

Comprehensive School Health Policies for Tobacco, Physical Activity and Nutrition
RFA 0908070330

Questions and Answers

All questions are stated as received in the TCP Mail Log by the deadline. The TCP is not responsible for any errors or misinterpretation of any questions received.

The responses to questions included herein are the official responses by the State to questions posted by potential bidders and are hereby incorporated into the RFA 0908070330 issued on October 19, 2009. In the event of any conflict between the RFA and these responses, the requirements or information contained in these responses will prevail.

Clarifications to the RFA

The application due date for this RFA has changed to December 21, 2009 at 4 p.m.

Please see Question 12 for a clarification of the evidence of Department of State registration included in the Checklist (Attachment 5 of the RFA.)

Please see Question 31 for a correction regarding the Sample Memorandum of Understanding (Attachment 6 of the RFA).

General

1. Our current for "Diabetes Prevention in Children" (DPIC) contract expires March 2010, can I assume that the newly released RFA will be the only funding stream that addresses chronic disease prevention among school age populations? I am assuming that since no RFA that replaces the DPIC grant has been released, that the funding stream is being re-configured.
 - A. NYS funds currently directed toward the Diabetes Prevention in Children projects to support a new procurement entitled *Creating Healthy Places to Live, Work and Play* for contracts beginning in 2010. The Request for Applications was released on November 16, 2009 (see www.nyhealth.gov/funding). These projects, which are intended to support Commissioner Daines' Prevention Agenda for the Healthiest State, will establish programs in communities and worksites to promote healthful nutrition and physical activity through policy, systems and environmental changes that prevent obesity and type 2 diabetes.

2. Will there be RFA's coming out to fund other related modality partners related to physical education, nutrition and tobacco?
 - A. Any future procurements released by the Department of Health will be posted on the DOH website.

3. On page 10 of the RFA it states that grantees can continue to work with schools that are currently engaged with TCP activities. If a school is in the middle of their tobacco policy implementation and a new contractor receives the grant, will the school continue to receive services through the new grantee (including evaluation collection and implementation assistance)?
 - A. Yes.
4. Does the grant eliminate any of the following: OPP, Healthy Heart - Steps to Health, and Eat Well Play Hard?
 - A. No, this procurement does not eliminate any existing grants.
5. Where can the total number of pages allowable for the proposal narrative be found?
 - A. Applications should not exceed 29 single-spaced typed pages (not including the cover page, budget and attachments). Please see page 35 of the RFA.
6. When will the award announcement be made?
 - A. The TCP expects to make an award announcement prior to the anticipated start of the contract pending Office of the State Comptroller approval.
7. On page 20, part of the last bullet is missing, can you send the remainder?
 - A. The posted RFA has been corrected. The entire bullet reads as follows: "Staff should have knowledge and skills in: program development; professional development; coordination and management; fiscal management; cultural competency; advocacy; public relations; public health policy, including analysis, development and implementation; training and technical assistance; strategic planning; gathering and analyzing data; and evaluation methods. Provide salaries that are commensurate with the level of education and experience required for the position."
8. In relation to Component B's Work Plan Section IV - Paragraph 1 (Page 33)...Program Plan... Should the format be similar to that of Component A's Sample work plan (Attachment 9) given on page 74?
 - A. There is not a specific format required for the Component B Work Plan.
9. Is there a template for Component B work plan? (Attachment 9- Component A work plan)
 - A. No, organizations applying for Component B are not restricted to a particular work plan format.

