Liberty Partnerships Program
Reference Manual and Reporting Guide

LIBERTY
PARTNERSHIPS
ESTABLISHED IN 1988 BY NYSED

September 1, 2025 through August 31, 2026

The Liberty Partnerships Program (LPP) was established in 1988 under Section 612, Subdivision 6 of the Education Law to address the significant dropout rate among New York's youth.

The legislation states "the failure of many young New Yorkers to complete their secondary education limits their opportunity for a life of fulfillment, prevents them from advancing into postsecondary education and hinders the State's efforts to provide a well-trained workforce for business and industry in New York."

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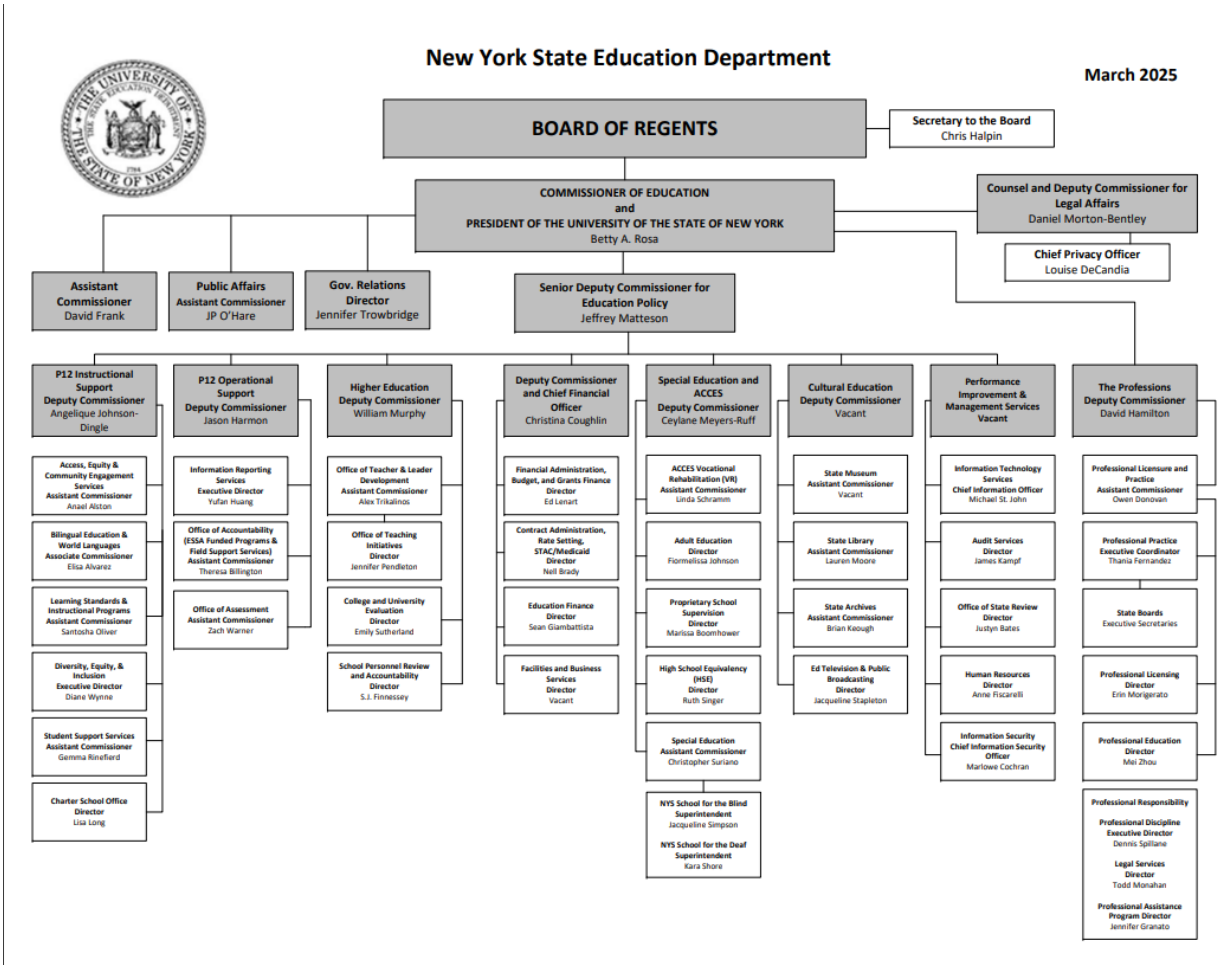
A. Liberty Partnerships Program Organizational Structures

A. NYSED Leadership (March 2025)



Most up to date chart can be found at:

http://www.nysed.gov/about/orgchart

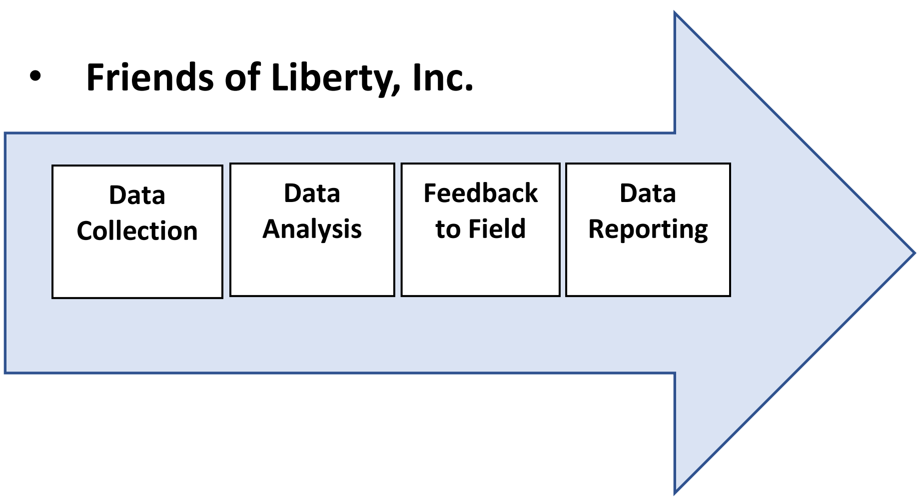
B. Office of Higher Education

NEW YORK STATE EDUCATION DEPARTMENT
Office of Higher Education

C. NYSED LPP Unit

- Anael Alston, NYSED Assistant Commissioner
- Kimberly Hardaway, Director of Family and Community Engagement
- Carlos J. Garcia- Associate in Higher Education Opportunity
- Aubrey Seppa-Hodgkins- Assistant in Higher Education Opportunity
- Daniel Duerr – Associate in Educational Research
- Lisa Drzymala- Education Program Assistant

- **Advisory Committees**
- **Friends of Liberty, Inc.**



SED

Funder
Establish structure and performance guidelines
Fiscal & programmatic oversight

Friends of NYSLP, Inc

- Independent Service Provider
- Services to support LPP mandates (Eval & Data)
- Support activities
    - PDs: venue, meals, lodging
    - Summit: meals
    - Data PD (when necessary); venue, meals, lodging
- Advocacy/ Promote public awareness of LPP
- Develop dues scale in response to anticipated activities

Friends Board of Directors

- Representatives from 7 regions
- Voting members/ decision makers
- Relay information to constituents
- Gather info/ concerns/ requests from constituents to present & discuss at FOL Adv. Brd meetings
- Establish/ suggest guidelines for FOL activities
- Disseminate fiscal info to constituents quarterly

LPP Advisory Board

- Representatives from 10 geographic regions
- "mobilizes all programs to be in compliance"
- Provide communication/ dissemination of information between SED and all programs
- Oversee Committees
    - PD content
    - Summit content
    - Marketing
    - Evaluation (now develop suggestions/ insights based on Interim and Final Eval – ultimately implementing a mentor-type program for new or struggling programs.

Programs/ Project Directors

------ broken line = communication as necessary

______ solid line = direct, regular, reciprocal communications

I. History, Purpose and Types of Services Offered by the LPP Program to Eligible Students

A. History

The Liberty Partnerships Program (LPP) was established in 1988 under Section 612, Subdivision 6 of the Education Law to address the significantly elevated, high school dropout rate among New York's youth. The authorizing legislation stated "the failure of many young New Yorkers to complete their secondary education limited their opportunity for a life of fulfillment, prevents them from advancing into postsecondary education and hinders the State's efforts to provide a well-trained workforce for business and industry in New York. The Liberty Partnerships Program is included in the New York State Education Department's Statewide Plan for Higher Education as part of its strategy to maximize the successful transition of middle and high school students, who are at-risk of dropping out of school, into graduates, fully prepared for the rigors of higher education and the competitive demands of a fluid workplace in a global economy.

This higher education initiative will grant awards on a competitive basis to eligible applicants that agree to deliver comprehensive, evidence based, results-driven programming designed to improve the abilities of at-risk middle and high school students to graduate from high school prepared for a successful transition into postsecondary education or onto a career path.

B. Purpose

The purpose of the Liberty Partnerships Program is to provide for a continuity of services throughout a student's progression through secondary school for those students who are identified as at-risk of dropping out. Services to be provided under this section may include skills assessment, tutoring, academic and personal counseling, family counseling and home visits, staff development activities for personnel with direct responsibility for such students, and mentoring programs.

C. Student Participant Eligibility

Eligible students will be:

1. New York State residents;
2. Enrolled in grades 5 through 12; or under 20 years old and enrolled in a state-recognized High School Equivalency preparation program;
3. Attending public, non-public, or home schools, or enrolled in a state-recognized High School Equivalency preparation program in New York State; and
4. Each participant must be identified as being at risk of dropping out of school as measured by one or more of the following factor according to EDL § 612:
    a. Unsatisfactory academic performance;
    b. Inconsistent school attendance or truancy;
    c. History of Behavior/discipline problems;
    d. History of family/peers dropping out of school;
    e. Negative change in family circumstances;
    f. History of child abuse or neglect;
    g. Homeless/resident in a shelter or foster care;
    h. History of substance abuse;
    i. Limited-English proficiency;
    j. Teenage pregnancy and/or parenting;
    k. Negative peer pressure; or
    l. Other specific documented factors- (should not account for more than 10% of student enrollment)

II. Reporting Tips and Program Standards

A. Tips and Standards

1. Data Management
   a. Assign one or two staff members to perform data collection, analysis and reporting functions.
   b. Use a standardized data collection form to record program activities at the time the event occurs (See Appendix A).
   c. Confirm information obtained on LPP students and staff is valid and reliable.
   d. Accurately enter data into the LPP Reporting Worksheet(s) every week or two weeks.
   e. Do not wait until the due date to collect and enter data into the spreadsheets.
   f. Edit check data being posted to the Reporting Worksheet(s) before saving each time.
   g. Review the field descriptions and Drop-Down options for each field in the Reporting Worksheet(s) before entering and saving data. Print a copy of the description page and keep it near the data entry terminal.
   h. Establish timelines and business protocols that work for your program that meet NYSED deadlines.
   i. Always anticipate unexpected delays when collecting, editing and data entering student data.
   j. Be sure to reach out to the LPP program liaisons at NYSED with any questions or concerns not addressed in this manual as soon as they occur.

B. Collaboration

1. Create an amicable business relationship with all stakeholders providing LPP services (point person):

   a. P-12 School Districts
   b. Community Based Organizations
   c. Colleges or Universities
   d. Area businesses providing services to LPP Students

2. Create and adhere to the terms and conditions outlined in any agreement with stakeholders.

3. Relationships between P-12 school districts and colleges should be ongoing, to obtain the data and materials needed (ex. Grades, test scores) to meet due dates for the Interim and Final Reports.

C. Summary of Changes from Previous Cycle

Data Collection and Reporting

Effective January 2022, each LPP program shall begin using the NYSED provided Access Database AND Level 2 reporting to log and record LPP program staff, professional development activities, student data, student activities, etc.

Due Dates

The due date for the 2024-2025 LPP Final Report (covering project activities from 09/01/2024 – 08/31/25) is 10/17/2025. No extensions will be granted on the Final Report.

The due date for the LPP Interim Assessment (covering project activities from 09/01/25 – 2/15/26) is March 13, 2026. Extensions for the LPP Interim assessment may be granted on an individual exception basis, but require a written request and prior Program Officer approval.

Reporting Year	Interim Report Due Date	Final Report Due Date
2022-23	March 17, 2023	October 20, 2023
2023-24	March 15, 2024	October 18, 2024
2024-25	March 14, 2025	October 17, 2025
2025-26	March 13, 2026	October 16, 2026
2026-27	March 12, 2027	October 15, 2027

Evaluation of Program Performance

Each program year, NYSED may conduct field visits to grantees and provide program performance feedback.

NYSED is available by telephone and email to provide technical assistance to LPP grantees.

Grantees will receive an Annual Performance Key Performance Indicator Report which will:

A. Evaluate LPP Program Drop Out Rate.
B. Evaluate LPP Persistence and LPP Graduation Rates.
C. Compare the number of LPP students served to the projected number of LPP students to be served in the RFP (95% Rule).
D. Other key performance indicators

Grantees may have their LPP Grant suspended for failure to meet key performance measures.

