RFP GC25-002 – Collegiate Science and Technology Entry Program (CSTEP)
Questions & Answers Summary

Webinar

1. The current CSTEP RFP says an informal webinar should have been posted to the CSTEP website regarding the current competition on 10/22/24. I am not finding that. Can you point me in the right direction?

The webinar can be found on NYSED's CSTEP website.

GoAnywhere/Obtaining Access-Registering/Submitting RFP

2. Our PI will be submitting to RFP #GC25-002, and it was not clear in the guidelines if the PI submits in the sponsor system or if the AOR would.

Anyone from the institution can submit the RFP in GoAnywhere. Current projects already have access to GoAnywhere; therefore, it would be quite easy for them to submit. However, they may need to clarify with their RF/Sponsored Programs Office as to who is submitting or who is submitting what documents or sections of the proposal.

3. Who should be submitting the RFP in GoAnywhere?

Anyone from the institution can submit the RFP in GoAnywhere. Current projects already have access to GoAnywhere; therefore, it would be quite easy for them to submit. However, they may need to clarify with their RF/Sponsored Programs Office as to who is submitting or who is submitting what documents or sections of the proposal.

4. If an applicant has a GoAnywhere account for STEP, do we need to create a new one for CSTEP?

Yes. There are separate folders for STEP and CSTEP; therefore, if you apply for one program that you currently do not have on your campus you would have to request access to GoAnywhere for that other program.

5. Do we submit the complete application to GoAnywhere as one single document, with narrative attachments, program work plan, FS-10 budget form, budget narrative, M/WBE documents, payee information form, and attachment I?

The completed application may be submitted as a single document or several separate documents. If submitted as several separate documents, please label each with appropriate file name.

6. If we have a GoAnywhere account, do we need to request a new folder to submit the new RFP or can we use the existing CSTEP folder?

If you currently have GoAnywhere access due to hosting a current CSTEP program you do not need to do anything further as you will find a folder in your GoAnywhere account labelled RFP #GC25-002, and that is the folder in which you need to deposit your completed application.

7. What is the process we submit our documents for the grant to GoAnywhere? Should we make a specific folder in the GoAnywhere account stating 2025-2030 Grant and include all the documents we have there or add directly to the GoAnywhere? In terms of the documents (the proposal narrative, Work Plan, Budget Narrative and MWBE packet) do we attach everything as separate documents or do we put everything together in one file with the Work plan, Budget Narrative, MWBE as attachments?

You will find a folder in your GoAnywhere account labelled RFP #GC25-002, and that is the folder in which you need to deposit your completed application. The completed application may be submitted as a single document or several separate documents. If submitted as several separate documents, please label each with appropriate file name.

Budgets/Cost Share (Institutional Match)

8. The RFP says applications shall include the FS-10 and CSTEP Budget Narrative, both in MS Excel format. What about the signature page for the FS-10, that would need to be submitted in PDF format, correct?

Per the CSTEP RFP (p. 3)
The following forms of e-signatures are acceptable:
•handwritten signatures on faxed or scanned documents
•e-signatures that have been authenticated by a third-party digital software, such as DocuSign and Adobe Sign
•stored copies of the images of signatures that are placed on a document by copying and pasting or otherwise inserting them into the documents
Unacceptable forms of e-signatures include a typed name, including a signature created by selecting a script or calligraphy font for the typed name of the person "signing."

9. The RFP says to include the FS-10 in excel. What about the signature page? Should we be including the FS-10 in Excel AND the signature page in PDF after it is signed? Since it seems a signature must be on a PDF document.

Per the CSTEP RFP (p. 3)
The following forms of e-signatures are acceptable:
•handwritten signatures on faxed or scanned documents

•e-signatures that have been authenticated by a third-party digital software, such as DocuSign and Adobe Sign
•stored copies of the images of signatures that are placed on a document by copying and pasting or otherwise inserting them into the documents
Unacceptable forms of e-signatures include a typed name, including a signature created by selecting a script or calligraphy font for the typed name of the person "signing."

10. New this year is the requirement to submit all budgetary documents for all 5 years covering 2025-30. Will we still need to submit all budgetary documents again annually each June of the 2025-30 grant cycle? Or will we submit FS10As if we need to make changes to what was submitted with our RFP.

You will not need to submit all budgetary documents again annually each June of the 2025-30 grant cycle. However, if you want to change any of the five budgets submitted with the RFP, you must submit FS10A: Proposed Amendment for a Federal or State Project and obtain NYSED approval. Certain transfers will also require approval of the Attorney General and the Office of the State Comptroller. See section X. Budget, subsection E. Transfer of Funds on pp. 22-23 of the RFP:

1. Consistent with the Fiscal Guidelines for Federal and State Grants, budget transfers must be requested using FS10A: Proposed Amendment for a Federal or State Project.
2. All FS-10-A forms must be submitted anytime between the start date of any funding year and May 15th.
3. An amendment that would result in a transfer of funds among program activities or budget cost categories that does not affect the amount, consideration, scope or other terms of such contract may still be subject to the approval of the Attorney General and the Office of the State Comptroller where the amount of such modification is, as a portion of the total value of the contract, equal to or greater than ten percent (10%) for contracts of less than five million dollars, or five percent (5%) for contracts of more than five million dollars; and, in addition, such amendment may be subject to prior approval by the applicable State Agency as detailed in the contract.
4. Funds must not be expended until the budget/contract amendment has been approved in writing.

11. Is the required 25% institutional match in addition to the awarded amount? So, would a program serving 50 students be awarded $125,000 and the 25% match of $31,250 would equal a total project budget of $156,250?

Yes, the required institutional match (at least 25%) is in addition to the awarded amount. A proposal seeking to serve 50 students, per the chart on p. 19, may apply for funding up to $125,000.
If awarded, the institution is required to provide at least 25% of $125,000 as the institutional match, and utilizing this as an example, 25% of $125,000 would be $31,250. Institutional match can come in the form of in-kind contributions as well as monetary contributions. The overall budget, shown on the Composite/Narrative Budget form, would be $156,250 and the Composite/Narrative Budget form should describe the source(s) of the institutional match.

12. Should the institutional match be included on the FS-10? Or do we detail the match in the budget narrative…or both?

The institutional match should only be recorded on the Composite/Narrative Budget form.

13. When working on the budget narrative, certain cells are unable to be expanded making it impossible to read the details given in the budget. Is there a way we can expand it so the information can be read without having to click on it or if some of the data is squished into the cells it should be fine?