10. Attachment 9/Section V(A)(IV)(6), page 29-30, Program Plan/Work Plan Format. Since the work plan grid is included in the section page limit, we assume that the work plan pages should be included within the Program Plan narrative of the application and not attached in some other order. Correct?
 - A. Yes. The work plan grid should be submitted with the Program Plan narrative.
11. Section IV Program Plan, pg 30: Is the work plan grid included in the page limit?
 - A. Yes, the work plan grid (see attachment 9) is included in the page limit.
12. Checklist. For an Article 28 Not-for-profit hospital, what "evidence of DOS registration" is required?
 - A. Organizations doing business in New York State will have a certificate of incorporation filed with the NYS Department of State. Not-for-profit agencies file under section 402 of the Not-for-Profit Corporation Law. Evidence of Department of State Registration and Certificate of Article of Incorporation refer to the same document. They were listed separately in error on the Checklist.
13. Checklist/Attachment 14, Comprehensive Health Foods Policy. Please advise in what order this certification should be attached to the application. It is not listed in the checklist.
 - A. The checklist is included to assist you in gathering the information required for the application. Only those pieces of the application that have a specific page number attached to them should be in order (cover page, statement of no tobacco status and table of contents). Otherwise, please include a reference to Attachment 14 in your Table of Contents so that it may be easily located in the application. It does not need to be placed in any particular order.
14. Checklist/Attachment 4, Vendor Responsibility Attestation. The checklist does not specify in what order the VRA should be attached. Shall we include it as the final document in the application package?
 - A. Please include a reference to the Vendor Responsibility Attestation in your Table of Contents so that it may be easily located in the application. It does not need to be placed in any particular order.
15. Can we be assured (as well as the school districts) that all information we obtain from school districts will be kept confidential at the state level during the review process of all grant applications?
 - A. Applications are kept confidential during the review process. However, all procurements are subject to the public's right to know under the Freedom of

Information Law (FOIL). Any proprietary information included in procurement applications should be noted as such.

16. What schools are working with funded contractors under the Obesity Prevention Program, the Healthy Heart Program, and the Tobacco Control Program (page 10, Section A)?

A. It is the intent of this project to stimulate communication among the contractor and the school districts and schools in the catchment area. Therefore, it is the responsibility of the applicant to identify funded contractors working with any of the targeted school districts or schools in the catchment area.

17. What schools have received assistance from Steps to a Healthier NY/Strategic Alliance for Health, Eat Well Play Hard, AHA/Clinton Foundation for a Healthier Generation (page 10, Section A)?

A. Please see the answer to Question 16.

18. Are there lists of schools/contractors that have worked on the following programs that we could contact to receive more data – Healthy Heart, Obesity Prevention, STEPS, Eat Well Play Hard, AHA/Clinton Foundation, and School Health Index? (pg. 10, data collection)

A. Please see the answer to Question 16.

19. The catchment areas cover several counties. Local health departments and other agencies usually do not have knowledge the status of school policies in school districts in other counties. Will NYSDOH provide this information to applicants?

A. Please see the answer to Question 16.

20. Is there a list of schools that have tobacco policies that are compliant? (pg. 10, data collection)

A. Please see the answer to Question 16.

21. Is there a list of schools that have received funding or technical assistance in the last two years for Tobacco, Physical Activity and Nutrition? (pg. 10, data collection)

A. Please see the answer to Question 16.

22. Statement of Need (p. 28, Section II. 2.) indicates contractors need to provide information on the status of the school's comprehensive health policies - is this for the schools to be included under the grant or every school in the catchment area? How would we know the status of every school in the catchment area whether its

A. Applicants are responsible for researching and providing the status of school policies and the School Health Index (SHI) in the catchment area for which they are applying. Please see the answer to Question 16.

23. Has the state developed observational assessments methods and instruments to be implemented for this grant? (p. 16, c. Evaluation, bullet 5)

A. The NYS Department of Health will provide guidance on the observational assessment methods and instruments to the awarded contractors.

24. If we currently have a SHI on schools we are working with is it necessary to complete a new assessment?

A. Applicants should provide the status of the SHI for each school in the catchment area which they propose to work with. Contractors will be required to ensure that the schools that they work with implement the required strategies. In some cases, the strategies (including assessment) may have recently been implemented by schools and therefore, do not need to be repeated. Schools should conduct the SHI every three to five years or more frequently as appropriate. For instance, some schools find they want to conduct the SHI after one or two years, to see the progress they have made with their improvement plan.

Eligibility

25. Do the 21 contractors (Component A) need to be within the school district or can those be outside nonprofits who work in those areas?

A. Eligible applicants for both Components A and B include public and private not-for-profit agencies and organizations in New York State, including but not limited to: local government and public health agencies, hospitals, health care systems, primary care networks, academic institutions, Boards of Cooperative Educational Services (BOCES) agencies, Cornell Cooperative Extensions, community-based organizations, volunteer associations and professional associations. School districts or individual schools may apply, but must commit to working with all school districts in the catchment area, and to an equitable distribution of training and technical assistance resources.