D. Tips for New LPP Directors and Programs

1. Review the RFP thoroughly, prior to starting the program and implement interventions to meet those goals and objectives.
2. Create a working relationship with key players at the college, and in each P-12 school building serving LPP students.
3. Create a LPP website that includes important LPP program information, so that parents and students can make an informed decision.
4. Create a LPP marketing plan.
5. Know the due dates for the Interim and Final Reports.
6. Enter data into the LPP Database on a weekly or biweekly basis. Follow Level 2 guidance given by NYSED.
7. Create a LPP hiring process that will ensure the LPP program will be staffed by those with the requisite credentials necessary to accomplish assigned tasks and perform a background check in accordance with local standards.
8. Create and implement LPP program referral standards (use PLP), internal policies and protocols.
9. Consider shadowing someone from a long term LPP program.
10. Review the websites of other LPP programs across the state to identify best practices.
11. Attend all LPP trainings.
12. Seek guidance and support from LPP staff at NYSED for clarification.
13. Ask to be part of the school meetings/committees that collect data, so that the P-12 schools know what data you will need to collect on each LPP student.
14. Create sign-in sheets or other tracking system at the local level for each activity the student participates.
15. Keep parent or guardian contact information up to date for each LPP student.
16. Create an PLP as soon as possible when the LPP students signs up for the program and update at least annually.
17. Review the LPP materials located at http://www.highered.nysed.gov/kiap/precoll/lpp/
18. Network with fellow LPP Program Directors.

E. Program Measures (Key Performance Indicators)

1. Graduation Rates
2. Number of LPP students served
3. School Attendance
4. Promotion Rates
5. Overall Grades
6. Standardized Test Scores (Middle Assessments, Regents, RCT, etc).
7. Post-Secondary Plans and follow-up services provided to ensure these plans come to fruition
8. Retention in Program
9. Number who dropped out of the LPP Program
10. Number who dropped out of school.
11. Risk Factors and Services Provided
12. Number of LPP students who are considered homeless
13. Hours of Service provided by LPP deliverable to students enrolled in the program
14. Number of LPP students receiving a Free or Reduced Priced Lunch
15. Number of Home Visits

F. Other Measures of Success

1. Testimonials of past and current LPP students.
2. Publications such as newsletters, videos, social media and documentaries.
3. Highlighting individual LPP student coursework (Such as an art exhibit).
4. Showcasing events and activities and accomplishments that connect LPP students and their families to the community.
5. Parent Involvement.
6. Assistance given to undocumented LPP students.
7. Student or parent surveys at the local level.
8. Improvements in student connectedness and attitudes toward school.
9. Improvements in homework completion rates.
10. Fundraiser participation.
11. Fewer behavioral incidents.

G. Overarching Goals

Identifying students enrolled in grades 5-12 who are at-risk of dropping out as measured by academic performance, attendance, discipline problems, and other factors affecting school performance.

Working in partnership with Institutions of Higher Education and School Districts to provide support services to students enrolled in public and non-public schools.

H. Section 612 Liberty Partnerships

Services to be provided under this section include

- skills assessment,
- tutoring,
- academic and personal counseling,
- family counseling and home visits,
- staff development activities for personnel with direct responsibility for such students, and
- mentoring programs

I- Application Process

There are fifty-one (51) LPP Programs housed at institutions of higher education partnered with a local education agency across New York State. Admission to LPP requires students to participate in an application process.

http://www.nysed.gov/postsecondary-services/liberty-partnerships-program

J- Selected Program Elements

Selected Program Elements

College Readiness:

- College research (computers/virtual tours)
- College tours
- College applications
- Financial Aid
- SAT/ACT Prep
- Scholarship applications

Case Management: As per RFP

- Individual counseling
- Group counseling
- Family counseling
- Home visits
- Crisis intervention
- College Counseling
- Academic Counseling
- Career Exploration Counseling
- Advocacy/Referrals
- Observation of students, relationship building
- Communications with stakeholders

Mentoring

- Structured/supervised programs with goals and objectives

Academic Support Services:

- Specific homework help
- Assistance with completing school projects
- Preparing for tests
- Instruction on very specific academic material

Social Emotional Assessment & Personal Learning Plan (PLP- deliberate effort to design educational experiences that fit the needs, goals, talents, and interests of students)

Selected Program Elements Continued

A formalized plan and process that involves students setting learning goals based on personal, academic, and career interests, beginning in the middle school and continuing throughout high school   Leadership/Civic Duty:

- Leadership clubs, workshops & positions
- Leadership conferences & development
- Community services projects (stand-alone)
- Volunteering
- Civic duty activities
- Local Municipal or State Government activities

Workforce Development: Activities relating to skill development (does not include counseling around workforce development topics)

- Classroom workforce etiquette/workplace expectations
- Job applications/resume writing
- Job shadowing
- Internships
- Career presentations
- Interest inventories

Leadership/Civic Duty:

- Leadership clubs, workshops & positions
- Leadership conferences & development
- Community services projects (stand-alone)
- Volunteering
- Civic duty activities
- Local Municipal or State Government activities

Additional Intervention Activities

- Enrichments/ cultural activities
- Sports/ wellness
- Life skills
- Social skills

III. Liberty Partnerships Program Operations and Procedures

▪ **Staff Training**	
WHAT… Are staff being trained on?	▪ Assessments ▪ Program Culture ▪ Roles of staff as per contract/proposal ▪ Youth Development Model ▪ Cultural Competency ▪ Conflict Resolution ▪ Mindfulness ▪ Case Management/PLPs ▪ Meetings ▪ General Operating Procedures
WHEN… Is staff being trained?	▪ Beginning of each term ▪ Ongoing throughout year
WHO… Is involved in the training?	▪ Project Director ▪ LPP Staff ▪ Guest Speakers ▪ School District Personnel ▪ University Personnel ▪ CBO/Grant Partner Personnel
HOW… Are training needs determined and implemented?	▪ Data Collection System (i.e., a drop box) ▪ Staff Needs Assessments/Exit Interviews ▪ CBO/Grant Partners Suggestions ▪ Site Visits ▪ Meetings ▪ Top-down Role Modeling
WHERE… Is training taking place?	▪ On campus ▪ Schools ▪ CBOs ▪ State Ed ▪ Videoconferencing ▪ Professional Development Conferences

▪ **Case Management**	
WHAT… Is Case Management?	Definition: Any work done with or for a student, which has to do with the creation and implementation of the student's program. Examples: ▪ Intake/Recruitment/Retention Attempts ▪ One-on-One Conversations ▪ Parent Contacts ▪ School Personnel Contacts ▪ Community Outreach/Referral
WHEN… Is Case Management taking place?	▪ As close to enrollment as possible (intake process) ▪ Ongoing, as needed
WHO… Is involved in Case Management activities?	▪ Project Director ▪ LPP Staff ▪ Social Workers ▪ Case Managers ▪ School Personnel ▪ CBOs
HOW… Are Case Management activities captured?	▪ PLPs ▪ Student Profiles ▪ Home Visits ▪ Phone Calls/Emails ▪ Social Media ▪ Assessments ▪ One-on-one conversations ▪ Referrals
WHERE… Are Case Management activities occurring?	▪ In school ▪ Home (i.e., home visit, calls/emails home, etc.) ▪ Wherever students are

▪ **Data Entry**	
WHAT… Data is collected and what is to be done with the data that is collected?	Data required for Interim & Final Reports, such as (but not limited to) … ▪ Student info (name, DOB, student & parent contact info, school, grade, etc.) ▪ Criteria for entrance in program ▪ Service Hours by category (case management, college & career readiness, tutoring, service learning, etc.) ▪ Student Outcomes ▪ District Demographics ▪ Partner Information ▪ Activities/trips/programming student is involved in Review data regularly… ▪ To flag underserved students ▪ For accuracy and consistency ▪ Stay up to date with changes to database ▪ Train regularly any who are collecting/entering data
WHEN… Is data collected and entered?	▪ Collection occurs at every activity or interaction with or on behalf of LPP student ▪ Input times vary among programs, but it should be done as close to the activity or interaction as possible (recommendation is no longer than 2 weeks)
WHO… Is collecting and entering the data?	▪ Project Director ▪ LPP Staff ▪ Data Manager ▪ Those designated by Project Director
HOW… Is the data being collected?	▪ LPP Application ▪ Report Cards & Transcripts ▪ Personal Learning Plans (PLP) ▪ Social Emotional Assessments (SEA) ▪ E-school or other school tool providing online access ▪ Attendance sheets ▪ Via digital transfer of data from site to program
WHERE… Is data collected and entered?	▪ Data is collected from wherever students are via multiple documents (see “How”) ▪ Data is entered into a statewide LPP database ▪ Students are tagged in Level 2 Reporting

<table>
<tr><th colspan="2">▪ Developing a Program</th></tr>
<tr><td>WHAT…

Are some areas that need to be included in program planning?</td><td>Generally, anything that SED requires data collection on and the means to obtaining RFP goals and objectives. For instance,…
▪ Tutoring
▪ Job Placement
▪ Event Planning
▪ Goal Setting
▪ Securing Partnerships
▪ Organization
▪ Social/Emotional needs
▪ Budgeting</td></tr>
<tr><td>WHEN…

Do partnerships occur?</td><td>▪ Ongoing, as needed and as opportunities present themselves</td></tr>
<tr><td>WHO…

Is responsible for developing a program plan?</td><td>▪ Project Director
▪ Advisory Board
▪ Campus Administrators
▪ Partnering Organizations</td></tr>
<tr><td>HOW…

Do I adhere to and/or adjust the plan?</td><td>▪ Review your RFP. It's your "road map" and strategic reference.
▪ *Scaffold to meet the needs of your RFP. Pay attention to various areas of the RFP and ensure that one area is not the recipient of attention while another remains unfulfilled. The "how" is met by ensuring that planning delivers direct or indirect instruction that considers the academic and social/emotional needs of current student demographics.

*scaffolding is the concept of breaking things down into tangible pieces to make it more manageable, thus, increasing the ability to succeed.

▪ Remember: students do not come to a program, they come to the program for the people.
▪ Relationship building is key
▪ A good leader liaison meets regularly with staff (especially in July/August to garner a sense of who will be returning or moving on)
▪ Create a calendar that acts as a guideline and frame of reference for all activities
▪ Follow SED protocol for changes to plans (get approval first!)</td></tr>
</table>

▪ **Programming: Trips/Events/Activities**	
WHAT… Is its purpose?	▪ Programming should lead students toward a sense of personal development, insight, progress, or self-worth. Students should leave LPP with an overall better sense of self. ▪ Each activity should target at least one of the overarching themes (end goals) of LPP's purpose (think categories we collect data for). ▪ There should be an assessment component and academic tie in. ▪ Think about what academic standards are being referenced. ▪ Programming can be for a specific audience: students, parents, staff, partners, etc.
WHEN… Does programming occur?	▪ Continual and ongoing
WHO… Is involved in programming?	▪ Project Director ▪ Staff ▪ Parents ▪ School District Personnel ▪ University Personnel ▪ CBO/Grant Partner Personnel ▪ Professionals in appropriate fields
HOW… Are programming needs determined?	▪ Grant requirements ▪ PLPs ▪ Student Assessments ▪ Parent surveys
WHERE… Does programming take place?	▪ Anywhere students are ▪ Anywhere a LPP event/activity/trip is occurring

▪ Meetings with School Partners

	Programmatic	Child-Focused
WHAT… Is its purpose?	To focus on and discuss… ▪ Programming ▪ Program activities ▪ Program structure & processes ▪ Share key program data ▪ Plan program events	To focus on and discuss… ▪ Child level issues (attendance, behavior, academic data) ▪ Possible interventions ▪ Resources ▪ Supports ▪ Monitor ongoing progress
WHEN… Do meetings occur?	▪ Monthly ▪ Semi-annually ▪ Annually	▪ Weekly (generally) by various names: Child Support Team, Student Support Team, Attendance/Outreach Team, Parent/Teacher Meetings, etc.
WHO… Is involved in these meetings?	Key school partners who can help move the program forward and implement structures, such as… ▪ Principal ▪ Assistant principal ▪ Dean ▪ LPP Director ▪ Social Worker ▪ Guidance Counselors ▪ Parent Coordinator ▪ Attendance Officer ▪ School Psychologist ▪ CSE Chair	Key school staff & LPP staff who work directly with LPP students and have insight into students' social/emotional issues, such as… ▪ Child Support Team (or the like) ▪ Guidance Counselor ▪ LPP Direct-Service Staff ▪ Teachers

▪ **Student Recruitment**	
WHAT… Is recruitment?	▪ Efforts to attract the appropriate students to your program ▪ Getting parental approval
WHEN… Does recruitment occur?	▪ Continual and ongoing ▪ Year-long open enrollment ▪ School Open House/Orientation ▪ Summer Transition Program
WHO… Is involved in recruiting?	▪ Project Director ▪ Staff ▪ Parents ▪ Students ▪ School District Personnel ▪ CBO/Grant Partner Personnel
HOW… Is recruitment implemented?	▪ Application process (online and hard copy) ▪ Word of mouth ▪ Sibling/friend in program ▪ Referral by teacher, counselor, LPP staff, parent
WHERE… Does recruitment take place?	▪ School ▪ CBO ▪ LPP Events/Activities ▪ Social Media

▪ **Parent/Home Contacts**	
WHAT… Is its purpose?	▪ To ensure parents are involved in the educational process of their child ▪ To ensure parent permission for student involvement in the program
WHEN… Do contacts occur?	▪ Part of the application process/intake ▪ Student and/or Parent events, such as… ▸ Monthly parent meetings, college visits, LPP trips (parents may act as chaperones)
WHO… Is involved in contacts?	▪ Project Director ▪ LPP Staff ▪ Parents ▪ Students
HOW… Are contacts made and maintained?	▪ Application (online or hard copy sent/mailed home) ▪ Periodic newsletters ▪ Social Media (text, Twitter, Facebook) ▪ Emails/Phone calls/Reminder Apps ▪ Invitations to and participation in student and/or parent events ▪ Parent Surveys ▪ Free refreshments ▪ LPP Websites ▪ Parent contracts requiring participation
WHERE… Do contacts occur?	▪ Anywhere parents are with LPP staff ▪ Home ▪ School ▪ Trips ▪ Campus