The format of the budget narrative may not be altered. The instructions on the Composite/Narrative Budget form state: "**Briefly explain** how proposed expenditures ... help fulfill programmatic requirements of the grant." There have been limits placed on the cells as we are seeking short concise information.

14. Composite Narrative we encountered a problem such that for the Code 15 tables within the "Codes 15,16,80" for all year (year 1-5) tabs in the spreadsheet the total did not add our 13 entries correctly. It only totaled 11 of the 13 entries so our code 15 total is inaccurate. Can the spreadsheet be updated so all tables include all rows in the totals?

The Composite/Narrative Budget form is a NYSED Program Office created spreadsheet. Applicants should use the document provided in the best manner possible and if awarded, the Program Office will work with projects to correct any calculation errors in the Composite/Narrative Budget spreadsheet. Additionally, if you downloaded the form prior to October 25, 2024, some formatting issues were resolved and an updated spreadsheet was placed on the NYSED website, so if the form you are using was downloaded prior to that date you should download the updated form and complete it as part of your application.

15. Are we allowed to put down (exactly) 20% of the indirect cost as the cost share?

Yes. Matching funds for indirect expenses provided by the institution may not exceed 20 percent of the matching funds contributed by the institution and/or other non-NYS sources. Expenditures for Indirect Cost may not exceed 8% of CSTEP funds. Expenditures for Indirect Cost may not exceed 20% of Institutional and/or Other funds.
Once the Indirect Cost has been calculated, the IHE may take up to 20% of Institution and/or Other costs as indirect, which can be counted towards your 25% match.

16. With regard to “organizational dues,” it is understood that dues for APACS, the network’s professional association, cannot be drawn from the grant. Can dues be counted as part of an institution’s 25% match?

Yes, it can be part of the institutional match or cost share.

17. We were awarded a CSTEP grant for 5 years ending in 2014 and another ending in 2019. We are applying to the 12/10/2024 deadline. Therefore would we be considered a new applicant budgeting for $299,500 per year or can we budget for $600,500 per year?

You would be considered a new applicant with a maximum award of $299,500 per year.

M/WBE

18. Scenario #1 Let us say I use a subcontractor to provide workshops for students. My plan is to use them every year. Do I include a separate MWBE 102 for each year or do I create one that covers all five years?

Per the CSTEP RFP (p. 71)
Form M/WBE 102: The Bidder/Applicant must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal/application.

19. Scenario #2: We are now calculating the goal for the entire year, could I propose a year in which I will spend less than the mandated 30% on that year and then propose a higher expense on a subsequent year to cover the spread? Or do I have to propose the 30% for each individual year?

Per the CSTEP RFP (p. 34, G.)
Applicants must complete one set of MWBE documents to cover all five years.

20. The RFP states "Applicants must complete one set of MWBE documents to cover all five years of the program." Should this be based on the first-year budget or should it be for the total budget for the whole 5 years of the project?

The one M/WBE packet encompasses the total award for the 2025-30 five-year grant cycle contract.

21. Should we submit an EQUAL EMPLOYMENT OPPORTUNITY - STAFFING PLAN form for both our institution AND any subcontractor?

Only the institution is required to submit the EEO Staffing Plan.

22. On the EEO form should we indicate the staffing just for the project or for the entire institution (for both our institution and any subcontractor)?

We accept a staffing plan for the entire institution or a staffing plan that includes only the individuals working on the project.

23. Note: On the EEO Staffing Plan form, the text for the boxes indicating whether the bidder is completing the form as contractor or subcontractor seems to be missing--there are two check boxes with no text next to them.

Subcontractors are not required to complete the EEO Staffing Plan.

24. When completing the MWBE goal the instructions state Please complete the following table to determine the dollar amount of the M/WBE goal for entire length of the grant which would be from 2025-2030? or are we doing for 1 year?

2025-2030. Per the CSTEP RFP (p. 68)
Please complete the following table to determine the dollar amount of the M/WBE goal for entire length of the grant.

25. Regarding the MWBE packet: are we required to submit the packet for Year 1 only? Or is the one packet supposed to combine all 5 years?

It should combine all 5 years, 2025-2030. Per the CSTEP RFP (p. 68)
Please complete the following table to determine the dollar amount of the M/WBE goal for entire length of the grant.

26. What do you mean by submit one set of MWBE to cover all 5 years? Calculations will change each year.

Per the CSTEP RFP (p. 68)
Please complete the following table to determine the dollar amount of the M/WBE goal for entire length of the grant. The M/WBE Goal Calculation Worksheet, Utilization Plan, Subcontractors and Suppliers Notice of Intent to Participate, and any Waiver documentation should be completed with the full 5-year amounts.

27. M/WBE – Is the requirement to do 1 M/WBE for contract year #1 or 1 M/WBE that includes all 5 years of the contract?

All 5 years of the contract, 2025-2030. Per the CSTEP RFP (p. 68)
Please complete the following table to determine the dollar amount of the M/WBE goal for entire length of the grant.

28. We have a question about the MWBE Goal Calculation. Specifically does "Portion of Purchased Services used for Stipends" mean the portion of purchased services used for salaries/wages/fringe benefits? We are proposing to contract with an external firm to do our program evaluation and the term "stipend" is not clear here.

Per the CSTEP RFP (p. 21) Allowable Expenses
Stipends for students participating in CSTEP coordinated/approved research opportunities, internships and CSTEP student conference-related expenses (the maximum stipend must be consistent with the

average for similar activities at the institution or in the region). Supplemental Financial Assistance which may include stipends, nominal travel assistance, and/or books/supplies.

Stipends do not include fringe benefits.
If you are contracting with an external firm for program evaluation then it is a contractual service, not a stipend. Both items should be in code 40, however stipends are not part of the indirect cost calculation.

29. Does a project's request for waiver interfere with its application for funding? How does a project's ability to meet its 30% requirement factor into an application's rating?

All grantees must secure M/WBE approval whether it is through full compliance, partial compliance or a full waiver before the initial payment is released. M/WBE utilization does not factor into scoring an application.

30. Is the MWBE packet scored as part of any section in the proposal?

All grantees must secure M/WBE approval whether it is through full compliance, partial compliance or a full waiver before the initial payment is released. M/WBE utilization does not factor into scoring an application.