26. The following question is in regard to information on page 12 of the RFP. At present, we are funded by a County Department of Health Services to provide a comprehensive health curriculum and teacher training to school districts, private schools and BOCES sites within our county. Additionally, we train school personnel in the implementation of smoking cessation and ATS programs. We

partner with a BOCES Tobacco-Free Healthy Schools Project. We would be seeking additional monies to enhance our existing initiative. Are we eligible for funding under this RFA?

A. Agencies are eligible for funding if they meet the RFA requirements. Eligible applicants for both Components A and B include public and private not-for-profit agencies and organizations in New York State, including but not limited to: local government and public health agencies, hospitals, health care systems, primary care networks, academic institutions, Boards of Cooperative Educational Services (BOCES) agencies, Cornell Cooperative Extensions, community-based organizations, volunteer associations and professional associations. Please note that this RFA will not support training on cessation or alternatives to suspension programs.

Project Deliverables

27. Would you prefer us to work with specific schools over a whole district? For example, when looking at a large district, would you prefer us to work with specific schools within that district or is it preferred we target the whole district at a time?

A. School health policies are considered district-level Board of Education-approved policies; therefore, applicants will work with school districts in each county of their catchment area to develop policies. As stated on page 9 of the RFA, across New York State, catchment areas differ in the number of school districts, including the number of schools within each district. Thus, an applicant may propose to work with more or fewer schools districts, but must provide an adequate justification. However, they may choose to work with some or all of the buildings within a district when assisting with assessment, implementation and compliance deliverables.

28. If we engage more than 5-6 schools in the first 21 months do we need to justify it?

A. Yes. As stated on page 9 of the RFA, contractors will work with 5-6 school *districts* at a time in their catchment areas. School health policies are considered district-level Board of Education-approved policies; therefore, applicants will work with school districts in each county of their catchment area. As stated on page 9 of the RFA, an applicant may propose to work with more or fewer schools districts, but must provide an adequate justification.

29. Please clarify references to school and school districts which appear interchangeably throughout the RFA.

A. References to schools and school districts do not appear interchangeably throughout the RFA. Please see pages 13 and 14 for district level and building level strategies.

30. Is there a target number of students to be served under this grant?

A. No, there is not a targeted number of students to be served. The purpose of this grant is to work with school districts in the catchment area.

31. The MOU refers to Objective #3 in the Role of the Principal/administrator description, but there is not one listed. Does this refer to objective #2?

A. Yes. The MOU in Attachment 6 is strictly a sample, but it should read Objective #2, not Objective #3.

32. Beyond identifying a school representative for the Leadership Institute, can you list the other ways you want us to engage component B?

A. As stated on page 15 of the RFA, as part of the assistance provided to schools, contractors will conduct at least one professional development session in their catchment area per year to advance school health policy work. Contractors will engage participating schools of the Component B Leadership Institute to assist with facilitation of these sessions. Please see page 18 for project deliverables specific to Component B.

33. Section II. Page 8. The RFA requires that applicants should have a written policy "establishing a 100% tobacco free facility including outdoor areas under the control of the applicant." As a matter of written policy, our indoor facilities are 100% tobacco free. However, previous policy efforts to eliminate tobacco use in all outdoor areas under our control resulted in local community opposition as employee smokers moved from limited outdoor spaces "on campus" to adjacent outdoor public areas (e.g., sidewalks) in the surrounding residential neighborhood. Consequently, one small outdoor smoking hut for employees and visitors was brought back into service.

Would DOH accept such a specific and narrow exception (outdoor 99% tobacco free) based on demonstrated past experience as satisfying the RFA requirement, or must the applicant submit the letter of commitment to develop a 100% policy within a year of award?

In what order should the letter of commitment be attached to the application?

Does the term "tobacco free" include smokeless tobacco products for purposes of the applicant's facilities, as it does for the schools?