▪ **Report Preparation**	
WHAT… Information is needed for the reports?	▪ Let the Database be your guide: Whatever information is collected is required by NYSED. The database generates the SED forms from the information entered. ▪ Fiscal reports may or may not be generated by your IHE. Know your responsibility for submitting this information.
WHEN… Do I get this information?	▪ Know when reports are due to NYSED ▪ Collect pertinent information as you go and review regularly
WHO… Do I get the information from?	▪ School: Find out who can get you what you need: (Counselor? Secretary? Central Office? District Office?) ▪ LPP Staff ▪ Parents ▪ Research Foundation or other fiscal agent
HOW… Do I collect the required information?	▪ Some info is particularly problematic (such as NYSSIS #s, middle school assessment scores, attendance records, etc.) Find out to whom you go for all information. Prepping them in advance of asking is often helpful. ▪ Decide who will collect the various info required, because it may take multiple people to get all that is needed ▪
WHERE… Do I get the information from?	▪ LPP Application ▪ School Report Cards & Transcripts ▪ Sign in sheets ▪ E-school or other school tool (if you or a staff person has access) ▪ Budget documents

J. Staff Meetings

WHAT… Occurs during meetings?	A. Share Info: State Ed updates, Data collection issues, school-related issues, challenges, procedures, upcoming calendar items B. Professional Development: Speakers, Presentations, Professional Articles/Research, Team-building activities C. Roundtable Discussions: Case reviews with Case Management guidance D. One-on-One with specific staff: needs, student management, concerns, case reviews, end of year review, planning
WHEN… Do staff meetings occur?	▪ Monthly (generally), but may take place more often if needed, especially one-on-one meetings ▪ Informal: Phone calls/emails
WHO… Is involved in Staff meetings?	▪ Project Director ▪ LPP Staff ▪ School Social Worker ▪ Guidance Counselors ▪ Interns ▪ Campus Supervisor
WHERE… Do meetings occur?	▪ Campus ▪ School

K. Assessments and PLPS

WHAT… Are assessments & PLPs?	▪ LPPs are required to administer at least one Social-Emotional Assessment (SEA) to students upon entry into the program. The SEA to be administered must have prior approval of the LPP Program Officer. ▪ Personal Learning Plans (PLP) are to be done with every student. It is recommended that it be a part of the intake process upon entry into the program and then reviewed at least once later in the school year.
WHEN… Do I give the assessment and the PLP?	▪ Assessment: Pre: early in school year; post: approx. 5 to 6 months later ▪ 1st PLP as part of the application process/intake ▪ Follow up review within 6 months- recommended at least 1x/year
WHO… Is involved in implementing these?	▪ Project Director ▪ LPP Staff ▪ Those designated by Project Director
HOW… Should these be implemented?	▪ PLPs and SEAs should be done individually. Follow up activities can be completed as a small group, or a large group. ▪ Can be facilitated by anyone designated by Project Director ▪ PLP should be formulated with assessment data in mind so that PLP becomes a "working document" ▪ Periodic reviews- during grade checks, report card conferences, or at selected programming events. Use this time to update the goal setting process.
WHERE… Are they given?	▪ School ▪ LPP Program Room ▪ Computer Lab

L. Hiring Staff	
WHAT… Staffing requirements are there?	Every program runs a little different and may or may not hire the same as other LPPs. Titles may be different, as well, to adhere to fiscal agent's regulations. These are some examples: ▪ Project Director, Program Director, Executive Director ▪ Data Manager ▪ Tutor ▪ Case Manager ▪ Parent Coordinator ▪ Program Coordinator ▪ Workforce Development Coordinator ▪ Summer Staff ▪ Work Study Aides ▪ Interns (paid or unpaid)
WHEN… Does staffing occur?	▪ As vacancies occur and/or new sites open up ▪ New positions may need to be created to carry out programming
WHO… Is involved in the hiring of staff?	▪ Project Director ▪ Grant Administrators (Find out your IHE's policies) ▪ School Administrators ▪ Search Committee ▪ Finance Office
HOW… Do I go about staffing my LPP?	▪ Be aware of your IHE's timelines, policies, etc. Are you governed by RF or IHE's internal HR? ▪ Check your budget. Will this position require a budget amendment? ▪ Create/review staffing model ▪ Create/review job description ▪ Will it impact any MOA/MOI/Partnership Agreement? Or will a new one has to be created? ▪ Post the position (local papers, website, social media, career services, etc.) ▪ Interview ▪ Background checks (may include fingerprinting) ▪ Check references ▪ Training
WHERE… Do contacts occur?	▪ Anywhere parents are with LPP staff ▪ Home ▪ School

M. Fiscal Responsibilities / Budget Maintenance	
WHAT… Are my fiscal responsibilities?	▪ Budgets (creation and maintenance of, including projections, reconciliations, etc.) ▪ State Ed Fiscal Reports: FS10s, Budget Summary, and narratives ▪ Making amendments when things change ▪ Maintenance: paperwork trails, purchase requisitions or purchase orders, receipts, sign in sheets, logs, etc.) ▪ Know your IHE's fiscal policies and who is responsible for what ▪ Know what are and are not allowable expenses as per grant ▪ IHE may require regular budgetary meetings
WHEN… Are budgets due?	State Ed: ▪ FS10 beginning of every school year with narrative to describe how the money is going to be spent usually due in July ▪ Interim Report: Expenditures thru February 15 due in March ▪ FS10As (amendments) as needed throughout the year. It's recommended that there be no more than 2 in each year. ▪ FS10-Fs at the end of the grant year thru August 31 due in September IHE: ▪ Your IHE will require copies of all SED budgets in a timely manner ▪ Payment of invoices incurred during LPP operations should be done in a timely manner. SED will not pay late fees.
WHO… Is involved in budget creation and maintenance?	▪ Project Director ▪ LPP Staff as designated by Project Director ▪ RF and/or HR of IHE (Accounts payable, VP, President, Dean, Grants Operations) ▪ IHE signee: who is that at your campus? ▪ Oversight by SED
HOW… Are budgets maintained?	▪ Internal spreadsheets, such as Excel ▪ Ledgers ▪ Back-up documentation (invoices, receipts, sign in sheets)

N. Community Partnerships	
WHAT… Are some reasons for forging community partnerships?	▪ It's a grant requirement ▪ Gives you sources for referral and programming (social/emotional, college & career readiness, workforce prep., service-learning, etc.)
WHEN… Do partnerships occur?	▪ Ongoing, as needed and as opportunities present themselves
WHO… May be a good community partner?	▪ Career and workforce development centers (on and off campus) ▪ Local businesses for job shadowing, career presentations, site visits, etc. ▪ Other colleges ▪ Libraries ▪ Community Service Organizations ▪ Community Centers ▪ School Districts ▪ Youth Bureaus ▪ Chamber of Commerce ▪ Alternative Ed. resources ▪ Human Services Councils ▪ Summer Youth Employment Agencies
HOW… Are partnerships made and maintained?	▪ Formal partnerships require a "Partnership Agreement" (or MOA, MOU, etc.) between you, the LPP, and them, the partner ▪ Informal partners may be sites visited randomly or used once or twice during a grant cycle. They can be reported as partners, but do not necessarily require an Agreement. ▪ Use your Advisory Board to help identify available resources, potential liabilities, etc. ▪ Identify the needs of your program and search for matching resources to help meet those needs ▪ Determine the impact of the partnership on your students; is it worth it logistically?

O. Campus Relationships

WHAT… Are some reasons for forging campus relationships?	▪ It's a grant requirement that an IHE sponsor your LPP ▪ Gives you sources for college & career exploration ▪ Gives you a source of potential mentors ▪ Administrative support for various SED requirements, such as budgeting, grant writing, etc.
WHEN… Are relationships forged?	▪ Every new grant cycle ▪ Ongoing, as needed and as opportunities present themselves
WHO… Are good campus staff/faculty to build relationships with?	▪ President/VP ▪ Deans ▪ Faculty ▪ Human Resources and/or Research Foundation ▪ Grants Operations ▪ Admissions Officers ▪ Financial Aid Officers ▪ Career Services Officers/Counselors ▪ IT and Website Maintenance Personnel ▪ Athletics Staff ▪ Disability Services Office ▪ (H)EOP, C-STEP, SEEK/CD, and other Opportunity Program Administrators ▪ Student Affairs/Clubs ▪ LPP Alum on campus
HOW… Are relationships made and maintained?	▪ Identify needs of campus. What can you do to help? For instance, low enrollment? The more students you bring on campus, the more exposure for the campus and, likely, increased enrollment ▪ Have regular meetings with key stakeholders on campus ▪ Include key campus stakeholders on your Advisory Board ▪ Make your campus aware of your program every chance you get ▪ Identify the norms of your campus and stay consistent ▪ Communicate expectations of your campus to your students and staff

IV. Reporting Accurate, Timely and Reliable Data

A. Why

Data collection is a systematic approach to gathering, editing, and measuring quality information obtained from a variety of sources that enables an evaluator to answer one or more research question, test a hypothesis, evaluate an outcome, or to make an evidence based empirically supported public policy decision.

Reporting credible data is essential since the analyzed information can be used to:

- Ensure all stakeholders are receiving effective and efficient services;
- Answer research questions accurately;
- Ensure stakeholders have accurate and timely data in which to make an informed decision;
- Monitor and/or review the efficacy of program activities and operations;
- Demonstrate accountability to program funders;
- Prepare written reports, charts and graphs to be shared with stakeholders; and
- Ensure grantees met the terms and conditions established in statute or listed in an RFP.

B. Characteristics of High Quality Data Collection Process

Accurate	➢ The data collected and reported should clearly represent what happened; ➢ The same data should be captured once; ➢ The data should be collected in enough detail to allow for objective evaluation.
Valid	➢ The data should accurately reflect what occurred and follow reporting protocols to ensure integrity and consistency.
Reliable	➢ The data collection processes used by stakeholders should be clearly defined and consistent, so that a change in performance is based on reliable information.
Timely	➢ Data should be collected and recorded as quickly as possible after an activity to ensure it is being accurately recorded. ➢ Data should remain available for the intended use per records retention schedule.
Relevant	➢ The data should be used for the purpose to which it was intended; ➢ Data requirements should be clearly specified and reviewed for relevance; ➢ The amount of data collected should be relative to the value gained from its evaluation.
Complete	➢ The data should be complete and recorded without redundancy.
Compliant	➢ The data should comply with rules, regulations and policies.

V. Reporting Timelines Requirements and Recommendations

Date	Deliverable
03/13/2026	Submit Interim Report to NYSED using the GoAnyWhere® secure website at https://sedftm.nysed.gov/webclient/Login.xhtml
10/16/2026	Completed LPP Final Report (Reporting period: 09/01/2025 – 08/31/2026) must be submitted through the GoAnyWhere® secure website at https://sedftm.nysed.gov/webclient/Login.xhtml

Date	Deliverable
Ongoing	Enter new LPP students, LPP staff, professional development, and activities each week.
Ongoing	Create a process that will allow the LPP Program to collect, analyze and report on LPP program deliverables.
Ongoing	Follow-up to ensure that data is being routinely entered the various reporting Worksheets.

Annual Reports

- 2025-2026 Interim Report:
  - Covers project activities from 9/1 to 2/15 — Due 3/13/26
- 2025-2026 Final report:
  - Covers all project activities from 9/1 to 8/31 — Due 10/16/26
  - All required elements can be found on the LPP Access workbook
- FS-10 F:
  - Covers all final itemized expenditures for the year — Due 30 days after end of grant year
- M/WBE Compliance Report:
  - Submitted to M/WBE coordinator at the end of fiscal year — Due 30 days after end of grant year

B. Fiscal Reports http://www.oms.nysed.gov/cafe/forms/	
FS-10	Proposed Budget for a project – this form outlines the anticipated expenditures for the project for the next project year. It serves as the initial project budget from which payments and needed amendments are made Submit the original budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to the Grants Finance.
FS-10A	Certain types of changes to a project or a budget require the grantee to request prior approval from the Department. Use the FS-10-A form to submit requests to the office responsible for the grant.
FS-25	Use an FS-25 to request funds from an approved grant. The amount of funds requested at any one time may only include actual expenditures to date plus, where allowed, anticipated expenditures for the next month.
FS-10-F	Final Expenditure Reports – provides a final itemized expenditure report which closes the fiscal operations for that budget/project year.
Payee Information Form	A Payee Information (or PI) form is required from grant/Request for Proposals applicants that have not previously received grant funding from the Department. The form is submitted with the grant application or RFP.

Fiscal Guidelines: Provides breakdown of allowable costs by category
http://www.oms.nysed.gov/cafe/guidance/guidelines.html

Remember: Always use the Excel version of the form

PROPOSED BUDGET FOR A FEDERAL OR STATE PROJECT
FS-10 (03/15)

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT
FS-10 (03/15)

= Required Field

Local Agency Information

Funding Source:

Report Prepared By:

Agency Name:

Mailing Address:

Street

City State Zip Code

Telephone # of Report Preparer: **County:**

E-mail Address:

Project Funding Dates:

Start End

FS-10 EXAMPLES:

Code 15 – Professional Staff
Include only staff that are employees of LPP. Do not include consultants or per diem staff; do not include central administrative staff that are indirect costs.