31. Regarding the MWBE submission of one package for all 5 years, a big contributor to our MWBE usage is transportation to the student conferences. As the 2025 conference is virtual, we are diverting funds to different categories for this final year of the 2020-2025 period. However, if we do that for 2025-2026 with the assumption that the Conference will not be in-person that year, what if an institution comes forward to host both conferences in person again. That would significantly impact on our budget overall, as well as the MWBE package. Are we bound to the one package we submit with the proposal? Just want to verify that we will be able to make significant adjustments to our budgets and MWBE to accommodate attending the conferences?

If changes occur throughout the term, the program can absolutely submit an updated M/WBE packet. The grantee has the entire term of the grant to obtain the 30% M/WBE Goal. If there are changes regarding the conferences that significantly impact the submitted budgets, an amendment can be submitted to the Program Office along with an updated M/WBE package.

32. For the MWBE form, if we were to calculate the goal as IE 6,000 but when we write our goal to the company can we write something more for our goal for them IE $9,000 even though it is a different amount than the 30% calculated goal?

Yes. If you meet the M/WBE goal it is acceptable.

33. For MWBE is it ok if we are only using one vendor and having one vendor sign as long as the money, we plan to spend with them is higher than the calculated goal?

Yes. If you meet the M/WBE goal it is acceptable.

34. On page 72 of the RFP Guidelines is "M/WBE Contractor of Good Faith Efforts Certification" - at the top it says "Project/Contract #" with a blank line next to it. Do we leave this blank? What information should I put on that line as I do not have a contract number yet for the 2025 - 2030 cycle?

You may use your current project number, with the first five (5) digits as follows: 0537-25. Applicants who do not already have a project number can enter the RFP number: GC25-002.

Allowable Costs

35. Can CSTEP funds be used to provide scholarships for program students and if so, what is the maximum award amount?

Yes. Per the CSTEP RFP (p. 21, B. 3) Allowable Expenses include Supplemental Financial Assistance which may include stipends, nominal travel assistance, and/or books/supplies. If awarded the specific assistance and amount can be further discussed with the Program Office.

36. Are Graduate Assistantships considered an allowable expense under the CSTEP program? At our institution, GAs receive a stipend, and a portion of their credit hours are covered. Would the payment for these credit hours be permissible? Additionally, can these GAs also be graduate students participating in the CSTEP program?

Per the CSTEP RFP (p. 21, B. 2 and 3), the following are allowed:
Stipends for students participating in CSTEP coordinated/approved research opportunities, internships and CSTEP student conference-related expenses (the maximum stipend must be consistent with the average for similar activities at the institution or in the region).
Supplemental Financial Assistance which may include stipends, nominal travel assistance, and/or books/supplies.

This can also be discussed further with the Program Office if awarded.

Graduate Assistants may also be graduate students participating in the CSTEP program if they meet the Student Eligibility requirements. See the CSTEP RFP (pp. 10-11):
To be eligible for Collegiate Science and Technology Entry Program support, a student must be a resident of New York who is either:
Economically Disadvantaged

or from a minority group Historically Underrepresented (Black, Hispanic, American Indian, or Alaskan native) in the scientific, technical, or licensed professions, and who demonstrates interest in and a potential for a professional career if provided special services.
Eligible students must be in good academic standing and enrolled full time in an approved program of study, as defined by the Regents.

This can be further discussed with the Program Office if awarded.

37. Can students get paid or get a stipend as part of the service-learning activities?

Yes. Per the CSTEP RFP (p. 21, B. 2 and 3), the following are allowed:
Stipends for students participating in CSTEP coordinated/approved research opportunities, internships and CSTEP student conference-related expenses (the maximum stipend must be consistent with the average for similar activities at the institution or in the region).
Supplemental Financial Assistance which may include stipends, nominal travel assistance, and/or books/supplies.

This can also be discussed further with the Program Office if awarded.

38. With regard to state funds not being allowed for cultural enrichment or other social activities, what are acceptable events that will be allowed considering the well-documented importance of a "sense of belonging" and how belonging relates to persistence in targeted fields we are designed to address? Can you specify what are acceptable examples of expenditures?

Per the CSTEP RFP (pp. 21-22) Allowable Expenses
Allowable costs include the following:

1. Program administration, including professional and non-professional salaries, benefits, staff travel for required program administration as approved by NYSED.
   *Note: ALL out-of-state travel requires prior approval by NYSED liaison
2. Stipends for students participating in CSTEP coordinated/approved research opportunities, internships and CSTEP student conference-related expenses (the maximum stipend must be consistent with the average for similar activities at the institution or in the region).
3. Supplemental Financial Assistance which may include stipends, nominal travel assistance, and/or books/supplies.
4. Program activities and services directly related to pre-professional or professional education programs of study that lead to professional licensure and to careers in scientific and technical fields and the licensed professions, such as: tutoring, academic advising, remedial and special summer courses, standardized test instruction fees, recruitment of students, academic enrichment, career planning, and review for licensing examinations.
5. Student classroom supplies, including student laboratory supplies.

6. Administrative and instructional supplies, materials, and equipment (including instructional or administrative computer software and computers, lab equipment, etc.). When equipment/technology is purchased with CSTEP funds, it is the responsibility of the institution to ensure that an inventory is completed and that a copy is submitted to NYSED upon request. If a CSTEP program closes, any equipment purchased with CSTEP-State funds must be released for transfer to another CSTEP program so that the equipment continues to support CSTEP students. NYSED staff will assist institution staff in arranging the transfer of such equipment.
7. Evaluation materials and activities.
8. CSTEP staff development/training (*ALL out-of-state travel requires prior approval by NYSED).
9. Program brochures/materials and promotional activities.
10. Subcontracts for program services.
11. Indirect costs at no more than 8%.

39. Can you provide clarification regarding the PI being paid by the grant? Does this mean that the CSTEP Program Director assigned to the grant as 100% cannot be the PI? Or do you mean that the PI cannot be an individual that is not involved in the full-time day-to-day administration of the grant (i.e., not employed elsewhere on campus)?

Per the CSTEP RFP (p. 22)
Funds cannot be used to pay for the salary or stipend of the CSTEP project lead's Supervisor or someone designated as a Principal Investigator for the grant contract (in their role as supervisor or PI).
However, if the PI is the CSTEP Program Director, then they can be paid from the CSTEP budget, but their immediate Supervisor cannot be paid from the NYSED grant funds. It is up to the IHE what level of involvement the PI has on an awarded project.

40. Pg 22 mentions that CSTEP funds cannot be used for organizational dues. Is this limited to APACS, or does it also include professional organizations such as the National Society of Black Engineers (NSBE) or the National Association of Student Personnel Administrators (NASPA)?