A. Applicants must establish a policy as stated on page 8 of the RFA. If existing policies do not meet the criteria described, they must submit a letter of commitment to develop a 100% policy within a year of award. "Tobacco free" includes the prohibition of ALL tobacco products. Letters of commitment are not required to be in any particular order, but should be referenced in the Table of Contents.

34. Section II. Page 8. Catchment Areas. Several of the school districts in our rural Catchment Area (Delaware, Otsego and Schoharie Counties) cross county lines. For purposes of the RFA, we have used the NYS Education Department listings of districts by county. (www.nystart.gov). Please confirm this is acceptable.

A. Yes, this is acceptable.

35. Section II. Page 7. Subcontracting and Section III. C. Page 22. Tobacco Cessation. We previously were awarded and are implementing a NYSDOH Rural Three for Tobacco Free Communities grant for tobacco control in areas overlapping the RFA Catchment Area. Although the Rural Three program is not allowed to do school policy or school based smoking cessation under that grant, the program has significant expertise and experience that could benefit the proposed policy project, perhaps under a subcontract. However, the RFA provides that "Funded organizations may not use contract funds to provide cessation services to tobacco users either directly or through subcontracts or mini-grants." May an applicant subcontract with the Rural Three project to provide, and use funds under this RFA to pay for, certain tobacco-related services *aimed at the district policy level* and not at individual smoker cessation? If not, may the Rural Three program at a minimum participate as a key community partner? Are there other permissible Rural Three synergies under the RFA?

A. As described on page 21 of the RFA, funded agencies are able to partner with current Tobacco Control Program contractors to develop and implement school health policies. Funded agencies will not provide curriculum materials or cessation services to tobacco users either directly or through a subcontract. The Rural Three for Tobacco Free Communities contractor is able to serve as a subcontractor if the services provided are aligned with the RFA requirements.

36. Section III. Page 9. High Need Schools. For purposes of the RFA, we have used the free and reduced price school meal percentages posted on the NYS Education Department "Report Card" website (www.nystart.gov). Please confirm this is acceptable or provide an alternative official site.

A. This is an acceptable site, as well as the Child Nutrition Knowledge Center of the NY State Education Department website.

37. Checklist MOUs. Attachment 9, Work Plan Format, Strategies and Activities for Program Goal #1, Activity 2 is "Finalize MOU from selected schools." Does this mean that *draft* MOUs with the initial 5-6 target schools may be submitted in the application, to be finalized if and when the grant is awarded?

A Applications should include final, signed MOUs from the initial 5-6 targeted school districts.

38. In Component A- Section II- Statement of need. Number 3: Do we need to get signed MOU's from the schools? Or just sample MOU's that we would use for the districts if we were awarded the grant?

A. Applicants should provide signed MOUs from the initial 5-6 target schools districts.

39. Section V (A)(II)(3), page 28. Para 3 of Section II *Statement of Need* advises that MOUs "should be included at the end of this section." Does "section" here mean Section V- the Application, or Section II the Statement of Need? The Checklist suggests that the 5-6 MOUs should be attached after the Budget and Justification and before the Letters of Commitment from community partners.

A. Section V on page 28 refers to the Completing the Application section of the RFA. Section V describes the various sections to be included in your application. Section II, Statement of Need, should be part of your application. The MOUs should be included at the end of the Statement of Need section of your application.

40. Strategy #1 Component A: Would DOH approve use of the Alliance for Healthier Generations "Healthy School Builders" assessment tool as a replacement for the SHI?

A. As long as the assessment tool "Healthy School Builders" addresses physical activity, nutrition and tobacco, NYSDOH will accept this assessment tool as a replacement for the SHI.

41. Work plan Grid: Are applicants supposed to use the goals, objectives and activities listed in the work plan grid? And, if so, do they represent a complete response to the grant requirements, or can or should any activities be added (Other than in the optional section)?

A. Applicants should not modify the goals, objectives and activities provided in attachment 9 (Workplan Format) when submitting a work plan. Additional detail should be provided by applicants for the activities, target groups, and partners. Applicants may choose to add other activities as well, but must not remove items in the work plan template.

42. Are the sustainability activities in the RFA on page 15 for contractors, schools targeting for service in the region or both?

A. Sustainability activities and other activities in the RFA are the responsibility of the contractor. Contractors should engage key members of the school community in sustainability activities as part of their strategy.

