



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

Smart Start Grant Program

Informational Webinar

September 25, 2019

Questions?

- Enter into chat
- Email SmartStart@nysed.gov

**Answers will be posted on October 22nd on P12
Funding Opportunities page.**

**NYSED will not be answering questions
on this webinar.**

Agenda

Vision and Goals

Grant period, funding, eligibility, M/WBE requirement

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Scope of Work

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Elements of the Proposal, Proposal Narrative Scoring

Agenda

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Track record of Professional Development and Support Providers

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Purpose of the Grant



New York State
EDUCATION DEPARTMENT

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The purpose of this grant is to develop, implement, and share innovative programs that provide professional development and support to increase expertise in computer science, engineering, and/or educational technology among teachers in grades K-8.

Smart Start Vision

Smart Start programs – including component activities, materials and professional development resources - will support the mission of the NYS Board of Regents, which is to ensure that every child has equitable access to the highest quality educational opportunities, services and supports in schools that provide effective instruction aligned to the state’s standards, as well as positive learning environments so that each child is prepared for success in college, career, and citizenship.

Grant Period

- The grant period is anticipated to be five years, from July 1, 2020 to June 30, 2025.
- A budget for Year One (7/1/20 to 6/30/21) must be submitted with this application, together with a five-year budget narrative.

Funding

- **\$6,000,000** will be allocated annually.
- Funding after Year Two is contingent upon the State Legislature appropriating funds, satisfactory performance in the previous year, and timely receipt of the annual report.

Eligible Applicants

- Public school districts and consortia of districts or district(s) and BOCES are eligible to apply.
- Charter Schools, Religious and Independent Schools, Institutions of Higher Education, and 503(c) Corporations are not eligible to apply.

Minority and Women-Owned Business Enterprise (M/WBE) Participation Goals

- Pursuant to Article 15-A of the New York State Executive Law for this grant is thirty percent (30%) of each applicant's total discretionary non-personal service budget each year of the grant. This is an annual requirement.

Important Dates

- **October 8:** Questions submitted to smartstart@nysed.gov
- **October 22:** Responses will be posted to [P-12 Funding Opportunities](#)
- **November 5:** Send Notice of Intent to Participate (NOI) to smartstart@nysed.gov

Important Dates

- **November 19:** Send a signed electronic version of your proposal to Smartstart@nysed.gov
- **November 19:** Send 1 original and 3 copies postmarked by this date to:

Attn: Mary Ann Valikonis

Office of Ed Design and Tech, Room EBA 880

NYS Education Department

89 Washington Avenue, Albany, NY 12234

Program Goal 1

Implementation of fully-developed programs that provide professional development and support to increase expertise in computer science, engineering, and/or educational technology among teachers in grades K-8, to allow such teachers to become in-house experts in the school and district.

Program Goal 2

The publishing and sharing of the state-funded programs, including any and all materials and artifacts* produced over the course of the grant, so that other NYS districts can freely use, copy, adapt, and implement similar programs.

Programs will be published on the applicant's website.

Partnership Requirements

Professional Development and Support

- Professional development and support must be provided by qualified non-profit organizations or institutions of higher education.
- Grant applications should include information on the organization(s) that have agreed to provide professional development and support if the grant application is successful.

Partnership Requirements

Professional Development and Support

Non-profit partners and/or institutions of higher education must be (or must have applied to be by the deadline of this RFP) [NYSED-approved Continuing Teacher and Leader Education \(CTLE\) sponsors](#).

Partnership Requirements

Professional Development and Support

- Grantees are expected to maintain a partnership with **the same** professional development and support provider(s) throughout the grant term.
- If a partnership with a professional development and support provider is discontinued, the grantees may, at the sole discretion of NYSED, have their remaining project funding cancelled and their participation in the program discontinued.

Partnership Requirements

Regional Economic Development Council

Applicants receiving Smart Start Grants **must** partner with their respective regional economic development council to tailor the program to regional business or future employer needs.

Partnership Requirements

Regional Economic Development Council

Grant applications should include a description of how the district or consortia has and will continue to partner with their Regional Economic Development Council, and how the proposed program will address current and/or future regional business and employer needs.