Per the CSTEP RFP (p. 22)
CSTEP grant funds cannot be used for organizational dues or items not specifically allowed.
However, CSTEP funds may be used to provide a stipend to a student who may then utilize that stipend to offset the expense of joining a professional organization. This may be discussed further with the Program Office if awarded.

Student Eligibility

41. Is there a list of "scientific and technical fields" that qualify for C-STEP?

There is not a specific list. The Program Office would work with the institution to determine any specific major's eligibility and you may also review the NYSED list of Licensed Professions.

42. The RFP refers to "the case of the profession of law, meets the requirements contained in section 520.3 of the Rules of the Court of Appeals (22 NYCRR 520.3) pertaining to the study of law". Can you elaborate on what are appropriate programs or distinctions for a student who wishes to enter the field of law needs to be present to meet CSTEP requirements.

If the student's intended career outcome leads to an NYS licensure, or a scientific or technical career, it would be applicable. Since the New York State Board of Law Examiners has the power to license attorneys to practice law in New York and operates under the auspices of the New York State Court of Appeals and within three years of passing the bar exam, you must apply for admission to the New York State Bar to be sworn in formally and then officially licensed to practice law in New York State, this is considered a licensed profession.

43. Would students in our pre-law track be eligible C-STEP participants as students preparing for licensure in the professions?

If the student's intended career outcome leads to an NYS licensure, or a scientific or technical career, it would be applicable. Since the New York State Board of Law Examiners has the power to license attorneys to practice law in New York and operates under the auspices of the New York State Court of Appeals and within three years of passing the bar exam, you must apply for admission to the New York State Bar to be sworn in formally and then officially licensed to practice law in New York State, this is considered a licensed profession.

44. Do pre-law students qualify under the category of eligible licensed professions within the CSTEP framework?

If the student's intended career outcome leads to an NYS licensure, or a scientific or technical career, it would be applicable. Since the New York State Board of Law Examiners has the power to license attorneys to practice law in New York and operates under the auspices of the New York State Court of Appeals and within three years of passing the bar exam, you must apply for admission to the New York State Bar to be sworn in formally and then officially licensed to practice law in New York State, this is considered a licensed profession.

45. Since our students are seeking STEM teaching certification and complete a STEM major with additional courses for teaching certification, we believe they would be eligible C-STEP participants, is that correct?

Yes, that is correct, if they complete a STEM major or are seeking teaching certification in secondary math or science.

46. Can you confirm if Education majors in STEM pathways are ineligible for CSTEP?

Students in majors consisting of Math or Science Secondary Education are eligible.

47. Would students pursuing teaching certification in a non-STEM field be eligible C-STEP participants?

No, only those seeking teaching certification in secondary math or science would be eligible.

48. Would music education (leading to NYS teacher certification) be eligible?

No, only those seeking teaching certification in secondary math or science would be eligible.

49. Is a Bachelor of Science in Radiation Therapy an appropriate major?

Yes, as an eventual healthcare professional, who will use radiation to treat cancer and other serious diseases, a student majoring in Radiation Therapy would be eligible for CSTEP. This can be further discussed with the Program Office upon award.

50. Does public health count as a profession that qualifies for the CSTEP RFP?

Some public health programs are considered STEM (Science, Technology, Engineering, and Math) eligible, but most are not; therefore, this would require further discussion, if awarded, with the Program Office.

51. With reference to not including programming for pre-freshmen, can we confirm that we can still have a summer program for incoming, deposited, freshmen?

Yes, if the student is admitted to becoming a full-time matriculated student at your institution, they can participate in summer programming. This can be further discussed with the Program Office upon award.

52. I see in the description that we can only allow 20% of our students on the roster to be from other NYS opportunity programs; however, CSTEP is not listed on the list.
Is it possible for us to have 20% of opportunity programs including other CSTEP students?

No, 20% of your students cannot be enrolled in another CSTEP program.
As stated in the CSTEP RFP (p. 21, A.3)
“Students enrolled in the State-funded opportunity programs (HEOP, EOP, SEEK, or College Discovery) are eligible to participate in CSTEP; however, institutions must ensure that no more than 20 percent of all CSTEP participants are concurrently enrolled in an opportunity program and that services are not duplicated between programs. Institutions must be able to demonstrate non-duplication of services in the activity section of the annual report.” CSTEP is not listed because "double counting" of CSTEP students to generate funds from more than one outside source will not be permitted.

53. Are programs permitted to use Pell eligibility to determine and verify CSTEP eligibility given the new restrictions on sharing financial aid data with the FAFSA Simplification Act and changes to the data collected? Financial Aid offices will not be permitted to share federal tax information with CSTEP offices unless it is for awarding students' scholarships.

No. Per the definitions in the CSTEP RFP (p. 7)
"a student who is economically disadvantaged means a student who is a member of a household that meets the following income eligibility standards: The total annual income of such household is equal to or less than 185 percent of the amount under the annual United States Department of Health and Human Services poverty guidelines for the applicant's family size for the applicable year. The income eligibility standards will be published annually by NYSED for the 2025-2030 funding cycle. The income eligibility standards apply only at the time of admission as a first-time student to a CSTEP program. Once admitted, a student may continue to receive supportive services as needed, even if the family income rises above the current income eligibility standards.
Additional documentation of household income need not be collected to determine eligibility under economic disadvantage if the student falls into one of the following categories, and documentation is available to demonstrate:

A. the student's family is the recipient of family assistance program aid or safety net assistance through the New York State Office of Temporary and Disability Assistance or a county department of social services; or is the recipient of family day-care payments through the New York State Office of Children and Family Services or a county department of social services;
B. the student is living with foster parents, and no monies are provided from the natural parents; or the student is a ward of the State or a county."

Additionally, the documentation noted for determining a student's status as economically disadvantaged is as follows: Documentation confirming economically disadvantaged status is required only for students who are not Black, Hispanic, American Indian, or Alaskan native. Said economic disadvantage documentation would be a copy of the student's FAFSA and/or a signed copy of all applicable and most recent tax returns (IRS form 1040, 1040A, 1040EZ or 4506). The economic eligibility standards set forth apply only at the time of admission as a first-time student to a CSTEP program(CSTEP RFP, p. 11).

Therefore, if a program is unable to verify a student's status as economically disadvantaged through the institution's Financial Aid Office, programs would need to request a copy of the necessary income information directly from the student, for example their most recent tax returns.