Staffing

43. How do you see the coordinator working with the community to make it a supportive environment for physical activity and nutrition?
- A. Applicants should propose how the coordinator will work with the community to make it a supportive environment for physical activity and nutrition.
44. Section V of the RFA (Staffing Structure and Qualifications) says that "At least 1.0 FTE is needed for the position of coordinator." Can this be a shared position, e.g. two .5 FTE people with appropriate qualifications and skills?
- A. No, this project requires that one full-time coordinator be in place to lead the project.
45. Is the contractor required to hire a minimum of one full-time professional position for each component of this RFA OR can one full-time person be responsible for Component A and Component B (if awarded) (page 20, Section C, Item 2)?
- A. At least 1.0 FTE is required for the position of coordinator for Component A and at least 1.0 FTE is needed for the position of coordinator for Component B.
46. Is the contractor required to hire a minimum of one full-time professional position for each catchment area applied for (page 20, Section C, Item 2)?
- A. Yes, it is required that a minimum of one full-time professional position be hired for each catchment area to guide the project in meeting the deliverables of the grant.
47. Must the contractor use grant funds to support a minimum of one-fulltime professional (p. 20, 2. Staffing) or can an experienced professional who is currently working with the school districts be employed 0.8 FTE?
- A. It is required that a minimum of one full-time professional position be hired for each catchment area to guide the project in meeting the deliverables of the grant.

Budget/Fiscal

48. Checklist. Financial Stability. How many years of audited financial statements should be submitted?
- A. Three most recent years of audited financial statements should be submitted.
49. Page 17: Form 2 (Fringe Benefits Rate) Since the budget is being written to cover 21 months, those 21 months overlap two of our agency fiscal years (12

months of 2010-2011 and 9 months of 2011-12). The fringes tend to be different from year to year (some things go up and other things go down) Should we complete one of these forms for each fiscal year noting how many months they cover so you can see the breakdown? The 21 month **total** will still be reported on Table A, Attachment 13.

A. Yes, it is acceptable to complete a form for each fiscal year noting how many months they cover and report the total on Table A.

50. Page 20: Table A-1, The same situation applies here for the column “Budgeted Full-Time Annualized Salary”. During the 21 month time frame the salary will change from the 1st 12 months and the 2nd 9 months. May we use two separate lines on this form to delineate out the 12 month period and the 9 month period? Doing this will show more clearly the “Total Amount Requested” column totals and the bottom line figure will still be for 21 months.

A. Yes, using two separate lines on Table A-1 to delineate the 12-month period and 9-month period as described is acceptable.

51. Can travel and training expenses come out of Component A and/or Component B budget for the state-wide leadership institutes?

A. Organizations applying for both Component A and Component B of the RFA must submit separate applications for each component. Therefore, there will be separate and distinct budgets for each application. Travel and training expenses should be included in each application as appropriate. Travel and training expenses for the professional development session(s) in each catchment area (page 15 of the RFA) should be included in the Component A budget. Travel expenses for schools participating in the statewide leadership institute should be included in the Component B budget. Travel expenses for schools participating in the statewide leadership institute will be paid for by the Leadership Institute (Component B contractor).

52. Are any grant funds from Component A to be allocated to travel and training expenses incurred by the school district participating in Component B?

A. See the answer to the question 51.

53. Are all Leadership Institute costs (two sessions) for the one selected school per region to be part of the part (component) A applications (such as portion of site costs, food costs, presenter costs, as well as staff and school participant lodging, travel, other expenses and substitutions)?

A. See the answer to question 51.

54. Page 17, section d. Media Campaign--The RFA states, organizations funded as a result of this RFA will dedicate 5% of their budget... Is that 5% of the total allocations? On a \$153,000 that is \$7650. That becomes very significant money that could be used for mini grants or stipends to support schools.

A. Yes, as stated in the RFA, funded agencies will dedicate 5 percent of their total budget to a statewide health policy media campaign.