SALARIES FOR PROFESSIONAL STAFF			
		Subtotal - Code 15	$175,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Project Director	1.00	$60,000	$60,000
Assistant Director	1.00	$45,000	$45,000
Program Coordinator	1.00	$35,000	$35,000
Program Counselor	1.00	$35,000	$35,000

Code 16 – Support Staff
Include salaries for teacher aides, secretarial and clerical assistance; do not include central administrative staff that are indirect costs. *(Both Examples provided here have been approved by NYSED Grants Finance- please choose a format and carefully use it.)*

SALARIES FOR SUPPORT STAFF			
		Subtotal-Code 16	$30,432
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Technical Specialists (3 x 12hrs/week x $12/hr x 26wks)		$3,744.00	$11,232
School Tutor/ Counselor	480 Hours	$40/Hour	$19,200

Code 40 – Purchased Services
Include consultants (indicate per diem rate), rentals, and other contractual services. Copies of contracts may be requested by the State Education Department.

PURCHASED SERVICES			
		Subtotal - Code 40	**$35,154**
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Busing for Summer Program (HS)	Green Transportation	$250 a bus x 2 x 10 days	$ 5,000
Busing for Summer Program (MS)	Greens Transportation	$250 a bus x 1 x 20 days	$ 5,000
Summer Program Food (HS)	Silverman's Catering	$15.30 a day x 44 students x 20 days	$ 13,464
Summer Program Food (MS)	Silverman's Catering	$15.30 a day x 30 students x 10 days	$ 4,590
Summer Program Food (Residential Students-dinner/snacks)	Silverman's Catering	$15 x 15 students x 4 nights	$ 900
Social/Emotional Assessments	Indigo Project	$20 student x 50 new students	$ 1,000
Friend of Liberty Dues	Friends of Liberty	$4,000	$ 4,000
Busing for College Trips	Green's Transportation	$400 a trip x 3 trips	$ 1,200

Code 45 – Supplies and Materials
include all purchased supplies and materials used exclusively for the LPP project; including computer/software, library books and equipment items under $5,000 per unit.

SUPPLIES AND MATERIALS			
		Subtotal - Code 45	**$1,755**
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Academic Supplies for Summer Program	12 months	$50/month	$600
Office Supplies for the year	12 months	$56.25/month	$675
Student Supplies for the year	12 months	$40/month	$480

Code 46 - Travel
Include pupil transportation, conference costs and travel of staff between instructional sites. Specify agency approved mileage rate for travel by personal car or school-owned vehicle.

TRAVEL EXPENSES			
		Subtotal - Code 46	$5,991
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Project Director	Meetings, profesisonal developments, site visits	.56 x 5698 miles	$3,191
Program Counselor	Home visits, meetings in partner schools	.56 x 2000	$1,120
Assistant Director	Partner meetings in district, professional developments, site visits	.56 x 3000	$1,680

Code 80 – Employee benefits

Rates used for project personnel must be the same as those used for other agency personnel

Employee Benefits		
	Subtotal - Code 80	$80,088
Benefit		**Proposed Expenditure**
Social Security		
Retirement	New York State Teachers	
	New York State Employees	
	Other - Pension	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Other(Identify)		
		$80,088
Director: $60,000 *42%= $25,200		
Assistant Director: $45,000 *42%= $18,900		
Program Coordinator: $35,000 *42%= $14,700		
Program Counselor: $35,000 *42= $14,700		
Graduate Assistants, Tutors: $5,750 * 5%= $288		
Administrative Assistant: $15,000 * 42%= $6,300		

Code 90 – Indirect Costs

Modified Direct Cost Base

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding $25,000 and any flow through funds) **Manual Entry	$324,074
B.	Approved Restricted Indirect Cost Rate	8.00%
C.	Subtotal - Code 90	$25,926
	For your information, maximum direct cost base =	$324,074.00
	To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding $25,000 and any flow through funds.	$0.00

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	$175,000
Support Staff Salaries	16	$20,750
Purchased Services	40	$28,684
Supplies and Materials	45	$13,561
Travel Expenses	46	$5,991
Employee Benefits	80	$80,088
Indirect Cost	90	$25,926
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		$350,000

Agency Code:

Project #:

Contract #:

Agency Name:

FOR DEPARTMENT USE ONLY

Budget Narrative

- A justification for expenses
  - Why are you doing what you're doing?
    - Your application
    - Your research based drop-out prevention model
    - Your institutional master plans
  - What is the direct relationship to the statutory mission of the Liberty Partnerships Program?
    - Look back at the circle chart – which one does it fit into?
- Cost calculations
  - How did you arrive at the cost?
  - Is your math correct?

2022-2023 LPP Composite Summary

The figures to be entered in the LPP column (1) on lines with the FS-10 number codes must correspond to the totals reported for each budget code category on the FS-10 form. LPP Indirect cost (column 1) equals a maximum 8% of SUBTOTAL (Line 7).

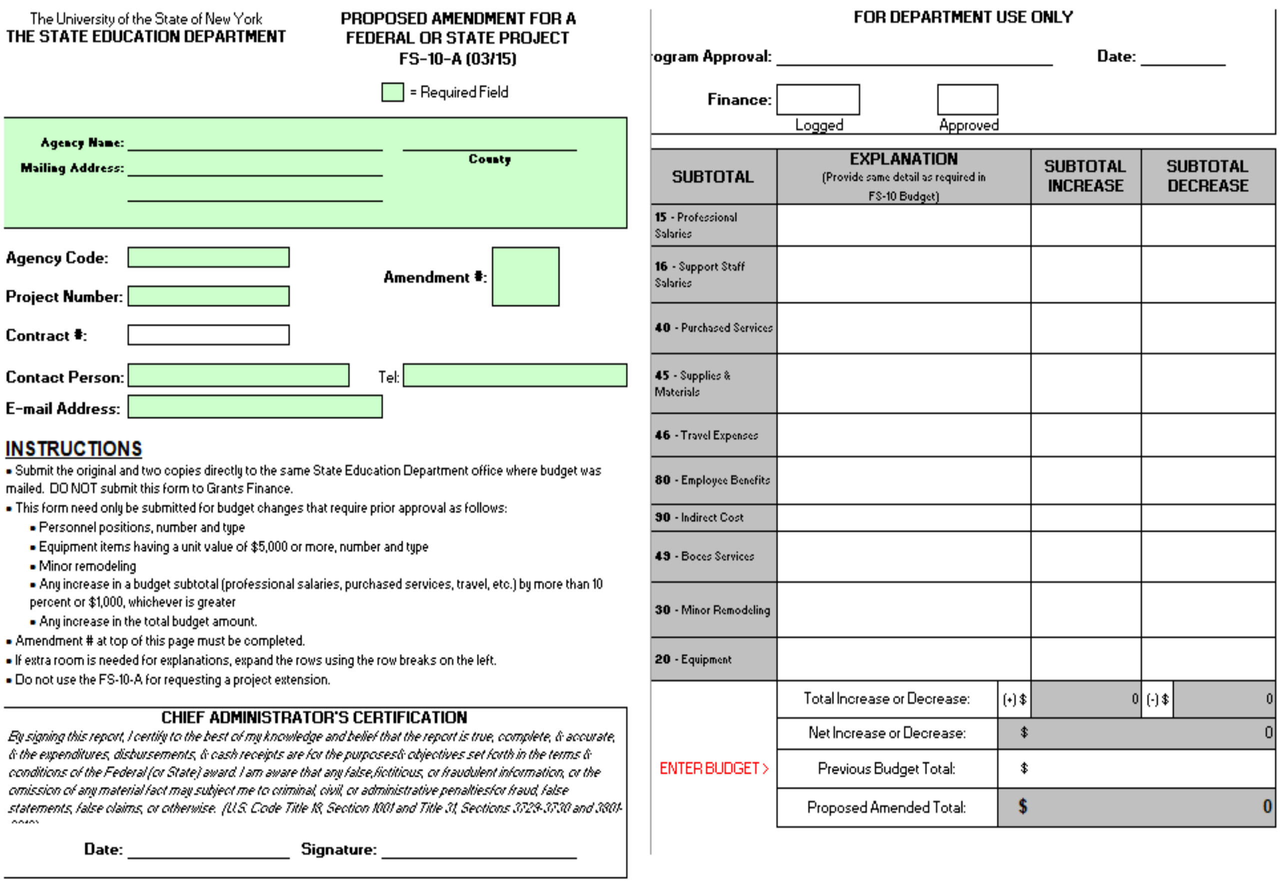
*ROUND CENTS TO THE NEAREST DOLLAR

Line No.	Expenditure Category	Code	LPP (1)	Institution (2)	Other Sources (3)	TOTAL (4)
1	Salaries for Professional Personnel	15	$175,000	$2,623		$177,623
2	Salaries for Non-Professional Personnel	16	$20,750	$0	$4,500	$25,250
	a. Clerical/Secretarial		$15,000		$4,500	$19,500
	b. Student Assistants		$5,750			$5,750
	c. Other		$0			$0
3	Purchased Services	40	$28,684		$23,000	$51,684
4	Supplies & Materials	45	$13,561	$0	$0	$13,561
	a. Instructional		$3,711			$3,711
	b. Other		$,9,850			$9,850
5	Travel Expenses	46	$5,991	$2,000	$2,500	$10,491
	a. Student/Programmatic			$2,000	$2,500	$4,500
	b. Staff/Administrative		$5,991			$5,991
6	Employee Benefits	80	$80,088	$1,541	$12,801	$94,430
	a. Professional___%		$73,500	$1,541	$10,889	$85,930
	b. Clerical/Secretarial___%		$6,300		$1,912	$8,212
	c. Student Assistants___%		$288			$288
	d. Other___%		$0			$0
7	SUBTOTAL of Lines 1-6		$324,074	$6,164	$42,801	$373,039
8	Indirect Cost*	90	$25,926		$5,834	$31,760
9	BOCES Services	49	$0			$0
10	Minor Remodeling	30	$0			$0
11	Equipment	20	$0			$0
12	GRAND TOTAL (Lines 7 - 11)		$350,000	$6,164	$48,635	$404,799
	Number of Students Served		320			
	Cost Per Student		$1,094			

Budget Amendment FS-10A

- The process of altering a budgeted expenditure from what was identified in the FS-10 to another allowable and SED approved purpose.
- This process can occur as needed by the project.
- This process also occurs as part of the larger contract amendment when additional funds are appropriated by the legislature
- *M/WBE- Goal Calculation- must be revisited each time a FS-10 A is filed
- **June 30th deadline for last FS-10A in a fiscal year**

FS-10 A



The University of the State of New York
THE STATE EDUCATION DEPARTMENT

PROPOSED AMENDMENT FOR A FEDERAL OR STATE PROJECT
FS-10-A (03/15)

= Required Field

Agency Name: ____________ County
Mailing Address: ____________

Agency Code:
Amendment #:
Project Number:
Contract #:
Contact Person: Tel:
E-mail Address:

INSTRUCTIONS
- Submit the original and two copies directly to the same State Education Department office where budget was mailed. DO NOT submit this form to Grants Finance.
- This form need only be submitted for budget changes that require prior approval as follows:
  - Personnel positions, number and type
  - Equipment items having a unit value of $5,000 or more, number and type
  - Minor remodeling
  - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or $1,000, whichever is greater
  - Any increase in the total budget amount.
- Amendment # at top of this page must be completed.
- If extra room is needed for explanations, expand the rows using the row breaks on the left.
- Do not use the FS-10-A for requesting a project extension.

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, & accurate, & the expenditures, disbursements, & cash receipts are for the purposes& objectives set forth in the terms & conditions of the Federal (or State) award. I am aware that any false,fictitious, or fraudulent information, or the omission of any material fact may subject me to criminal, civil, or administrative penaltiesfor fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-

Date: ____________ Signature: ____________

FOR DEPARTMENT USE ONLY

ogram Approval: ____________ Date: ____________

Finance: Logged Approved

SUBTOTAL	EXPLANATION (Provide same detail as required in FS-10 Budget)	SUBTOTAL INCREASE	SUBTOTAL DECREASE
15 - Professional Salaries			
16 - Support Staff Salaries			
40 - Purchased Services			
45 - Supplies & Materials			
46 - Travel Expenses			
80 - Employee Benefits			
90 - Indirect Cost			
49 - Boces Services			
30 - Minor Remodeling			
20 - Equipment			
	Total Increase or Decrease:	(+) $ 0	(-) $ 0
	Net Increase or Decrease:	$ 0	
ENTER BUDGET >	Previous Budget Total:	$	
	Proposed Amended Total:	$ 0	

FS-25

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Grants Finance, Rm. 510W EB
Albany, New York 12234

REQUEST FOR FUNDS FOR A
EDERAL OR STATE PROJEC
FS-25 (03/17)

= Required Field

Project #: ____ **Contract #:** ____

Agency Code: ____

Funding Source: ____
Agency Name: ____
Mailing Address: ____
Street
City State Zip Code

Contact Person: ____ Telephone: ____

E-mail Address: ____

Report Period: ____ ____
Month/Year

IEF ADMINISTRATOR'S CERTIFICATI

& the expenditures, disbursements, & cash receipts are for the purposes & objectives set forth in the terms & conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812)

Date: ____________ **Signature:** ______________________

1. Amount of Approved Budget (Include approved amendments)	$
2. Project Payments Received to Date	$
3. Project Cash Expenditures to Date	$
4. Cash Expenditures Anticipated During Next Month:	$
5. Additional Funds Requested (Entries 3 plus 4 minus 2)	$ 0

FS-10-F

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Grants Finance, Rm. 510W EB
Albany, New York 12234

FINAL EXPENDITURE REPORT FOR A FEDERAL OR STATE PROJECT
FS-10-F Long Form (03/15)

= Required Field

Local Agency Information

Funding Source:

Report Prepared By:

Agency Name:

Mailing Address:

Street

City State Zip Code

Telephone # of Report Preparer:

County:

E-mail Address:

INSTRUCTIONS

- For State grants, final expenditure reports are generally due within 30 days after the grant's end date. Reports for federal projects are generally due within 90 days after the grant's end date. See the Grant Award Notice to verify the due date. However, the Department program office may impose an earlier due date.