54. Does the one-time economic eligibility standard apply to STEP students who want to apply to a CSTEP program? Or, having completed STEP, does the student have to qualify again as an undergraduate? For example, how does a CSTEP project consider a STEP graduate who qualified in middle school or high school? Does the student have to qualify economically again?

Yes, the economic eligibility standard applies to STEP students. If a student exits from a STEP project, they will need to apply and establish their eligibility for a CSTEP project whether that is at the same institution or at a new institution.

55. Does the one-time economic eligibility standard apply to CSTEP students who seek admission to other projects at other institutions? For example, transfer students and/or those who go from a two-year institution to a four-year institution. How does a project verify a student's admission to other projects?

Yes. If a student exits from a CSTEP project, graduates, or transfers, they will need to re-apply and re-establish their eligibility whether that is at the same institution or at a new institution.

56. What are the program expectations for continuing to serve students who change their major to a non-CSTEP-related field within their time as an undergraduate?

If a student changes majors to a non-STEM major, it makes them ineligible for CSTEP. Other services offered by the institution that the student may qualify for should be recommended. If there are questions regarding when the student should be removed from the roster, please speak with the Program Office.

Contracted Headcount/Student Enrollment

57. Can it be 50 students across all 4 grade levels? Meaning we can have 15 freshmen, 15 sophomores, 10 juniors, and 10 seniors in each year totaling the 50 minimum?

NYSED does not suggest a recommended number to serve, nor which "grade levels" the students are in during the term of the grant. It is up to the applicant to request funds to serve the number of students they feel they can recruit and provide the required services to annually throughout the 5-year cycle.

58. When choosing the contracted number of students, I have heard different suggestions for how to select this number. The campus has discontinued some STEM programming on campus and has added a couple of very new STEM programs. We have previously been contracted at 135 students for the current RFP cycle. We have seen a decrease in STEM enrollment on campus and recruitment has been more difficult than in the past and the 135 contracted number is no longer sustainable. If we lower the contracted number to 105 (which would keep our program around the same funding we already receive), will this affect the program negatively? Also, I know that I must lower the contracted number to meet the 95% CSTEP enrollment requirement, but I am looking for assistance on how to decide what number to serve. How do programs decide on the number of students to contract for?

NYSED does not suggest a recommended number to serve. It is up to the applicant to request funds to serve the number of students they feel they can recruit and provide the required services to annually throughout the 5-year cycle.

Documentation/Records Retention

59. What are filing standards and expectations? Technology has allowed for electronic applications to be generated. Electronic storage is available at some institutions. If available, can electronic filing be used? If so, what are the standards that should be observed? If e-storage is not available, should electronic applications be expected to be printed and filed?

Yes, electronic filing can be used if the required documentation is maintained and is accessible to NYSED staff for review (typically on a site visit).

CSTEP RFP (p. 11, D.) Documentation
The application and all required documentation must be kept on file for each student at the CSTEP institution and must be readily available for review by NYSED staff. In the case of consortia, a copy of the CSTEP application for each student must be available at the home campus as well as at the lead institution.

60. Regarding the requirement for maintaining student records, what is the expectation of maintaining records for students who have left the program and not graduated as CSTEP students? Should those records be preserved alongside active students for six years after their expected graduation date?

Per the CSTEP RFP (p. 24)
Student records must be maintained for six years after the student graduates.
If a student withdraws from the institution prior to graduation, the student CSTEP record must be maintained for six years from the end of the academic term in which the student withdrew, or longer if required by institutional policy or practice. Therefore, if a student withdrew in June 2028, you still must keep that student's record until June 2034. Additional information on records retention can be found on page 23 of the RFP.
All student files can be stored together.

61. Pg 25 Mentions that the Mid-Year report is based on student headcounts through December 31st. Therefore, students recruited and accepted in January at the beginning of the spring semester cannot be used in the headcount for the Mid-Year Report?

Per the CSTEP RFP (p. 17)
The CSTEP award recipient institutions must furnish NYSED with a roster of students enrolled in its program as of February 15 in each program year. This roster is due March 15.

On page 25, it states: The mid-year report is to be received by NYSED no later than March 15 every year. The CSTEP student headcount reported in the mid-year report will be used to ensure that the institution has met their budgeted CSTEP student headcount. The mid-year report shall cover the period from July 1 through December 31.

Student headcount (roster) includes students enrolled until February 15 and can include activities and services that occurred between July 1 and December 31. A final report is due September 15 and provides a complete list of all students active and involved in CSTEP throughout the grant year (July 1-June 30) and the activities that occurred.

Staffing

62. After the Supreme Court's decision on affirmative action, subsequent complaints were filed with the US Department of Education and the Office of Civil Rights. Are projects allowed to reside in offices outside of Academic and Student Affairs?

Per the RFP, projects are required to be housed in academic or student affairs at the institution and provide suitable institutional support. If there are compelling reasons the project should not be, please contact your program office, should the IHE be awarded.

63. Does this minimum staffing requirement apply whether the staff person is full-time or part-time (e.g., is a faculty member or the staff person is split between different programs)?

Per the CSTEP RFP (p. 11)
The proposed staffing amount is based on the contracted headcount or number of students to be served. Also, all professional staff should have a background in working with underrepresented students. Both full-time and part-time staff can be included to meet the minimum staffing requirement.

Accessibility of Web-Based Information and Applications

64. Can you clarify section XII.F Accessibility of Web-Based Information and Applications? What does that mean for programs that use electronic applications through platforms like SurveyMonkey, etc.?

This section of the CSTEP RFP (pp. 31-32) requires that state agency web-based information, including documents, and applications are accessible to persons with disabilities.

65. Appendix R Data Privacy - Who normally serves as a campus CISO (or equivalent)? The RFP requires the CSTEP PI to review and approve all data privacy requirements as outlined in Appendix R.

The campus CISO (or equivalent) is a position decided upon by the Higher Education Institution, not by NYSED.

Public Relations/Attributions of Funding

66. How should projects included in centers or divisions housing other grants distinguish themselves to adhere to this policy?

Per the CSTEP RFP (pp. 13-14)
To ensure the continued support and the commitment of resources to State-funded Collegiate Science and Technology Entry Program projects, there must be public awareness of the program's positive impact on the lives of project participants and their families, schools, and communities. Positive publicity and community awareness also help to ensure that those who are eligible and who could benefit from participation are informed of the project's existence.

To facilitate public awareness, all funded Collegiate Science and Technology Entry Program projects are required to ensure that all public relations materials, websites, and program related activities acknowledge that the project and its activities are supported, in whole or in part, by a grant from the New York State Education Department. In addition, when local, statewide, or national media report on the project's success or on honors received by students or staff, New York State Education Department funding must be acknowledged.