55. Page 17: # d. mentions that 5% of funds budgeted should be dedicated towards the Media Campaign. Would that be 5% of the entire 21 month budget of \$222,250 which amounts to (\$11,112.50) or 5% of the 21 month Non-Personal/OTPS/Program budget? Is this a calculation necessary to spell out now in the application phase...or would we expect this to be something that would be discussed in the future based on the statement: "Organizations funded **as a result of this RFA** will dedicate 5% of their budget to a statewide school health policy media campaign....."

A. Yes, as stated in the RFA, funded agencies will dedicate 5 percent of their *total* budget to a statewide health policy media campaign. This amount should be addressed in the application.

56. Media Campaign (p. 17) there is a requirement that the contractor devote 5% of the grant budget for a media campaign. Is this to be allocated to a local campaign or is it part of a greater state-wide campaign and we would just piggyback on the state's media campaign?

A. As stated on page 17 of the RFA, Organizations funded as a result of this RFA will dedicate 5 percent of their budget to a statewide school health policy media campaign that targets school decision makers across the state through targeted media venues.

57. Page 21: # 3 talks about required "frequent" trips to Albany. Yet #4 states "Up to three one day trainings may be held annually and will require travel to Albany and/or other parts of the state." Since travel has a major impact on budget development, would it be possible to clarify/delineate how much state wide/Albany travel we should plan for? Are the one day trainings included in the "frequent" term?

A. The one-day trainings stated on page 21 of the RFA are in addition to other travel such as statewide meetings. For purposes of the RFA, applicants should plan to attend four, one-day meetings in Albany each year in addition to the trainings.

58. In the table on page 8, what is the difference between the estimated funding- 21 months and estimated annual funding?

A. The table on page 8 indicates the catchment areas and estimated funding for which an applicant may apply for Component A. The initial contract term is for 21 months; therefore, applicants are required to submit a 21-month budget as part of their application. The remaining three years of the contract term is based on an annual (12 month) budget amount.

59. How does the RFA define “funding and/or technical assistance to schools?” (pg. 10, 3rd bullet)

A. The RFA defines funding and/or technical assistance as receiving money and support for doing the same or similar comprehensive health policy work. Applicants should ensure that schools will not receive duplicative services or resources from DOH and that all relevant programs/agencies will collaborate to avoid duplication of efforts.

60. Would it be in our best interest to include a private school and/or BOCES when selecting target schools? (pg. 10)

A. The inclusion of public schools, private schools and BOCES (including Alternative School settings) is one of the guidelines for Component A. Applicants are required to justify how priority schools are identified.

61. Can component B work with schools that have not been targeted by Component A in year one? (For example: There is a school district that has already implemented comprehensive school health policies and would be a great model for other districts.) (pg. 17)

A. In accordance with the guidelines listed on page 18 of the RFA, the Component B contractor will collaborate with Component A contractors to identify, select and support the appropriate schools for participation. The identified schools must be actively working with Component A contractors.

62. Section II. Statement of Need, Question 2 asks for a list of schools (in chart form) in the proposed catchment area. Should this include colleges?

A. Colleges should not be included in the list of schools for this RFA. Colleges are not part of this initiative.

63. Additionally, *working off this same question*, it asks for the status of the School Health Index having been completed in the last 2 years. In our proposed catchment area there are over 60 school districts (public and private). What happens if we cannot get information from some of them regarding this information, what should we put on the chart? Will it be held against us if we can't or don't get that information?

A. Applicants are responsible for determining the status of the School Health Index. If unknown, applicants should note as such.

64. Will it be held against an agency to propose to work with school districts in only 2 out of 5 counties in a proposed catchment area? Will more weight be given to those proposals that 'spread the wealth' per say?

A. According to the guidelines on pages 9 and 10 of the RFP, applicants are expected to work with schools in each county in the catchment area over the full grant period. In other words, an agency may choose not to work with all counties in a given year, but by the end of the grant period, agencies must have worked with school districts in all counties of their catchment area.

65. The RFA requested that we look at and key in on schools and districts that have 50% or greater students who receive free or reduced lunches. Within our catchment area, there are less than 5 school districts (in a 5 county area) that are 50% or higher as a district. Should we key in on individual schools instead of districts in order to prioritize highest needs and THEN key in on the district?

A. Applicants are expected to prioritize the schools and districts of greatest need, including those that have the highest rates of students who receive free or reduced lunches. Justification for how schools are prioritized should be provided by the applicants.

