS EARLY COLLEGE HIGH SCHOOL 2018-2022 RFP #GC18-006:**

**On Page 1, Under Eligible Applicants:** BOCES are incorrectly identified as possible project implementation leads. The implementation lead for any funded project may be either a school district or the partnering institution of higher education (IHE).

**On Page 8, Bullet 7:** BOCES are incorrectly identified as possible project implementation leads. The implementation lead for any funded project may be either a school district or the partnering institution of higher education (IHE).

**On Page 10, Paragraph 8:** Please disregard the reference to 45 hours of extended learning time in the first implementation year. The ECHS must provide students with 90 hours of extended learning time in all implementation years.

**On Page 13, Under Section VI. Applicant and Partnership Qualifications:** Please disregard the language that indicates, "BOCES may also participate as partners in this grant program." BOCES may not participate as partners in this grant program. While a school district may collaborate with a BOCES to provide services to students in a project within an awarded school district and receive funds for their contribution(s), the BOCES may not be considered a partner. Funds paid to a BOCES will be counted toward the annual 25% subcontracting limit.

**On Page 14, Under Section VI. Applicant and Partnership Qualifications (1) K-12:** Please disregard the language that indicates that "a consortium of school districts, a BOCES, or any combination of these entities" may be included as part of an ECHS partnership. A consortium of school districts, a BOCES, or any combination of these entities are not considered eligible applicants and may not participate as partners. The only eligible applicant is a single, NYS public school district or an IHE that is currently serving as the fiscal agent in an existing Smart Scholars partnership. The ECHS partnership consists solely of the single public school district and one or more IHEs.

**On Page 15, Under Implementation Lead:** Please disregard language that indicates "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 the fiscal agent/applicant." For the purpose of this RFP, the only entities that can serve as the implementation lead is the applicant school district or the IHE (in the case of an existing ECHS where the IHE serves as the fiscal agent). BOCES, business collaborators, and community based organizations may not serve as the implementation lead.

**On Page 23, Under Minority and Women-Owned Business Enterprise (M/WBE) Participation Goals Pursuant to Article 15-A of the New York State Executive Law:** Please disregard the language that indicates that BOCES staff salaries may be excluded from the Discretionary non-personal service budget. As BOCES may not serve as partners, all funds paid to a BOCES are included in the M/WBE goal calculation. The only expenses eligible for exclusion are those of a single public school district and the IHE partner(s).

**On Page 39, Under P-16 Partnership and Governance (18 points max):** Please **disregard** the following language (criterion 2.b): *"In addition, provide the plans for articulation agreements with other IHEs beyond the ECHS partnership. The plan should include recognition of the goal of the ECHS program to strengthen articulation between 2- and 4-year institutions so that ECHS graduates will have the ability to transfer their college credits to any New York State 4-year institutions to complete baccalaureate degrees in 4 years or less. (2 points)"*



This passage was added in error and the two points assigned to it will be instead awarded in conjunction with the four points (for a total of six points) to the first part of 2.b: *“Articulate the IHE’s commitment to apply the college credits earned by ECHS graduates who matriculate at their institution toward a postsecondary degree and support their completion of the degree in a timely and efficient manner.”*

**On Page 40, Under Curriculum and Academic Rigor, criterion b:** Please disregard the reference to 45 hours of extended learning time in the first implementation year. The ECHS must provide students with 90 hours of extended learning time in all implementation years.

**On Page 52-55, Sample Memorandum of Understanding:** Please note that each ECHS partnership may include only one K-12 public school district. Additional school districts and BOCES may not serve as partners. Please disregard all references to a BOCES serving as an implementation lead and/or partner. Please disregard all language suggesting the possibility of multiple K-12 partners within the ECHS partnership.

**On Page 61, Under P-16 Partnership and Governance (18 points):** Please **disregard** the following language in the scoring rubric (criterion 2.b): *“The narrative also provides plans for articulation agreements with other IHEs beyond the ECHS partnership. The plan should include recognition of the goal of the ECHS program to strengthen articulation between 2 and 4-year institutions so that ECHS graduates will have the ability to transfer their college credits to any New York State 4-year institutions to complete baccalaureate degrees in four years or less. (2 points)”*

This passage was added in error and the two points assigned to it will be instead awarded in conjunction with the four points (for a total of six points) to the first metric listed in criterion 2.b: *“The narrative articulates the commitment of the IHE partner(s) to apply the college credits earned by ECHS graduates who matriculate at their institution toward a postsecondary degree and support their completion of the degree in a timely and efficient manner.”*

**On Page 64, Under Curriculum and Academic Rigor (22 points):** Please **disregard** the following language in the scoring rubric (criterion 4.d): *“The narrative describes how innovative teaching and learning strategies will be integrated into the curriculum to support 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.”*

While innovative teaching and learning strategies should be incorporated into all ECHS projects, and projects are encouraged to collaborate with business/industry partners, the incorporation of career focus and work-based learning are not necessary components of the ECHS model. The five points assigned to this portion of the scoring rubric will be awarded based solely on the first metric of criterion 4.d: *“The narrative explains how students will be provided a program of career awareness, exploration, and preparation for careers in fields that is coordinated with academic curriculum.”*