In addition, the project director should submit copies of all local, statewide, or national media stories about the project and/or the project participants and staff to the State Education Department at the following address:

Attn: CSTEP
Office of Postsecondary Access, Support and Success
New York State Education Department
89 Washington Avenue, EBA 960
Albany, New York 12234
Telephone: (518) 474-3719
Email: kiap@nysed.gov

Questions about this policy may be directed to the appropriate project liaison.
The foregoing publicity requirements are subject to any additional terms and conditions defined in the master grant contract.

General

67. Can you confirm that there is no pre-qualification needed for SUNY campuses. Also, may we submit an email from SUNY as our evidence of pre-qualification?

Individual SUNY and CUNY institutions are Prequalified as long as the respective Research Foundations are prequalified. The Research Foundation for the State University of New York and the Research Foundation of CUNY are both Prequalified.

68. Would a biographical summary or statement be an acceptable resume for faculty instructors and research mentors?

No. Per the CSTEP RFP (p. 36)
List the names in the Proposal Narrative and provide an attachment containing the current resumes for all full-time and part-time professionals, including instructional staff, to be assigned to the project.

69. The checklist shows Cover page/application and Attachment I as separate documents. But is the cover page part of application I?

Attachment I is comprised of both the Cover Page and the Statement of Assurances. These documents are not part of the 10-page limit for the proposal narrative.

70. In the 2025 CTEP RFP, the date for the Non-Mandatory Notice of Intent deadline is listed as both November 22 (page 2) and November 27 (page 4). Do you know which one is the correct deadline?

November 22, 2024.

71. What does “academic enrichment” mean in the context of the RFP? Can you provide a few examples?

For CSTEP, academic enrichment can be a wide range of activities, programs, and resources designed to supplement and enhance the students' learning experience.

72. First Gen College "Goers" - Does " Goers" include students enrolled at two-year institutions?
For the purposes of CSTEP, First Gen College "Goers” are students whose parents/guardians did not complete a four-year degree.

73. Is there an age range/ cutoff (i.e., 18 - 24) for the First Gen College "Goers"?

For the purposes of CSTEP, First Gen College "Goers” are students whose parents/guardians did not complete a four-year degree before the student’s 18th birthday.

74. Who should letters of support be addressed to?

Commissioner of Education, Betty A. Rosa
Deputy Commissioner for Higher Ed., William Murphy
Assistant Commissioner for the Office of Access, Equity and Community Engagement, Anael Alston

75. How would the grant reviewers prefer the letters of support to be addressed in reference to section B. Cooperative Relationships in the proposal narrative?

As stated in the CSTEP RFP (pp. 33-34), letters of support should be included as Narrative Attachments and should come from appropriate academic officers. They should be addressed to
Commissioner of Education, Betty A. Rosa
Deputy Commissioner for Higher Ed., William Murphy
Assistant Commissioner for the Office of Access, Equity and Community Engagement, Anael Alston

76. As director of both LSAMP and CSTEP, do I write my own letter of support? or does someone else on the LSAMP grant need to write the letter?

As stated in the CSTEP RFP (pp. 33-34), letters of support should be included as Narrative Attachments and should come from appropriate academic officers. As such, someone else on the LSAMP grant may provide the letter of support.

77. Can we include additional attachments to support sections of the narrative in addition to the required attachments that are specifically named (MOUs, letters of support, org charts, resumes)?

Additional attachments are permitted; however, attachments outside of those required as part of the RFP application may not be reviewed and are not part of the overall scoring of the RFP.

78. The RFP notes that we can include Narrative Attachments in Section D, including MOUs, letters of support, resumes, organizational charts. Are we permitted to include other types of documents in the attachments, or are there limits on the number of attachments or types of supporting documentation that are permitted?

Additional attachments are permitted; however, attachments outside of those required as part of the RFP application may not be reviewed and are not part of the overall scoring of the RFP.

79. Will a program abstract be included in the proposal?

This is not a part/section of this RFP.

80. Just want to confirm that no abstract is needed for this application cycle?

This is not a part/section of this RFP.

81. In the 2020-2025 RFP, we needed to submit a table of programs leading to the Professional Licensure. Scientific, Technical Careers. Do we need to submit a table of programs for the 2025-2030 RFP?

This is not a part/section of this RFP.

82. The previous RFP included a form on pg. 47 (Attachment I, Proposal Narrative) that requested a list of qualifying CSTEP majors and institutional / projected CSTEP students in each major. Is this data needed for this application cycle?

This is not a part/section of this RFP.

83. What are Judicial and Regents Districts at the bottom of Cover Page on pg.43?

See this link on the NYSED website.

84. What is the Judicial and Regents Districts to be filled out for the Cover Page? How do we find that information out?

See this link on the NYSED website.

85. On page 43 of the RFP Guidelines is Attachment 1 - Cover Page. The previous RFP did not have the 3 lines at the bottom of the Cover Page, "Judicial and Regents Districts" – what are CSTEP programs supposed to put on these 3 small lines?

See this link on the NYSED website.

86. What procedures must be followed if a program needs to change its leadership or organizational structure after receiving the grant?

Per the CSTEP RFP (p. 21)
Program changes (especially leadership, organizational structure, and space) must have prior written approval from NYSED.

87. On page 30-31 of the RFP Guidelines, it talks about Proof of coverage requirements – Worker's Compensation & Disability Benefits coverage. Where do I get this documentation to add to the CSTEP RFP?

You will need to seek this information from your institution, including its Human Resources and/or Sponsored Funds / Business Office.

88. The 10 pages max includes the retention, recruitment, etc. sections?

Per the CSTEP RFP (pp. 34-37)
The maximum length of the proposal narrative is 10 pages, not including attachments. Proposal narratives will not be reviewed beyond the maximum number of pages. The Work Plan is not part of the 10-page

limit. The Proposal Narrative includes sections A, B, D, E, and F as outlined on pages 34-37 of the CSTEP RFP.

89. Will the CV/Resume pages be counted in the 10-page max of the proposal Narrative?

No, they are an attachment and not included in the 10-page maximum.

90. The organizational charts during the staffing section, if we put in the Appendix is it still counted as the 10-page max? It is listed as a key component of the grading rubric, so we wanted to confirm.

Attachments are not considered part of the 10-page maximum; an attachment is warranted if the section states it can be an attachment.