Scope of Work

Implementation of Professional Development and Support Program

- Districts/Consortia will implement a Program, as described in the grant application, for teachers in grades K-8, that provides professional development (PD) and support to increase teacher and, if appropriate, administrator expertise in computer science, engineering, and/or educational technology.
- The goal of the program is to create a cadre of educators who will serve as experts in the applicant's school(s) and district(s) and can then provide turnkey training and support for colleagues.

Scope of Work

Implementation of Professional Development and Support Program

- Programs **must** be tailored to regional business or future employer needs.
- Applicants **must** work with their Regional Economic Development Council to develop a program that targets current and/or projected future regional workforce needs.

Scope of Work

Implementation of Professional Development and Support Program

- Professional development on computer science and educational technology **must** be clearly aligned to the NYS K-12 Computer Science and Digital Fluency Learning Standards, expected to be adopted January 2020.
- Programs should have a strong technology component that promotes digital literacy of both teachers and students and facilitates the effective use of technology for teaching and learning.

Scope of Work

Implementation of Professional Development and Support Program

Programs should incorporate strategies for increasing participation in computer science, engineering, and/or educational technology, by one or more traditionally under-represented groups, such as:

- Female students
- Students with differing abilities (students with disabilities)
- English language learners/Multi-lingual learners (ELL/MLLs)
- Black, Hispanic, and Native American students.

Scope of Work

Implementation of Professional Development and Support Program

- Programs must structure professional development and support into one-year cycles.
- Programs should be structured to train the highest number of teachers in the highest number of schools, while still adhering to best practices for adult learning and professional development.

Scope of Work

Implementation of Professional Development and Support Program

- Teachers, and if applicable, administrators, will receive training and support for one year only.
- The next year of the grant, and each subsequent year, a new set of teachers will receive training and support.
- Individual teachers will not receive professional development and support for more than one year through Smart Start Grant funds.

Scope of Work

Expectations of Professional Development and Support Providers

- Professional development and support **must** be provided by qualified non-profit organizations or institutions of higher education.
- Non-profit organizations and/or institutions of higher education should be or have applied to be NYSED-approved CTLE sponsors.
- PD and Support activities should adhere to the Guiding Principles of CTLE, and participants (if they hold CTLE certificates) must receive CTLE credit for participating in activities.

Scope of Work

Expectations of Professional Development

- Professional Development and Support Providers (PDSPs) are expected to adhere to best practices for professional development (PD), including:
- PD **must** align to the NYS Professional Development Standards and NYS Learning Standards, including the NYS K-12 Computer Science and Digital Literacy Learning Standards, anticipated to be adopted by December 2019.

Scope of Work

Expectations of Support Activities/Services

To maximize effectiveness of professional development experiences and programs, Professional Development and Support Providers (PDSPs) will provide educators with support in multiple ways, including but not limited to:

- Professional Learning Communities (PLCs)
- Online collaborative spaces (as allowed by district Authorized Use Policies (AUPs))
- Collaborative planning sessions
- Coaching/mentoring
- Curriculum planning and/or mapping, etc.

Scope of Work

Expectations of Support Activities/Services

Support services may also include the provision of classroom resources and materials that promote hands-on learning opportunities for students. PDSPs are expected to tailor Support Activities/Services to meet the needs of the teachers, students, school(s), and region(s).

Scope of Work

Sharing of Professional Development and Support Program

In order to leverage maximum use of the Smart Start grant, NYSED shall own all materials, processes, and products produced for, modified for, or utilized in activities funded through Smart Start Grant funds.

Scope of Work

Publishing Artifacts on Smart Start Web Pages

By two (2) months after the close of each program year:

- Outline of year's activities in a format that would be easily understandable (and therefore replicable) by another registered New York State school or district.
- All artifacts created, modified, or utilized during that year, in a downloadable and editable format.
- All artifacts created with funds from the Smart Start Grant and owned directly by NYSED be published under the Creative Commons Attribution Non-Commercial Share-Alike license.

Scope of Work

Project Evaluation

- Smart Start Grant Awardees will be required to conduct annual evaluations over the course of the grant period to determine the extent to which program objectives have been met.
- Evaluations should be compiled in a written report, to be provided to NYSED no later than three (3) months after the end of each grant period year.
- A portion of the project funds may be withheld contingent upon timely expenditures and performance reporting.