... | **Agency Info** | 15 - Prof Staff Salaries | 16 - Support Staff Salaries | 40 - Purchas

M/WBE

- All projects are required to comply with NYSED's Minority and Women Owned Business Enterprises (M/WBE) policy
- 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
-
  - For a current list of certified vendors see: https://ny.newnycontracts.com/
- The M/WBE participation for this grant is 30% of each applicant's total discretionary non-personal service budget over the entire term of the grant.
- Discretionary non-personal service budget is defined as the total budget, excluding the sum of funds budgeted for direct personal services (i.e., professional and support staff salaries (i.e., Codes 15 & 16) and fringe benefits (i.e., Code 80), and indirect costs (i.e., Code 90), if these are allowable expenditures.
- About LPP projects only, the portion of funds to be utilized in the Purchased Services (code 40) for stipends/tuition are excluded
- M/WBE participation does NOT necessarily need to be the same for each year of a multi-year grant; this will be determined by good faith efforts and the specific circumstances of each grant year.
- Each year a goal calculation sheet and accompanying M/WBE documentation must be submitted with and based upon that year's FS-10.
- Except for the goal calculation worksheet, a program may resubmit the latest approved set of M/WBE documentation if M/WBE documentation has not changed. (I.e. since the prior year or since the last approved amendment).
- FS-10's and contracts will not be processed without M/WBE approval.

Full Participation

- LPP projects can utilize MWBE vendors to reach the 30% goal which would have been established from the goal calculation worksheet and utilization plan for that specific project year.

- You will not be expected to make-up in subsequent years what you were given permission to waive in any previous or current year.

- You are not expected to pay unreasonably higher fees for M/WBE services.

- You are expected to document the prices and good faith efforts which influence your vendor choice.

Partial Participation

- A LPP project has put forth acceptable good faith efforts to achieve full participation
  - Good faith efforts must be documented on form M/WBE 105
  - The project needs to make a minimum of 3-5 good faith efforts towards compliance and show documentation of those efforts to request partial participation
  - Good faith efforts should indicate vendor's ability to provide, or not provide services or items, as well as costs

No Participation

- When a LPP project put forth good faith efforts to achieve full or partial participation, provide documentation of such efforts (ability or inability to provide services and/or items and costs associated)

- However, if those efforts do not result in any participating MWBE vendors, then consideration may be given for "No participation."

- ***Please note: Requests for both Full and Partial Waivers are not a guarantee and are not necessarily transferrable from year to year. They will be reviewed and approved on a case-by-case basis.***

M/WBE and FS-10s

- Know your “Goal Calculation Amount”, which **must be** recalculated when completing an amendment.

- Know what items **impact** or could **decrease** your ability to meet your “Goal Calculation Amount.”

- Grantees must notify the M/WBE Unit, and receive approval, of any changes and /or potential updates to the approved M/WBE participation goals and Utilization Plan. This includes changes due to budget amendments, the adding/removing of approved M/WBE firms from original plan, and changes to dollar amounts listed on the Utilization Plan.

Updated forms and information can be found at the following websites:
https://www.oms.nysed.gov/fiscal/MWBE/Forms.html
https://www.oms.nysed.gov/cafe/forms/

MWBE Packet includes:

- Goal Calculation Sheet
- Signed Cover Letter
- Notice of Intents for each vendor (signed and dated)
- Utilization Plan (signed and dated)
- EEO form (signed and dated)

M/WBE Documents

M/WBE Goal Calculation Worksheet

RFP# and Title:	**GC 22 –007 Liberty Partnerships Program**
Applicant Name:	

The M/WBE participation for this grant is 30% of each applicant's total discretionary non-personal service budget over the entire term of the grant. Discretionary non-personal service budget is defined as the total budget, excluding the sum of funds budgeted for direct personal services (i.e., professional and support staff salaries) fringe benefits, indirect costs for the lead, as well as Student Stipends /Tuition if these are allowable expenditures. For the purposes of this RFP, direct personal services 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 the IHE, LEA and CBO partners should be excluded from the total budget, along with the lead applicant's project staff salaries, when calculating the discretionary non-personal service budget. Therefore, lines 2-4 below will include any project salaries and fringe benefits of the lead applicant AND members of the partnership. (Please note that the indirect costs of partner organizations are not allowable expenses under this grant program.) Please complete the following table to determine the dollar amount of the M/WBE goal for the 2025-2026 project year.

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Total
1.	Total Budget		
2.	Professional Salaries		
3.	Support Staff Salaries		
4.	Fringe Benefits		
5.	Student Stipends/Tuition		
6.	Indirect Costs		
7.	Empire Promise Registration, Empire Promise Hotel Rooms, Annual Dues to Friends of Liberty, Social-Emotional Assessments, Local Public Transportation (such as metro cards and mileage reimbursement), Rent/Lease/Utilities (includes postage and phones)		
8.	Required Partnerships (*Partnership between IHE, local school districts, and Community Based Organizations)*		
9.	Sum of lines 2, 3 ,4 ,5, 6 and 7,8		
10.	Line 1 minus Line 9		
11.	M/WBE Goal percentage (30%)		**0.30**
12.	Line 10 multiplied by Line 11 =MWBE goal amount		

This form is only for use with the Liberty Partnerships Program 2022-2027. It may not be used with any other grant program.

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

NAME OF GRANT PROGRAM____

NAME OF APPLICANT____

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 the intention of the New York State Education Department to provide real and substantial opportunities for certified Minority and Women-Owned Business Enterprises on all State contracts. It is with this intention the NYSED has assigned M/WBE participation goals to this contract.

In an effort to promote and assist in the participation of certified M/WBEs as subcontractors and suppliers on this project for the provision of services and materials, the bidder is required to comply with NYSED's participation goals through one of the three methods below. Please indicate which one of the following is included with the M/WBE Documents Submission:

- ☐ Full Participation – No Request for Waiver (PREFERRED)
- ☐ Partial Participation – Partial Request for Waiver
- ☐ No Participation – Request for Complete Waiver

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contractually.
Typed or Printed Name of Authorized Representative of the Firm
Typed or Printed Title/Position of Authorized Representative of the Firm
Signature/Date

M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE

INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Contractor. Parts B & C of this form must be completed by MBE and/or WBE subcontractors/suppliers. The bidder/contractor must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal.

Bidder Name: ____________________ Federal ID No.: ____________________

Address: ____________________ Phone No.: ____________________

City____________________ State________ Zip Code____________ E-mail: ____________________

____
Signature of Authorized Representative of Bidder's Firm

____
Print or Type Name and Title of Authorized Representative of Proposer's Firm

Date: ____________

PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT:

Name of M/WBE: ____________________ Federal ID No.: ____________________

Address: ____________________ Phone No.: ____________________

City, State, Zip Code ____________________ E-mail: ____________________

BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:

DESIGNATION: ☐ MBE Subcontractor ☐ WBE Subcontractor ☐ MBE Supplier ☐ WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):

☐ The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).

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

THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER CONDITIONED UPON THE BIDDER'S EXECUTION OF A CONTRACT WITH THE NEW YORK STATE EDUCATION DEPARTMENT.

The estimated dollar amount of the agreement $________

____
Signature of Authorized Representative of M/WBE Firm

____
Date

____
Printed or Typed Name and Title of Authorized Representative

M/WBE UTILIZATION PLAN

INSTRUCTIONS: All bidders submitting responses to this procurement must complete this M/WBE Utilization Plan and submit it as part of their proposal. The plan must contain detailed description of the services to be provided by each Minority and/or Women-Owned Business Enterprise (M/WBE) identified by the bidder.

Bidder's Name	______________________	Telephone/Email:	__________/__________
Address	______________________	Federal ID No.:	______________________
City, State, Zip	______________________	Solicitation No.:	______________________

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

PREPARED BY (Signature) ______________________________ DATE______________

SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-1, 5 NYCRR PART 143 AND THE ABOVE REFERENCE SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR PROPOSAL DISQUALIFICATION.

NAME AND TITLE OF PREPARER: ______________________

TELEPHONE/E-MAIL ______________________

DATE ______________________

FOR AUTHORIZED USE ONLY
REVIEWED BY ____________ DATE ________
UTILIZATION PLAN APPROVED YES/NO DATE ________
NOTICE OF DEFICIENCY ISSUED YES/NO DATE ________
NOTICE OF ACCEPTANCE ISSUED YES/NO DATE ________

M/WBE 100

EQUAL EMPLOYMENT OPPORTUNITY - STAFFING PLAN

Instructions on Page 2

Bidder Name: ______________________ Telephone: ______________________

Address: ______________________ Federal ID No.: ______________________

City, State, ZIP: ______________________ Solicitation No: ______________________

Report includes: Reporting Entity:

☐ Work force to be utilized on this contract ☐ Contractor

☐ Contractor/Subcontractor's total work force ☐ Subcontractor - Name: ______________________

Enter the total number of employees in each classification in each of the EEO-Job Categories identified.

EEO - Job Categories	Total Work Force	Race/Ethnicity - report employees in only one category																	
		Hispanic or Latino		Not-Hispanic or Latino															
				Male								Female							
		Male	Female	White	African-American or Black	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	White	African-American	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran
Executive/Senior Level Officials and Managers																			
First/Mid-Level Officials and Managers																			
Professionals																			
Technicians																			
Sales Workers																			
Administrative Support Workers																			
Craft Workers																			
Operatives																			
Laborers and Helpers																			
Service Workers																			
TOTAL																			

PREPARED BY (*Signature*): ______________________ DATE: ______________________

NAME AND TITLE OF PREPARER: ______________________ TELEPHONE/EMAIL: ______________________

(print or type)

EEO 100

STAFFING PLAN INSTRUCTIONS

General Instructions: All Bidders and each subcontractor identified in the bid or proposal must complete an EEO Staffing Plan (EEO 100) and submit it as part of the bid or proposal package. Where the work force to be utilized in the performance of the State contract can be separated out from the contractor's or subcontractor's total work force, the Bidder shall complete this form only for the anticipated work force to be utilized on the State contract. Where the work force to be utilized in the performance of the State contract cannot be separated out from the contractor's or subcontractor's total work force, the Bidder shall complete this form for the contractor's or subcontractor's total work force.

Instructions for Completing:

1. Enter the Solicitation number that this report applies to, along with the name, address, and federal ID number of the Bidder.
2. Check off the appropriate box to indicate if the work force being reported is just for the contract or the Bidder's total work force.
3. Check off the appropriate box to indicate if the Bidder completing the report is the contractor or subcontractor.
4. Enter the total work force by EEO job category.
5. Break down the total work force by gender and race/ethnic background and enter under the heading Race/Ethnicity. Contact the Designated Contact(s) for the solicitation if you have any questions.
6. Enter the name, title, phone number and/or email address for the person completing the form. Sign and date the form in designated areas.

RACE/ETHNIC IDENTIFICATION

For purposes of this form NYSED will accept the definitions of race/ethnic designations used by the federal Equal Employment Opportunity Commission (EEOC), as those definitions are described below or amended hereafter. (Be advised these terms may be defined differently for other purposes under NYS statutory, regulatory, or case law). Race/ethnic designations as used by the EEOC do not denote scientific definitions of anthropological origins. For the purposes of this report, an employee may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. The race/ethnic categories for this survey are:

- **Hispanic or Latino** - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.
- **White (Not Hispanic or Latino)** - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Black or African American (Not Hispanic or Latino)** - A person having origins in any of the black racial groups of Africa.
- **Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)** - A person having origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Asian (Not Hispanic or Latino)** - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **American Indian or Alaska Native (Not Hispanic or Latino)** - A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.
- **Two or More Races (Not Hispanic or Latino)** - All persons who identify with more than one of the above five races.
- **Disabled** - Any person who has a physical or mental impairment that substantially limits one or more major life activity; has a record of such an impairment; or is regarded as having such an impairment
- **Vietnam Era Veteran** - a veteran who served at any time between and including January 1, 1963 and May 7, 1975.

EQUAL EMPLOYMENT OPPORTUNITY - STAFFING PLAN

Instructions on Page 2

Bidder Name: ______________________ Telephone: ______________________

Address: ______________________ Federal ID No.: ______________________

City, State, ZIP: ______________________ Solicitation No: ______________________

Report includes:

☐ Work force to be utilized on this contract

☐ Contractor/Subcontractor's total work force

Reporting Entity:

☐ Contractor

☐ Subcontractor - Name: ______________________

Enter the total number of employees in each classification in each of the EEO-Job Categories identified.