66. If throughout the state, there is a catchment area that has only 3 districts with a 50% or higher Free or Reduced Lunch rate, what would be the next "selection criteria" we would look at to target more districts in that catchment area?

A. Refer to the guidelines for selecting and supporting schools outlined on pages 9 and 10 of the RFA when determining which schools will be targeted. Applicants are expected to prioritize the schools and districts of greatest need, including those that have the highest rates of students who receive free or reduced lunches. Justification for how schools are prioritized should be provided by the applicants.

67. Will those who apply for both Component A and Component B be looked in a more favorable light and have a stronger case for funding or get priority or partiality over those only those only applying for Component A?

A. No. Component A applications and Component B applications will be scored separately. However, as stated on page 2 in the RFA, only those applicants awarded a contract for Component A will be eligible for the Component B award.

68. The RFA indicates that 5-6 school districts should be targeted at a time in their catchment area (page 9). The RFA also indicates that applicants are encouraged to continue working with schools that are currently engaged with the TCP, HHP and/or OOP and have not yet fully implemented comprehensive health policies

(page 10, 3rd bullet). Based on these statements, please clarify the level of assistance the applicant will be required to provide to schools, considering a majority of the schools in the catchment area are engaged with TCP, HHP, and/or OOP and have not yet fully implemented comprehensive health policies. If the number of schools that have not yet fully implemented comprehensive health policies in the catchment area exceeds 5-6, and are currently engaged with TCP, HHP and/or OOP, are we expected to work with them and at what level/ how much effort is to be spent engaged with and assisting these schools – if we are supposed to only be targeting 5-6?

A. Applicants must use the Workplan Format (attachment 9) of the RFA to determine strategies and activities required of the contractors when working with schools. The level of assistance provided to targeted schools should be based on the strategies and activities not yet completed with the schools. Applicants should identify 5-6 school districts or justify why a different number of school districts would be targeted.

69. Do part A applicants budget for all costs for the catchment area Professional Development session facilitated by the applicant and leadership school participants annually for other schools in the region (site, food, substitutes, etc.)?

A. Yes. Applicants for Component A should include costs associated with conducting professional development session(s) in their catchment area as part of their budget.

70. Are there any incentives for Component B districts to mentor other schools?

A. No, there are no incentives to mentor other schools. Mentorship is a required strategy of the RFA (see page 19 of the RFA).

Evaluation

71. The RFA indicates (page 16-last paragraph, to page 17-1st paragraph) that “staff from funded organizations can anticipate receiving guidance from NYS DOH evaluation specialist on the selection of data collection instruments; the design of evaluation projects, and selection of methods through phone calls, email and face to face trainings.” The RFA also indicates (page 31, Section VI-Evaluation) that organizations should describe a plan for evaluation, including “type and timing” (in #1, 2 & 3) of assessments to be used. If we will be receiving guidance, as indicated in the RFA as mentioned above, to what extent should we be developing evaluation tools at this point?

A. Proposals do not need to include specific evaluation tools. Responses should focus on evaluation plans, including the type and the timing of your assessment activities.

72. Page 31. Should stand alone school districts without 9-12 grade levels (K-6 only or K-8 only grade level districts) be considered eligible for target schools, if they meet the target school criteria?

A. Yes, stand alone school districts without 9-12 grade levels are eligible for target schools if they meet the target school criteria.

73. Questions #1, #2 & #3 under this section all ask for descriptions of evaluating "changes in policy," "the implementation of newly adopted policies" and "measuring environment & behavior change," respectively. In addition, each of these questions asks for type and timing of assessments. Although the wording in each of these questions is slightly different, they all ask about evaluating policy change and the type & timing of assessments to be used. Please provide a clear description of the difference between the questions and precisely what differences you are looking for. Are you looking for different assessment tools to be used for each question, or can the assessments to be used overlap throughout each question?

A. Question 1 focuses on evaluating policy change, Question 2 focuses on evaluating policy implementation, and Question 3 focuses on evaluating the impact of policy changes on the school environment. For all three questions, responses should focus on evaluation plans, including the type and timing of assessment activities. Proposals do not need to include specific assessment tools.