Program Models

Programs should be structured to train the highest number of teachers in the highest number of schools, while still adhering to best practices for adult learning and professional development. This can be achieved through models such as:

- **Cohort Model:** In this model, the program would be structured to train a number of teachers per year.
- **Train-the-Trainer Model:** In this model, the program would focus on training a strategically focused number of teachers in Year One to be trainers.
- Other innovative models will be accepted as long as they meet the requirements.

Program Scale

Awards will be granted based on the proposed scale of the program. NYSED will accept applications for Large Scale and Focused programs.

For a program to be considered “Large Scale”:

- 500 teachers
- 20 schools
- 18,000 students

For a program to be considered “Focused”:

- 250 teachers
- 12 schools
- 8,000 students

Funding and Awards

\$6 Million will be allocated annually.

- Applicants will apply for funding in one of the two categories
- Large Scale Grant: Up to \$500,000/year
- Focused Grant: Up to \$250,000/year

Preference

- Preference, in the form of bonus points, shall be given to applicants whose proposals include participation of one or more **districts** that qualify as High Needs.

Budget Guidance

- The amounts shown on the FS-10 Budget Form, Budget Summary Form (at the end of the FS-10) and the Budget Narrative Form (Attachment III) should correspond.
- The FS-10 should bear the original signature of the Chief School/Administrative Officer.
- The FS-10 and Budget Summary should outline expenditures for Year 1 only. The Budget Narrative should cover all five (5) years of the grant program, assuming full award amounts for all years.
- *** Please note that the awards for Years 2-5, assuming funding, will be the same as Year 1 awards, even if the Budget Narrative includes higher annual budgets for Years 2-5.

Spending Caps

Applicants must adhere to the following:

- No more than twenty percent (20%) of the funds may be used for purchase of Equipment and Supplies and Materials. The combined budget request of both categories must not exceed 20% of total requested award.
- Only equipment items with a unit cost that equals or exceeds \$5,000 should be included under Equipment (Code 20).
- Equipment items under \$5,000 should be included under Supplies and Materials (Code 45).

Spending Caps

- Subscriptions for digital content or the use of online courses will be considered Purchased Services (Code 40), not Supplies and Materials (Code 45).
- No more than ten percent (10%) of the funds may be used for program administration, not including indirect costs.
- No more than five percent (5%) of the funds may be used for evaluation.
- Out of state travel is not an allowable expense. In-state travel must directly relate to program activities and be thoroughly justified in the Budget Narrative. Participants are encouraged to use technology for communication and collaboration.

M/WBE

- All applicants are required to comply with NYSED's Minority and Women-Owned Business Enterprises (M/WBE) policy. Compliance can be achieved by one of the three methods described on the next slide. Full participation by meeting or exceeding the M/WBE participation goal for this grant is the preferred method.
- The M/WBE participation goal for this grant is 30% of each applicant's total discretionary non-personal service budget each year of the grant.
- All requested information and documentation should be provided at the time of submission.



M/WBE: Methods to Comply

- **Full Participation** - This is the preferred method of compliance. Full participation is achieved when an applicant meets or exceeds the participation goals for this grant.
- **Partial Participation, Partial Request for Waiver** - This is acceptable only if good faith efforts to achieve full participation are made and documented, but full participation is not possible
- **No Participation, Request for Complete Waiver** - This is acceptable only if good faith efforts to achieve full or partial participation are made and documented, but do not result in any participation by M/WBE firm(s).

Elements of the Proposal

- Applicants should include all requested information and applicable attachments.
- The proposal will be based on a total possible score of one hundred (100) points plus bonus points if applicable. (See Preference Section.) The Proposal Narrative comprises 80 points, plus bonus points if applicable, of the total score. The Budget comprises 20 points of the total score.
- Applications that do not include the two mandatory attachments will be disqualified and removed from further consideration.

Proposal Narrative Scoring

Points

- Overview 0
- Identification of Need and Program Rational 5
- Program Design 10
- Collaboration with REDC 5
- Program Activities 15
- Expertise of PDSP 45
- Budget: FS-10 Budget Summary and Budget Narrative 20

Expertise of Professional Development and Support Partners

- It is *critical* that applicants thoroughly vet Professional Development and Support Providers (PDSPs).
- Applicants should partner with an organization that has a proven track record for providing high-quality professional development and support services to K-8 teachers to meet the needs of all students, including English Language Learners/Multilingual Learners and Students with Disabilities.