91. For the Letter of Intent, where can we find where our NYS Vendor ID?

You may reach out to your RF, Sponsored Programs Office or Administration on your campus.

92. How does NYSED define the child of a parent who has "completed post-secondary education?" Is there a difference between those that completed an associate's degree vs. a bachelor's degree?

For the CSTEP RFP, the parent(s) did not complete a 4-year degree.

93. How does one create a searchable/editable PDF file?

Go to link to create a searchable pdf and link to create an editable pdf.

Work Plan/Program Requirements

94. Does each student have to participate in an internship/research project every year or just once during their time in the CSTEP?

Ideally, yes, however various factors may impact the ability to allow this to occur. CSTEP seeks to enhance and increase students' involvement in research and/or internship opportunities, including, but not limited to, providing a CSTEP coordinated research/internship experience for each student prior to graduation (coursework that includes a clinical experience may satisfy this requirement) culminating in either a research project or written summary of internship.
This may also be discussed further with the Program Office if awarded.

95. Does each student need a coordinated research/internship experience?

CSTEP seeks to enhance and increase students' involvement in research and/or internship opportunities, including, but not limited to, providing a CSTEP coordinated research/internship experience for each student prior to graduation (coursework that includes a clinical experience may satisfy this requirement) culminating in either a research project or written summary of internship.

96. Will we lose points if we do not define a plan to ensure that all CSTEP students have a CSTEP coordinated research/internship experience by graduation (Work Plan #2)?

CSTEP seeks to enhance and increase students' involvement in research and/or internship opportunities, including, but not limited to, providing a CSTEP coordinated research/internship experience for each student prior to graduation (coursework that includes a clinical experience may satisfy this requirement) culminating in either a research project or written summary of internship. See the Proposal Review Criteria on pp. 49-62 of the RFP.

97. In describing the Performance measures, is it required or beneficial to set targets? For example, if we are running an event and collecting participation data, is it necessary to provide attendance expectations in the Performance Measure description? Or in the Task description? Another example, if we propose to connect one of our events to 1st year student retention, is it necessary to provide an expectation of first year retention for participants or is it enough to propose to simply report the actual retention rate that we find?

Per the Instructions on the CSTEP RFP Work Plan Document:
A standard template for the work plan is included, which identifies the objectives that need to be met and one or more associated tasks to be completed. Each task is associated to one or more performance measures.
Applicants may add Tasks or Performance Measures to the table if needed and also do not have to use all of the provided spaces for Tasks and Performance Measures. While projected numbers/percentages are not required, per page 35 of the RFP a method for assessing and/or measuring the performance of the task is required on the Work Plan. The level of specificity is up to the applicant.

98. Is there a recommended format or guidance on how much detail should be included to describe each task and performance measure on the work plan, or a sample format/task description and performance measure description for reference? Is there a recommended number of performance measures per task, or a limit to the number of tasks/performance measures that may be included in each year if work plan? If a task continues in each year and is the same, should this be repeated in each year?

Per the Instructions on the CSTEP RFP Work Plan Document:
A standard template for the work plan is included, which identifies the objectives that need to be met and one or more associated tasks to be completed. Each task is associated to one or more performance measures.

Applicants may add Tasks or Performance Measures to the table if needed and also do not have to use all of the provided spaces for Tasks and Performance Measures.
For multi-year contracts, each period will have a separate work plan – a contract that has five periods established would have five separate work plans outlined here. The level of specificity is up to the applicant.

99. The work plan attachment is five individual work plans for project years 1- 5, which are supposed to be attached and not part of the narrative 10 pages. But the scoring rubric indicates section C with work plan 1 – 7 which are separated by program components, not by year. Do we address each of 1-7 in the year-by-year attachment? And how will they be scored?

Yes, address each program requirement in each year of the Work Plan. The Program Work Plan is a separate attachment, and one (1) Work Plan must be completed for each year of the cycle (5 in total). The Work Plan is not part of the 10-page Proposal Narrative limit, but it is part of the Proposal Narrative scoring. The Program Work Plan should identify and describe the activities, timeline, staff responsible, and evaluation tools associated with the program requirements. There are seven (7) program requirements (listed on p. 35 of the RFP) which need to be addressed for each year of the Work Plan. Each program requirement within the Work Plan will be assessed and can receive up to six (6) points each, or a maximum total of forty-two (42) points for this attachment.

100. If the activities are the same for the 5-year grant cycle, do we need to duplicate the work plan for each year, or can we enter "years 1-5" on the tasks?

Instructions on Attachment C- Work Plan state the following: For multi-year contracts, each period will have a separate work plan – a contract that has five periods established would have five separate work plans outlined here. Applicants may add Tasks or Performance Measures to the Work Plan tables if needed and also do not have to use all of the provided spaces for Tasks and Performance Measures. Each work plan conceivably could be the same or very similar. The level of specificity is up to the applicant.

101. For the work plan for year two and onwards and after can we just write "same as first year" for all of the sections or should we still re-write it out if we are planning on the same work plan?

Instructions on Attachment C- Work Plan state the following: For multi-year contracts, each period will have a separate work plan – a contract that has five periods established would have five separate work plans outlined here. Applicants may add Tasks or Performance Measures to the Work Plan tables if needed and also do not have to use all of the provided spaces for Tasks and Performance Measures. Each work plan conceivably could be the same or very similar. The level of specificity is up to the applicant.

102. What detail is required in the Work Plan to ensure it aligns with the expectations for all five years of the program?

Applicants may add Tasks or Performance Measures to the Work Plan tables if needed and also do not have to use all the provided spaces for Tasks and Performance Measures. The level of specificity is up to the applicant.

103. For the Work Plan. Do we have to submit (5) separate Work Plans?

Yes. Instructions on Attachment C- Work Plan state the following:
For multi-year contracts, each period will have a separate work plan – a contract that has five periods established would have five separate work plans outlined here. Each work plan conceivably could be the same or very similar.

104. Should each task in the work plan be separated into its own section, or can we combine tasks in one section and describe in measurable goals how each piece will be completed?

Instructions on Attachment C- Work Plan state the following:
A standard template for the work plan is included, which identifies the objectives that need to be met and one or more associated tasks to be completed. Each task is associated to one or more performance measures. Applicants may add Tasks or Performance Measures to the Work Plan tables if needed and also do not have to use all of the provided spaces for Tasks and Performance Measures. The level of specificity is up to the applicant.

105. There is a work plan summary page for each year in the work plans attachment. Should each year (page 1 of each year of the work plan) include a high-level summary for that year? If yes, should this be included directly under the overall CSTEP Project Summary listed on the page? There is no text box on the page for including a summary.