EEO - Job Categories	Total Work Force	Race/Ethnicity - report employees in only one category																	
		Hispanic or Latino		Not-Hispanic or Latino															
				Male								Female							
		Male	Female	White	African-American or Black	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	White	African-American	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran
Executive/Senior Level Officials and Managers																			
First/Mid-Level Officials and Managers																			
Professionals																			
Technicians																			
Sales Workers																			
Administrative Support Workers																			
Craft Workers																			
Operatives																			
Laborers and Helpers																			
Service Workers																			
TOTAL																			

PREPARED BY (*Signature*): ______________________ DATE: ______________________

NAME AND TITLE OF PREPARER: ______________________ TELEPHONE/EMAIL: ______________________

(print or type)

EEO 100

M/WBE Compliance Report for Grants

MWBE 104-G Page 1/2

Project Number (10 digits): **Grant Name:** **Grant Term (Project Begin/Project End):** to

The grantee is to use this form to report spending made with **NYS Certified M/WBE firms** which have been identified for utilization on this grant. Reporting is due no later than 30 days after the project end date. The total spending for the grant must meet or exceed the amount of the M/WBE participation goal as provided on the approved **M/WBE 100 Utilization Plan.**

Agency Name	Participation Goals	Reporting Period(s):
Name: **Address:** **Contact Person Information** **Name:** **Title:** **Email:** **Telephone:**	Grantees should follow the recommended overall M/WBE participation goal for this grant. Any changes to M/WBE participation goals and/or firms must be pre-approved by the M/WBE Unit. **Total M/WBE =** ____% $____ **MBE =** ____% $____ **WBE =** ____% $____ **Please indicate M/WBE status approval** ☐ 1 Year ☐ Multi- Year	_ ____ (School Year) ☐ July 1–Sept.30 ☐ Oct. 1-Dec. 31 ☐ Jan. 1- March 31 ☐ April 1-June 30 **Is this a Final Report?** ☐ Yes ☐ No Reporting is due no later than 30 days after the project end date.

NYS Certified M/WBE Firm	Product code	Total Subcontractor Utilization Amount	Reporting Period July 1–Sept.30	Reporting Period Oct. 1-Dec. 31	Reporting Period Jan. 1- March 31	Reporting Period April 1-June 30	Total M/WBE Spending for the Year
Name **Federal ID #:**		$____	$____	$____	$____	$____	$____
Name **Federal ID #:**		$____	$____	$____	$____	$____	$____
Name **Federal ID #:**		$____	$____	$____	$____	$____	$____
Name **Federal ID #:**		$____	$____	$____	$____	$____	$____
Total		$____	$____	$____	$____	$____	$____

Comments:

Date: _____ Printed Name: ____________Title: ______________ Email: ______________ Signature (required): ______________

PLEASE SUBMIT COMPLETED FORMS TO **mwbegrants@nysed.gov**

M/WBE Compliance Report for Grants

MWBE 104G Page 2/2

Requirements:

- Only spend for NYS Certified M/WBE sub-contractors and vendors should be reported on this form.
- Federal ID # must be identified for each vendor
- This form must be submitted annually for the duration of the grant.
- Failure to submit this form, by the due date, may result in non-compliance and possible withholding of payment by NYSED.

How to Complete the MWBE 104G:

Agency Information	
Project Number	The project number can be obtained from the Program Manager.
Grant Name	Name of the Grant Program
Grant Term (Project Begin and Project End Dates)	The beginning and ending dates of the grant.
Organization Name/ Address; Contact Person Information	Enter the company name and address, and include the name, title, email and telephone number of the contact person responsible fo answering questions related to the information on this form.
Participation Goals	The Grantee should enter the approved goals for the NYS Certified MBEs and/or WBEs. Please indicate if the M/WBE Participation Go listed and if the plan was approved for 1 year or multi-years (life of the grant.) The grantee must notify the M/WBE Unit of any chang and /or updates to M/WBE participation goals. This includes the adding or removing of M/WBE firms utilized in this grant.
Reporting Period	Reporting period is the year for which spending activity is being reported. The M/WBE Compliance Report is due no later than 5 days after the project end date. Grantees should identify the year for which payment information is being reported.
NYS Certified M/WBE Subcontractor/Vendor Information	
Name/Federal ID #	Enter the company name and Federal ID #.
Total Subcontractor Utilization Amount	Indicate the total amount to be spent with NYS Certified MBE and/or WBE subcontractors/suppliers as was entered on form MWBE 1 Utilization Plan.
Total M/WBE Spending for the Year	Total payments made during the current grant year by the grantee, to the NYS Certified MBE and/or WBE suppliers/subcontractors fo which spend is being reported.
Date/Printed Name/ Title/ E- mail & Signature	Date report is completed. The name, title, telephone number, email and signature of the contact person responsible for completing a answering questions related to the information on this form.

If you have any questions related to the completion or submission of this document, please email mwbegrants@nysed.gov for assistance.

V. Data Reporting Protocols and Data Field Reporting Requirements

C. Worksheet Summary

Tab	Content	Notes and Tips
Cover Page	Project number, IHE code and name, Students contracted, Award amount, Students served, Contacts, and Attestation.	Must enter name of Institution President, LPP Project Director and LPP Data Manager. LPP Director and Chief Executive Director's Signature must be in **Blue** Ink.
Interim and Final Report Narratives	Program Narratives	Narratively explain any special circumstance about a case or issues you encountered obtaining LPP student data or reasons why data on a student cannot be obtained, etc.
Building Summary Page	PS school building name and BEDS Code, Number students in building and LPP program, Number students in building and in LPP program who dropped out, and Grading structure.	Report data on all school buildings that serve LPP students during the reporting period. There are two tables: One is for all students in the Building and the other is for LPP students in each building served.
Service Provider Worksheet	Name and Contact information of LPP Service Provider, Institution details, Personnel type, LPP services offered, Job details, and Certifications.	Report each LPP Service Provider (directly and indirectly) serving LPP students during the reporting period. Indicate which RDP deliverable each staff role addresses. Report Service Providers alphabetically. When entering a new person use the insert function to place the new name into the list alphabetically.
Professional Development (PD) Worksheet	Start and End date of the PD activity, Number of hours, and Type of PD and description.	Assign the PD activity that occurred during the reporting period to appropriate staff members listed alphabetically on the Staffing Roster Worksheet one time per PD activity.
Master Record Worksheet	LPP student demographic information, program information, referral reasons, programming, state assessment data, and pre-collegiate testing information.	Frequently enter master record data (Weekly or Bi-Weekly) and alphabetize the names of LPP students. When entering a new person use the insert function to place the new name into the list alphabetically. Enter highest score received on Regents tests for LPP student regardless of year.
Outcomes Worksheet	Grades, Yearend outcomes, retention Efforts, graduation and post-secondary information	Be sure outcome being reported belongs to the correct student Enter postsecondary plan information only for those graduating from high school this reporting period. If postsecondary plans include more than one possibility such as employment and college enter data for both.
Activities Worksheet	Activity start and end date, Activity type, activity description, number of hours, Link RFP deliverable to activity, identify individual student participants	Be sure outcome being reported belongs to the correct student. Indicate which RDP deliverable each activity is intended to address.

a. Cover Page		
Section	**Field Name**	**Notes**
Cover Page	Current Year Project Number	The Format for the Project Number 0655-XX-XXXX. The middle 2 digits is the current year and changes for each reporting year.
	IHE Code and Name	Select the IHE (College or University) name and IHE Code from the dropdown Menu.
	Number of Students Contracted	The number of P-12 students to be served by the LPP program per the RFP this reporting period.
	Award Amount	The LPP award amount for this reporting period.
	Number of Students Served	The number of P-12 students who were served by this LPP program this reporting period (Served).
	Role	Enter the role for this LPP primary contact. (Must enter Names of Institution President, LPP Project Director, and LPP Program Director and any other Primary Contact in the Spaces Provided).
	First Name	Legal First Name for LPP primary contacts.
	Last Name	Legal Last Name for LPP primary contacts.
	Attestation	The LPP Director and the Chief Executive Officer must sign and date the cover page after affirming that the data being reported is true and accurate.

Form Reminders and Tips:

The Cover Page is the only document that needs to be sent to NYSED in a paper format.

The Cover Page must be sent to NYSED each time an Interim and Final Report is sent to NYSED.

The Cover Page must be signed and dated by the LPP Director and the Chief Executive Officer in blue ink.

The affirmation confirms that the data being provided to NYSED is true and correct.

b. Program Narrative (Interim and Final)		
Section	**Field Name**	**Notes**
Program Narrative	Narrative	For the Interim Report: Briefly describe the status of the project through February 15, 2026 using the following four categories: • Partners • Staff • Student Data • Program Events/Services Be sure to detail the project's compliance in providing services as required, or the inability to do so, and the plan of action for compliance in the upcoming project year. Include the successes and/or challenges in your response for each category. An explanation for any incomplete data should also be provided. For the Final Report: Briefly describe the status of the project through August 31, 2026 using the following four categories: • Partners • Staff • Student Data • Program Events/Services Be sure to detail the project's compliance in providing services as required, or the inability to do so, and the plan of action for compliance in the upcoming project year. Include the successes and/or challenges in your response for each category. An explanation for any incomplete data should also be provided.

Form Reminders and Tips:

The Interim Narrative Report covers the period from September 1st through February 15th of a grant year, and the Final Narrative Report covers the period from September 1st to August 31st of that grant year.

Narratively explain any special circumstance about a case or issues you encountered obtaining LPP student data.

c. Building Summary Page		
Section	**Field Name**	**Notes**
Basic School Building Aggregate Data (BEDS Day)	School Building Name	Enter the name of the home school buildings where LPP students attend school.
	12-Digit School Building BEDS Code	Go to https://portal.nysed.gov/pls/sedrefpublic/sed_inst_qry_vw$.startup to obtain the BEDS Code for this school building.
	Total Number of Students in This School Building (Grade 5-13) Only	This number must match the student record count sent to NYSED in the BEDS IMF Institutional Master File) report each year. (October census data).
	Total Number of Students in This School Building Who Dropped Out of School	This number must match the number of students who dropped out to NYSED in the BEDS IMF Institutional Master File) report each year.
	Grading Type	Indicate whether the P-12 school building uses a Letter Grading System (ex. A, B. C, etc.), Letter Grade (ex. 80% or 90%) or Level Grading System (ex. Level 1, Level 2, etc.).
	Grade Range (Minimum)	Indicate the minimum grade the school building gives to students in each school building. Used for range of scores.
	Minimum Grade Considered Passing	Indicate the minimum passing grade a student needs to pass. This finding will be used to measure passing rates for LPP students that are reported in the Master Record.
	Grade Range (Maximum)	Indicate the maximum grade the school building gives to students in each school building. Used for range of scores.
	Total Number of Students in This School Building Being Served by the LPP program (Grade 5-13 Only)	Allows the Department to determine the percentage of students in each building being served by the LPP program. Only report numbers for students in Grades 5-13. The number reported in this column must match the number of LPP students being reported as being served by the LPP Program in the Master Record Worksheet.
	Total Number of Students in this School Building Being Served by the LPP Program Who Dropped Out of the LPP Program	Allows the Department to determine the percentage of students in the LPP program who dropped out the LPP program, but continued in school. Only report numbers for students in Grades 5-13. The number reported in this column must match the number of LPP students being reported as dropped out of the LPP Program in the Master Record Worksheet.
	Total Number of Students in this School Building Being Served by the LPP Program Who Dropped Out of School	Allows the Department to determine the percentage of students in the LPP program who dropped out P-12 schools. Only report numbers for students in Grades 5-13. The number reported in this column must match the number of LPP students being reported as dropped out of school in the Master Record Worksheet.

Form Reminders and Tips:

Report the number of LPP students who participated in this program this reporting period (Column L), the number of LPP students who dropped out of the LPP Program (Column M) and the total number of LPP students who dropped out of school (Column N) in the spreadsheet.

d. Staffing Roster Field Tips and Clarifications

Section	Field Name	Notes
LPP Program Personnel Names	First Name	Legal first name of this LPP staff member.
	Last Name	Legal last name of this LPP staff member.
	Title	LPP Program Title of this LPP staff member while serving LPP students.
	Telephone	LPP work phone number and area code. Use format (XXX) XXX-XXXX
	Email	Work email of this LPP staff member.
Type of Institution	Institution Type	Identify the type of institution to which the LPP staff member is affiliated. Answer "Other" only when necessary.
	Other Described	Use this field only if the Institution Type is not identified in the Institution Type field. Otherwise leave field blank.
	12-Digit Institution ID	Number Begins with an "8". See https://portal.nysed.gov/pls/sedrefpublic/SED.sed_inst_qry_vw$.startup
	Street Address	Street Address of Service Provider
	City, State, Zip Code	City, State and Zip Code of Service Provider
	Institution Name	Legal name of the Institution. See https://portal.nysed.gov/pls/sedrefpublic/SED.sed_inst_qry_vw$.startup
Personnel Type	Alumni	Indicate whether this LPP Service Provider was an LPP alumni
	Volunteer	Indicate whether this LPP Service Provider serves as a volunteer
	Undergraduate Assistant	Indicate whether this LPP Service Provider is an undergraduate assistant
	Graduate Assistant	Indicate whether this LPP Service Provider is a graduate assistant
	Full Time / Part Time Serving LPP Students	Indicate whether this LPP Service Provider serves LPP students on a full time or part time basis
	Partnership Agreement	Indicate whether this LPP service provider has a signed partnership agreement in place during this reporting period, if applicable.
	Primary Role	Identify the primary role of this LPP staff member when serving LPP students. Answer "Other" only when necessary.
	Other Primary Role	Use this field only if the Primary Role is not identified in the Primary Role field. Otherwise leave field blank.
	Type of Service	Use this field to indicate whether this LPP staff members provides Direct or Indirect Services to LPP students.
	Employment Type	Identify the type of employment type such as Academic Year or Per Diem.
	Other Employment Type	Use this field only if the Employment Type is not identified.
Services Offered to LPP Students from this Staff Member	• Academic Immersion or Academic Support Services (Tutoring) • Assessments and PLP • Case Management-Family Counseling • Case Management - Family and Community Engagement • Case Management - Student Counseling	Indicate which service or services this LPP staff member offers LPP students during this reporting period.