Expertise of Professional Development and Support Partners

- If an applicant wishes to partner with more than one PDSP, the applicant is responsible for completing Section F for all chosen PDSPs.
- Please note that in such a case, the Applicant's score for Section F will be the lowest of the scores for the included "Section Fs," not the average.
- For example, an Applicant decides to partner with two PDSPs; the score of the first Section F is 30/45 and the score of the second Section F is 42/45. The final score for Section F will be 30/45 (the lowest of the two scores).

Expertise of Professional Development and Support Partners

- It is the expectation that the applicant will check references provided by the PDSP to confirm the validity of the data and evidence of ability to provide professional development and support services provided by the PDSP.
- It is the expectation that the applicant will ensure PDSP adherence to requirements in this RFP around ownership and/or licensing and publishing of materials, processes, and procedures as outlined in the Scope of Work Section: 3. Sharing of Professional Development and Support Program.

PDSP Professional Development Expertise

Provide detailed information on how the chosen PDSP will provide professional development, support services, and/or materials that:

- Will expand educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress;
- Are research-based and provide educators with opportunities to analyze, apply, and engage in research;

PDSP Professional Development Expertise

Provide detailed information on how the chosen PDSP will provide professional development, support services, and/or materials that are designed to ensure that educators:

- Have the knowledge, skills, and opportunity to collaborate to improve instruction and student outcomes in a respectful and trusting environment;
- Have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students; and
- Have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

PDSP Professional Development Expertise

Provide detailed information on how the chosen PDSP will provide professional development, support services, and/or materials that:

- Use disaggregated student data and other evidence of student learning to determine PD learning needs and priorities, monitor student progress, and to help sustain continuous professional growth;
- Promote technological literacy and facilitate the effective use of all appropriate technology; and
- Use multiple sources of information to evaluate its effectiveness in improving professional practice and student learning.
- Are able to meet the needs of all students, including English Language Learners / Multilingual Learners and Students with Disabilities.

PDSP Track Record in NY or Similar Setting

The qualifications of PDSPs and their prior or current experience in, or in a setting similar to, NYS schools and districts, are of great importance to NYSED.

- Provide three (3) professional letters of reference to substantiate qualifications of your chosen PDSP.
- Letters should be from customers for whom the PDSP has successfully provided goods and services comparable, in scale and scope, to the proposed Deliverables, in NYS school/district or similar setting, all within the past five (5) years.
- The Applicant district or BOCES (and any consortia member districts, if applicable) *cannot* serve as references.

PDSP Track Record in NY or Similar Setting

Guidance Regarding Letters of Recommendation

- Letters should be from customers for whom the PDSP has successfully provided goods and services comparable, in scale and scope, to the proposed Deliverables, in NYS school/district or similar setting, all within the past five (5) years.
- Please note that Applicants will be required to explain how the chosen PDSP's costs are appropriate, reasonable, and necessary in Section G.2: Budget Narrative.
- Each letter will be worth five (5) points. Reviewers will take into consideration both the completeness of the letters and their content.

Application Review and Scoring

- Upon receipt, applications will be reviewed to ensure that the applicant is eligible, and that the application includes either Attachment I-A (for individual district applications) *or* Attachment I-B (for consortium applications) *and* Attachment II (for consortium applications only).
- If a proposal does not include a signed Application Cover Page and, for consortium applications, complete MOU, it will be rejected as non-responsive and will not be reviewed.

Application Review and Scoring

Applicants will be scored on the basis of 100 possible points from reviewers, plus bonus points, if applicable.

- All proposals will be reviewed by two reviewers and the scores will be averaged. If there is a score discrepancy greater than 15 points, the proposal will be read by a third reviewer.
- The two closest scores will be used and averaged unless the third reviewer score is equidistant from the others, in which case the third reviewer score will be solely used.
- Only those proposals that receive a total score of 60 or higher, excluding bonus points, on the application will be eligible for funding.

Next Steps:





Contact Information

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M/WBE Matters:

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Thank you!