Applicants do not need to complete the Project Summary page.

106. Can you provide a complete sample of the work plan?

No, as Work Plans are based on each institution's respective capacity to meet program requirements.

107. Are you able to offer examples of activities that you would like to see that provide differentiation between Requirement 1 and Requirement 4?

No. Work Plan Requirement 1 states: Provide instructional support in "gateway courses" (i.e., small group tutorials or supplemental instruction in biology, chemistry, physics, calculus, and pre-professional pre-requisite courses) at the freshman and sophomore levels and tutoring for higher level courses at the junior and senior levels.
Work Plan Requirement 4 states: Provide program services and activities that include: tutoring, academic counseling, remedial and special summer courses, supplemental financial assistance, recruitment, academic enrichment, career planning, and review for licensing examinations for students pursuing careers in scientific and technical fields and the licensed professions.

The differences are in the type of programming offered.

108. Should we include community organizations for service learning in the narrative? If so-under which section, should it be added?

Work Plan, Requirement 5 states: Plan and implement Service-Learning activities. Students should be made aware of what Service-Learning is, how it relates to their studies and the benefits of this collaborative and collective activity. Service-Learning projects can involve direct and indirect services that students could provide to their communities.
All information discussing Service Learning should be associated with this section. The level of specificity is up to the applicant.

109. Are there preferences for Service-Learning activities (Work Plan #5) that may impact points? E.g., # of activities per year, number of CSTEP students involved (assuming all have the option), etc.

Applicants should explain in their Work Plan how service-learning projects are important to their students and communities. According to The American Association of Colleges and Universities (AACU), service learning serves to, "Give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences." (See the AACU website for more information.)

The Program Work Plan should identify and describe the activities, timeline, staff responsible, and evaluation tools associated. Each requirement is worth 6 points.
The level of specificity is up to the applicant.

110. Does mentoring of STEP students by CSTEP students in class meet the specific service-learning requirements set by the program?

It depends, as Service-Learning is defined (CSTEP RFP, p. 9) as a teaching and learning methodology which fosters civic responsibility and applies classroom learning through meaningful service to the community. Therefore, mentoring STEP students by CSTEP students may meet this requirement, but the proposal must describe activity details in a way that meets the definition of Service Learning. This may also be discussed further with the Program Office if awarded.

111. Can the Day of Service count as service learning?

Day of Service is no longer a requirement of this RFP. Service Learning is now a requirement. Therefore, you must: Provide all students with an opportunity to participate in Service-Learning. Students should be made aware of what Service-Learning is, how it relates to their studies and the benefits of this collaborative and collective activity. Service-Learning projects can involve direct and indirect services that students could provide to their communities (CSTEP RFP, p. 12).

112. Can the same activity be included in Requirement 1 and Requirement 4 of the Work Plan, or can it only appear once?

Requirement 1 (CSTEP RFP, p. 35, #1)
Provide instructional support in "gateway courses" (i.e., small group tutorials or supplemental instruction in biology, chemistry, physics, calculus, and pre-professional pre-requisite courses) at the freshman and sophomore levels and tutoring for higher level courses at the junior and senior levels.
Requirement 4 (CSTEP RFP, p. 35, #4)
Provide program services and activities that include: tutoring, academic counseling, remedial and special summer courses, supplemental financial assistance, recruitment, academic enrichment, career planning, and review for licensing examinations for students pursuing careers in scientific and technical fields and the licensed professions.

While there may be an overlap between the activities used to address separate requirements, it needs to be clear that each requirement is met and written out as part of the work plan.

113. Does Goal #7 in the work plan refer to the same kind of statewide collaborations as are referenced in question B.4. of the narrative?

No, requirement #7 of the work plan refers to program requirement K. Promote and encourage collaborations with Statewide and Regional partners by participating in Statewide and Regional networking and committees (CSTEP RFP, p. 12).

114. Please spell out the differences between Timeline; offering time/offering frequency.

For the purposes of CSTEP:

- timeline: a schedule for when a process or procedure will be carried out.
- offering time: date(s) and time(s).
- offering frequency: the number of times an event repeats per unit of time.

Priority Points

115. For the priority points, are these awarded solely for on-time submission, or would points be withheld if adjustments are needed after the specified deadlines to ensure an accurate and complete submission?

It is based on the submission of documents, both programmatic and fiscal, by required date.
See p. 37 of the CSTEP RFP.
Priority points for current CSTEP projects (up to 6 points):
1. Enrollment (2 points)

If the institution's 2020-23 CSTEP program met the required 95% enrollment as described in the 2020-2025 RFP for:
4 years (2020, 21, 22 and 23) - 2 pts
3 years - 1.5 pts
2 years - 1 pt
1 year - .5 pt

2. On-time submission of budget documents and interim/final reports as described in the 2020-2025 RFP (2 points):
   On-time Budget documents:
   4 years - 1 pt
   3 years - .75 pt
   2 years - .5 pt
   1 year - .25 pt

   On-time Interim and Final reports:
   4 years - 1 pt
   3 years - .75 pt
   2 years - .5 pt
   1 year - .25 pt

3. Expended previously awarded funds of 90% or more (2 points):
   4 years - 2 pts
   3 years - 1.5 pts
   2 years - 1 pt
   1 year - .5 pt

116. Can projects be penalized for institutional delays in producing fiscal reports?

Priority points will not be awarded if fiscal documents were not submitted to NYSED by due dates.

117. Does NYSED verify and assign the Priority Points or do programs have to submit documentation?

The NYSED Program Office will assign the points based on NYSED's records.

118. Where do we include information for the priority points?

The NYSED Program Office will assign the points based on NYSED's records.

119. On page 37 of the RFP Guidelines, it talks about priority points current CSTEP grants have. How do I know what priority points the program has acquired? I only recently became the director last August. Who can let me know how many priority points CSTEP has?

The NYSED Program Office will assign the points based on NYSED's records.

120. How can applicants claim priority points or demonstrate that they were earned? Or does NYSED provide this information to readers when calculating points?

The NYSED Program Office will assign the points based on NYSED's records.

121. If we did not have program 2020-21 but received it in 2021, will we only be able to receive up to 3 years' worth for points in the priority section?

Correct, as a program would need to be occurring to earn the priority points.

122. How will the priority points for on-time submissions and expenditure of funds impact the scoring of a first-time applicant?

As a new applicant priority points are non-applicable.