	- Case Management - Student Advisement - Case Management-Home Visits - College Readiness - Enrichment or Cultural Activity - Enrichment or Cultural Activity - Employment Preparation - Leadership / Civic Service Experience - Mentoring (Non Structured) - Structured Social and Emotional Skills Development - Other - Service Learning - Sports and Wellness	Indicate which service or services this LPP staff member offers LPP students during this reporting period. (Continued)
Job Information	Average Hours	Enter the average number of hours this LPP service provider worked per week. If staff member worked only one week, then enter the total number of hours worked that week. For example, if the Service Provider worked ½ the year
	Date Hired	Enter date the date that this LPP Service Provider was hired. Enter date as mm/dd/yyyy
	Date Terminated	Enter the date that this LPP service provider stopped serving LPP students. Enter date as mm/dd/yyyy
	Job Duties	Briefly describe the job duties of this LPP staff member. Ex. Conducted Training and Tutored LPP students.
	Teaching Certificate	Indicate whether this LPP service provider holds a certificate or licensure. Do not report licensure or certificate number.
	School Counselor Certificate	
	Social Worker Licensure	

<u>Form Reminders and Tips:</u>

The service categories in this section of the report are the same service areas offered to LPP students in the Master Record Worksheet.

The actual teaching certificate number or Social Worker licensure number are not being requested for this data collection.

e. Professional Development (PD) Worksheet

Section	Field Name	Notes
Professional Development Activities	Start Date	Report the start date for this professional activity. Enter date as mm/dd/yyyy.
	End Date	Report the end date for this professional activity. Enter date as mm/dd/yyyy.
	Number of Hours	Enter the total number of hours for this professional development activity. (For example, if the event was 3 ½ hours enter 3.5 hours)
	Professional Development Type	Indicate the type of professional development activity from the drop-down menu.
	Other PD Defined	Enter the other type of PD, when applicable. Otherwise leave blank.
	Who Provided Training	Indicate who provided this professional development activity from the drop-down menu.
	Programming Level	Indicate whether the professional development activity was at the local, regional or statewide level.
	Activity Description	Briefly describe the professional development activity.
	Attendee 1	Select the name of the professional development attendee (The list of names is derived from the Service Provider Worksheet which should be alphabetized). (Select name only one time per line).
	Attendee 2	
	Attendee 3	
	Attendee 4	
	Attendee 5	
	Attendee 6	
	Attendee 7	
	Attendee 8	
	Attendee 9	
	Attendee 10	
	Attendee 11	
	Attendee 12	
	Attendee 13	
	Attendee 14	
	Attendee 15	
	Attendee 16	
	Attendee 17	
	Attendee 18	
	Attendee 19	
	Attendee 20	

Form Reminders and Tips:

If more than 20 people attended a specific PD activity, enter the PD activity on more than one line, but report each attendee only one time for that activity.

f. Master Record Worksheet

Section	Field Name	Notes
LPP Student Data (Master Record)	NYSSIS ID	Enter the NYSSIS ID for this LPP student
	OSIS ID (NYC Only)	Enter the OSIS ID for this LPP student (NYC students Only)
	Last Name	Enter the last name of this LPP student as reported in the BEDS System by the P-12 district
	First Name	Enter the first name of this LPP student as reported in the BEDS System by the P-12 district
	Middle Initial	Enter the middle initial of this LPP student as reported in the BEDS System by the P-12 district
	Current Grade	Enter the current grade level fort his LPP student. This is defined as the grade level as of September 1 of the reporting year.
	DOB	Enter the Date of Birth of this LPP student. Enter using the format mm/dd/yyyy
	Gender	Indicate the gender of this LPP student as reported in the BEDS system.
	FERPL	Indicate whether this LPP student is eligible for a free or reduced priced lunch as reported in the BNEDS system by the P-12 district.
LPP Student Home School Information	School District Name	Enter the home school district name where this LPP student resides. (District of Record) https://portal.nysed.gov/pls/sedrefpublic/SED.sed_inst_qry_vw$.startup
	School Building Name	Enter the school building name where this student attends. https://portal.nysed.gov/pls/sedrefpublic/SED.sed_inst_qry_vw$.startup
	School Building BEDS Code	Enter the 12-Digit BEDS Code for the School Building in which this LPP student attends. https://portal.nysed.gov/pls/sedrefpublic/SED.sed_inst_qry_vw$.startup
Race/Ethnicity of LPP Student	Hispanic or Latino	Indicate the race/ethnicity categories of this LPP student. (Report one or more)
	American Indian or Native Alaskan	
	Asian	
	Black or African American	
	Native Hawaiian or other Pacific Islander	
	White	
LPP Student Program Information	Anticipated Graduation Date	Report the anticipated graduation date of this LPP. Enter the date as mm/dd/yyyy. Use 06/30/XXXX if actual day is unknown, but year is known.
	Program Entry Date	Enter the date that this LPP student first entered the LPP program.
	Program Entry Grade	Enter the grade level of the LPP student when first entering the LPP program
	Special Program Designation	Indicate whether this LPP student is in a program such as Smart scholars.
	Initial PLP Creation Date	Indicate the date that the first PLP was created.
	Date of Last Social Emotional Assessment Administration	Enter the date of the last social-emotional assessment was administered to this LPP student.
	Last Date PLP was Updated	Enter the latest date that the LPP student's PLP was updated. (Should be updated annually)

▪ Master Record Worksheet (continued)

Section	Field Name	Notes
Reasons for Referral	Unsatisfactory Academic Performance	Indicate the referral reason(s) for each LPP Student participating in the LPP program this reporting period.
	Inconsistent School Attendance or Truancy	
	History of Behavior or Disciplinary Problems	
	History of Family or Peers Dropping Out of School	
	Negative Changes in Family Circumstances	
	History of Child Abuse or Neglect	
	Homelessness or Resident in a Shelter or Foster Care	
	History of Substance Abuse	
	Limited English Proficiency	
	Teenage Pregnancy and / or Parenting	
	Negative Peer Pressure	
	Other	
	Other Description	
Programming	Advanced Placement Coursework	Indicate whether this LPP student took advanced placement coursework this reporting period
	Taking College Courses	Indicate whether this LPP student took one or more college courses this reporting period
	International Baccalaureate Program	Indicate whether this LPP student is enrolled in the International Baccalaureate Program this reporting period.
State Assessments	Number of Grade 5-8 Middle Assessments Taken this Reporting Period	Enter 0 if this LPP student did not take a Grade 5-8 assessment this reporting period.
	Middle Assessments - English Language Arts (Grades 5-8)	Indicate the highest Level this LPP student achieved on the Middle Assessments this reporting period. If the student opted out or was exempt indicate that in the appropriate column. If the student is in Grade 9-13 enter 0 in the Grade 5-8 assessment column of the spreadsheet
	Middle Assessment - Mathematics (Grades 5-8)	
	Middle Assessment - Science (Grade 8)	
	NYSESLAT Speaking	Indicate this LPP student took the NYSESLAT, or Alternate Assessment.
	NYSESLAT Listening, Reading, Writing	
	NYS Alternate Assessment	

- Master Record Worksheet (continued)

Section	Field Name	Notes
State Assessments	Number of Regents Examinations Taken this Reporting Period	Enter 0 if this LPP student did not take a Regents Examination this reporting period.
	Regents: United States History and Government	Indicate the highest Score this LPP student achieved on the Regents Examinations this reporting period
	LOTE (Languages Other Than English)	
	Regents: Global History and Geography	
	Regents: Global History II	
	Regents: English Language Arts	
	Regents: Algebra 1	
	Regents: Geometry	
	Regents: Algebra 2	
	Regents: Earth Science/The Physical Setting	
	Regents: Biology/The Living Environment	
	Regents: Chemistry/The Physical Setting	
	Number of RCT Examinations Taken this Reporting Period	Enter 0 if this LPP student did not take a Regents Competency test this reporting period.
	RCT in Mathematics	Indicate the highest Score this LPP student achieved on the Regents Competency Tests this reporting period
	RCT in U.S. Government and History	
	RCT in Science	
	RCT in Reading	
	RCT in Writing	
	PSAT Taken	Indicate whether this LPP student has taken the PSAT, SAT or ACT this reporting period. Applies to High School LPP students only
	SAT Taken	
	ACT Taken	

Form Reminders and Tips:
In the new spreadsheet report all reasons for referral to the LPP program, not just the primary reason.
Please do a quick quality check on data- all students should have PLP and Assessment services represented, upperclassmen should have realistic college readiness and workforce stats. Please include when students take the SAT or ACT exam. **We are only requesting NYS Regents Exam Scores for those assessments taken during the current reporting year- and if a Regents exam is taken multiple times only report the highest grade attained.**

G. Outcomes Worksheet		
Section	**Field Name**	**Notes**
LPP Student Data (From Master Record)	Last Name	Enter the last name of this LPP student as reported in the BEDS System by the P-12 district
	First Name	Enter the first name of this LPP student as reported in the BEDS System by the P-12 district
	Middle Initial	Enter the middle initial of this LPP student as reported in the BEDS System by the P-12 district
	Current Grade	Enter the current grade level fort his LPP student. This is defined as the grade level as of September 1 of the reporting year.
	DOB	Enter the Date of Birth of this LPP student. Enter using the format mm/dd/yyyy
	Gender	Indicate the gender of this LPP student as reported in the BEDS system by the P-12 district.
	Mid-Year Average	Indicate the mid-year average of this LPP student (As of 12/31/XXXX)
	Mid-Year Letter Grade	Indicate the mid-year letter grade of this LPP student (As of 12/31/XXXX)
Mid-Year Academic Factors	Mid-Year Level Grade	Indicate the mid-year level grade of this LPP student (As of 12/31/XXXX)
	Mid-Year Number of Days Absent	Total number of days LPP student was absent between 9/1 and 12/31.
	Year End Average	Indicate the year end average of this LPP student (As of 8/31/XXXX)
	Year-End Letter Grade	Indicate the year end letter grade of this LPP student (As of 8/31/XXXX)
Year End Academic Factors	Year-End Level Grade	Indicate the year end level grade of this LPP student (As of 8/31/XXXX)
	Year End Number of Days Absent	Indicate the number of days this LPP student was absent between 9/1/XXX and 8/31/XXXX of the reporting year.
	Year End Outcome	Indicate the year end outcome for each LPP student from the drop-down menu
	Other Outcome	Describe the other outcome
Year End Outcome	Email or Text	Indicate the number of times that each retention effort was used by LPP service providers to encourage the LPP student from exiting the LPP program.
	Home Visit	Describe the other outcome
Retention Efforts	Letter	Indicate the number of times that each retention effort was used by LPP service providers to encourage the LPP student from exiting the LPP program. Describe the other retention efforts used Indicate why the LPP student exited the LPP program
	Conference	
	Phone Call	
	Other	
	Other Description	
	Why Separated from the LPP Program	
	Date of Separation from LPP Program	Indicate the date that the LPP student exited the LPP program. Use mm/dd/yyy format

G. Outcomes Worksheet (continued)

Section	Field Name	Notes
Graduation Information	Date Graduated High School	Enter the date in which this LPP student graduated high school.
	Diploma Type Earned	Indicate the type of diploma earned by this graduating LPP student
Postsecondary Plans	College or University	Indicate the type of types of postsecondary plans each graduating LPP student intends to pursue. Only answer for graduating LPP students this reporting period. Indicate responses to all postsecondary plans that apply
	College or University Type	
	College or University Name	
	Employment Type	
	Job Field	
	Trade School or Apprenticeship	
	Military	
	Branch	
	Other	
	Other Described	
	Notes	Indicate any special circumstance with this LPP student you wish to share with NYSED.

Form Reminders and Tips:

The information contained in the LPP Student Data section of the spreadsheet is linked to the data in the Master Record. Add new students in the Master Record by using the insert key.

Retention efforts refers to retention in the LPP program.

Enter postsecondary plan information only for those LPP students graduating this reporting period.

H. Activities Worksheet		
Section	**Field Name**	**Notes**
LPP Student Data (From Master Record)	Last Name	Enter the last name of this LPP student as reported in the BEDS System by the P-12 district
	First Name	Enter the first name of this LPP student as reported in the BEDS System by the P-12 district
	Middle Initial	Enter the middle initial of this LPP student as reported in the BEDS System by the P-12 district
	Current Grade	Enter the current grade level fort his LPP student. This is defined as the grade level as of September 1 of the reporting year.
	DOB	Enter the Date of Birth of this LPP student. Enter using the format mm/dd/yyyy
	Gender	Indicate the gender of this LPP student as reported in the BEDS system by the P-12 district.
	• Academic Immersion or Academic Support Services (Tutoring) • Assessments and PLP • Case Management-Family Counseling • Case Management - Family and Community Engagement • Case Management - Student Counseling • Case Management - Student Advisement • Case Management-Home Visits • College Readiness • Enrichment or Cultural Activity	Indicate the total number of minutes this LPP student received in each category of service during the reporting period.

	• Enrichment or Cultural Activity • Employment Preparation • Leadership / Civic Service Experience • Mentoring (Non Structured) • Structured Social and Emotional Skills Development • Other • Service Learning • Sports and Wellness	Indicate the total number of minutes this LPP student received in each category of service during the reporting period. (Continued)
Total Number of Minutes that each LPP student received in each Service category this reporting period		

VI. Key Terms		
Term	**AKA**	**Definition**
Applicant of Record		Is the IHE with primary responsibility for the programmatic and fiscal accountability for LPP funds endorsed by the Chief Administrative Officer.
At Risk		Someone who is unlikely to graduate on schedule with both the skills and self-esteem necessary to exercise meaningful options in the areas of work, leisure, culture, civic affairs, and inter/intrapersonal relationships
Activity		Specific action or process that converts resources to products or services that achieve desired results.
BEDS Code		12 Digit BEDS Code extracted from https://portal.nysed.gov/pls/sedrefpublic/SED.sed_inst_qry_vw$.startup
Case Management		A service delivery approach; a collaborative process of assessment, planning, facilitation and advocacy for options and services to meet an individual's holistic needs through communication and available resources to promote quality cost-effective outcomes.
Certified Teacher		A teacher who holds a state teaching certificate appropriate to his/her teaching position, including the subject area in which employed.
Credits Attempted		The number of credits that may be earned upon completion of a course. This is generally associated with courses that are required for graduation.
Drop Out Rate		The number of students who dropout annually divided by the number of students who entered the partner LEA annually.
Credits Earned		The actual number of credits earned upon completion of a course.
Durable Goods		Electronic items, furniture, musical instruments, etc
Cumulative Credits		Total graduation credits earned to date. (22 Required)
Final Report		The LPP Final Report must be submitted by all grantees to the NYS Education Department. The report contains unit record and aggregate data on program performance between 9/1/XXXX and 8/31/XXXX of a program year.
Cumulative GPA		Total cumulative Grade Point Average (GPA) earned by the student to date. Report cumulative GPA for any student who has earned graduation credit.
FERPL		Reduced-price meal (or reduced-price breakfast, lunch, supper, snack) is a term used in the US to describe a federally reimbursable meal (or snack) served to a child who applies for and qualifies because the family's income is between 130 and 185 percent of the federal poverty threshold.
Grade Level		Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. Ungraded students are those assigned to a class that is not organized based on grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to

		students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

VI. Key Terms (Continued)

Term	AKA	Definition
High Poverty Index		A school in which at least 50 percent of students are eligible for free or reduced-price lunches under the Richard B. Russell National School Lunch Act or in which at least 50 percent of students are from low-income families as determined using one of the criteria specified under section 1113 (a) (5) of the Elementary and Secondary Education Act (ESEA).
LEA or Local Education Agency		For purposes of this RFP, LEA is defined as public school districts, private schools and charter schools.
LEA		Local Educational Agency
IHE		Institution of Higher Education
Institution ID		Number begins with an 8. https://portal.nysed.gov/pls/sedrefpublic/SED.sed_inst_qry_vw$.startup
Interim Report		The LPP Interim Report must be submitted by all grantees to the NYS Education Department. The report contains unit record and aggregate data on program performance between 9/1/XXXX and 2/15/XXXX of a program year.
Instructional Purposes		The act and practice of providing instruction to program participants
LEA or Local Education Agency		For purposes of this RFP LEA is defined as public school districts, private schools and charter schools.
Master Record		A set of data elements which describes the characteristics and experiences of an individual subject, such as a student, customer, employee or vendor.
Middle Assessments		Assessments given to P-12 student is in Grade 5-8
LPP Venues		a. School-based Model: LPP services are (a) inserted into the regular school day; (b) as part of the extended-day schedule; or (c) as a component of a structured afterschool enterprise. b. Campus-based Model: LPP services are delivered on the college campus through after-school, weekend and summer programming. c. Community-based Model: LPP services are offered through neighborhood settings and may be implemented at not-for- profit agencies, local businesses, or churches. d. Hybrid Models: Individual LPPs offer services through multiple venues.
NYSSA		The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only. Students identified by their district's Committee on Special Education as eligible to take the New York State Alternate Assessment (NYSAA) may use this assessment to fulfill the participation and performance criteria for elementary/middle- and secondary-level English language arts and mathematic and elementary/middle-level science for accountability.

NYSESLAT		The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

VI. Key Terms (continued)

Definition		
Partnerships		Signifies meaningful involvement in the planning, implementation, and delivery of the project.
Personal Learning Plan	PLP	An approach for students that incorporate their strengths, weaknesses, and personal aspirations in making their schooling experience more relevant to their lives and ultimately more academically successful.
Professional Development		Refers to those activities that improve and increase the capabilities of staff through access to education and training opportunities at the workplace, via outside organization, or by watching others perform a job. Also called staff development
Program Director		The person responsible for planning, organizing, directing, monitoring, leading and ensuring program deliverables are met.
RCT		Annual Regents Competency Test (RCT) results include those from August, January, and June of the reporting year. If a student takes the same RCT multiple times during the reporting year, only the highest score is included in the report.
Regents Examinations		Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in the annual results.
Request for Proposal	RFP	A Request for Proposal **(**RFP**)** outlines the bidding process and contract terms. It also provides guidance on how a bid should be formatted, presented and will be evaluated.
SEDREF		https://portal.nysed.gov/pls/sedrefpublic/SED.sed_inst_qry_vw$.startup Use the % (wildcard) when searching by name.
SIRS Manual		http://www.p12.nysed.gov/irs/sirs/
Student Persistence		Whether the student was retained at the partner LEA or transfers under positive circumstances, and stayed on a persistence track toward completion of a diploma or a high school equivalency diploma.
Student Enrollment		The number of students enrolled to receive services in the project.
Vendor		An individual, agency, organization or other entity that only provides services and is not involved in planning.

VII. Service Categories	
	Academic Immersion or Academic Support Services (Tutoring) Assessments and PLP Case Management-Family Counseling Case Management - Family and Community Engagement Case Management - Student Counseling Case Management - Student Advisement Case Management-Home Visits College Readiness Enrichment or Cultural Activity Employment Preparation Leadership / Civic Service Experience Mentoring (Non-Structured) Structured Social and Emotional Skills Development Other Service Learning Sports and Wellness

VIII- LPP Subcommittee Mission Statements and End-Products

The work of the Liberty Partnerships Program's statewide subcommittees of the 2018-19 academic year was undertaken to improve the LPP experience for the over 15,000 students involved in our Program state-wide.

In June 2019, the bi-annual LPP Professional Development conference was held at the Carey Center for Global Good. Work was produced and presented by a number of our subcommittees.

The New York State Education Department's Liberty Partnerships Program team would like to thank each of the staff that worked on our committees to bring all this information together. It is because of our statewide staff and students that LPP has grown to be as strong as it has. It is with a heartfelt thank you that we present the end products of the 2018-19 subcommittees.

Regional Representative Advisory Subcommittee:

The LPP Advisory Committee serves as a liaison between programs and SED to investigate resources to advance and support LPP goals

- Seek information from SED on program guidelines.
- Inform SED of challenges in the field and seek solutions.
- Create collaborations within regions to facilitate program success through identifying and sharing best practices.
- Explore statewide evaluation models for program use.
- Communicate Liberty Partnerships Program updates to regions.

Marketing Sub-Committee:

The Marketing Sub-Committee is tasked with sharing LPP highlights with the field and with public. The Marketing Committee will work closely with the Professional Development Committee to inform workshop selections for conferences that are based on best practices. Lastly, the Marketing Committee is responsible for maintaining and updating the LPP website including identifying current and accurate information for the site and for seeking innovative ways to promote LPP.

The LPP Marketing Committee's vision is to create a comprehensive multi-media plan to be made available to all LPP programs across New York State. The campaign will be used as a tool for "re-branding" and/or marketing the LPP program to colleges, school districts and community partners in an effort to strengthen or initiate relationships within the program. Efforts should involve the maintenance and increase of funding for the program to expand the overall mission of Liberty Partnerships across New York State, and highlight the program as a "program of best practice" as designated by the National Drop Out Prevention Network, in combating the issue of school dropouts.

Professional Development Sub-Committee:

The Professional Development Sub-Committee is responsible for planning and organizing, at minimum, two conferences each year to be held in the Fall and early Summer, as well as staff development activities at the Empire Summit. The subcommittee is also tasked with ensuring that LPP will remain current and relevant in the student engagement and dropout prevention field by utilizing best practices. This committee will be responsible for researching and reviewing best practices in the field that address our student needs and to then disseminate that information to LPP staff and Directors. This includes selecting the dates and locations of the conferences, working with the hotel to secure meals/rooms/space, developing the conference themes and agendas, securing presenters and speakers, organizing program registration, and working with the Friends of Liberty to track payments and budgets. This committee will work closely with the Marketing committee to review current best practices in our field to ensure that the professional development opportunities align with the needs in the field as well as the evidence-based responses to those needs.

- Survey & evaluate the training needs as it relates to the goals and objectives of the Liberty Partnerships Program (LPP)
- Conduct a needs assessment for the type of professional development necessary for staff charged to provide services to at-risk students:
- Assess staff strengths, weaknesses and capacity to carry out objectives
- Assess content knowledge of population served and delivery of services

- Survey practices among the 47 statewide LPPs to identify and facilitate a Best Practices Workshop

The topical areas will contribute to the knowledge base of the LPP project staff and provide each staff member with skill-building activities useful for the duration of the funded project and beyond.

College Access and Opportunity Programs Subcommittee

The opportunity program/college access subcommittee is tasked with systemizing procedures that support LPP projects in providing an outline and template for our students concerning college access and awareness. This will include, and is not limited to:

- Informing the LPP projects of trends, updates and resources relative to the field
- Sharing best practices, and practical tools that can be seamlessly implemented in LPP projects state-wide
- Building a pipeline to opportunity programs including but not limited to EOP/HEOP/SEEK/College Discovery
- Establishing age appropriate content that is applicable to middle school students to increase understanding and awareness of college access and preparation

College Access documents and forms compiled and created by the field during 2018-19 can be viewed at the links below by holding "Control" and clicking.
New York State Collegiate Opportunity Programs Info and Contact Grid
9th Grade College Readiness
10th Grade College Readiness
11th Grade College Readiness
12th Grade College Readiness
General College Information
2019 List of Fly-In Diversity Programs with Links
College Tracking Grid Template
US Colleges That Meet Full Need

Empire Promise Youth Summit Sub-Committee:

The Empire Summit Sub-Committee is responsible for planning and organizing the yearly Empire Summit that occurs each Spring for the youth of all LPP sites. This includes:

- Selecting the summit location
- Working with the hotel to secure meals/rooms/space
- Developing the agenda and coordinating college/worksite visits/guest speakers/etc.,
- Working both inside and outside of LPP to identify speakers who will provide substantive workshop experiences for students

- Soliciting attendees for the College/Career/Armed Forces Recruiting & Information Fair
- Organizing program registration
- And working with the Friends of Liberty to track payments and budgets.
- Communicating developments with the field as the summit takes shape
- Providing permission slips, photo releases, flyers, and tentative itineraries for both parents and students.
- The creation and dissemination of the Summit Sway/program/booklet/brochure.

Empire Summit documents and forms compiled and created by the field during the 2018-19 academic year can be viewed at the links below by holding “Control” and clicking.

Empire Summit 2019 Program
Empire Summit 2019 Hotel List Mock-Up

Summer Melt Sub-Committee

Summer melt is defined as college-intending students failing to enroll at all in the fall after high school graduation. For LPP purposes, “Summer Melt” will also include those students who are joining the workforce or are enlisting in the Armed Forces. “College-intending” students are those who have completed key college-going steps, such as applying and being accepted to college and applying for financial aid.

The Summer Melt Sub-Committee will work to create a pilot template/timeline for all LPP projects to follow in order to minimize the summer melt of LPP students.

Summer Melt documents and forms compiled and created by the field during the 2018-19 academic year can be viewed at the links below by holding “Control” and clicking.

Summer Melt PPT 1 OCT 2018
Summer Melt PPT 2 JUNE 2019
Summer Melt Script and Grid Created by Subcommittee June 2019

Social-Emotional Assessment Sub-Committee

The Social-Emotional Assessment Sub-committee will help create training strategies for LPP projects who are utilizing assessments in their work with LPP students. The subcommittee will address the two types of assessments utilized by LPP projects (Indigo and Success Highways)

Social Emotional Assessment documents and forms compiled and created by the field during the 2018-19 academic year can be viewed at the links below by holding “Control” and clicking.

Social Emotional Learning PPT
Indigo PPT
Success Highways PPT

Parent Engagement Sub-Committee

The Parent Engagement Sub-Committee will assist in creating a standardized engagement strategy for all LPP projects in order to more effectively engage parents in the delivery of services to LPP students.

Parent Engagement documents and forms compiled and created by the field during the 2018-19 academic year can be viewed at the links below by holding “Control” and clicking.

Parent Engagement Presentation
Parent Indigo Presentation

Data Sub-Committee

a. Interpret the data to determine differentiated instruction
b. Use data to drive further professional development and instruction
c. Other

SEA/PLP Subcommittee

The Personal Learning Plan (PLP) Sub-Committee is tasked with evaluating and suggesting revisions or additions to the statewide template for Personal Learning Plans, which are completed by each of the over 18,000 students in LPP. This subcommittee will suggest a timeline and suggested activities for each of the 51 projects state-wide to review the PLPs at regular intervals; and how best to incorporate PLP’s throughout the year to ensure customized services for each student.

The LPP PLP Committee’s vision is to create a living document that increases student satisfaction and connection with the program, and thus acts as a vehicle for dropout prevention and college and career readiness.

The Personal Learning Plan Forms to be used throughout the Liberty Partnerships Program during the 2019-2020 academic year are found below by holding “Control” and clicking.

Personal Learning Plan Powerpoint, June 2019
PLP Cover page, INDIGO ONLY
PLP Cover page, SUCCESS HIGHWAYS ONLY
PLP High School Student

PLP Middle School Student