May 16, 2022

**Question 1:** How can our organization meet the Match requirement for this grant?

**Answer:** There are many ways organizations can meet the Match requirements for DDPC grants. Most of our grantees use ‘in-kind’ sources of Match, meaning from goods or services as opposed to a cash match. In-kind sources can include staff time, volunteer time, donated supplies, equipment or space, or Indirect costs. Grantees who provide training, have advisory boards, or use volunteers in some capacity for the purposes of their grant, may use the time of volunteers towards match. The DDPC allows the following volunteer rate for FFY2021: $33.17.

**Question 2:** Can organizations use this grant opportunity to collaborate on a project?

**Answer:** Yes, the DDPC welcomes collaborations between organizations that support the intent of this Grant. However, only 1 organization can apply on behalf of the collaboration. That organization must meet the eligibility requirements outlined in this opportunity.

**Question 3:** Who do I contact with any questions?

**Answer:** Questions regarding this specific Request for Proposal (RFP) must be submitted to Kimberly Berg via email at: Kimberly.Berg@ddpc.ny.gov no later than May 27, 2022. All submitted questions should be identified as either Program or Fiscal related. A Questions and Answers summary will be posted by May 30, 2022 to https://ddpc.ny.gov/funding Date Posted: May 16, 2022.

May 31, 2022

**Question 4:** Since students with IDD have a broad range of abilities and learning styles, could you further clarify the target population for this project? For example, would this curriculum be designed for those learning in special education classrooms only, or for those learning in general education classrooms, or both?
Answer: In general, both. The prospective grantee should prepare their RFP to respond to various classroom structures, based on districts with which they anticipate partnering.

Question 5: Page 5 states, “The program will reach a minimum of 5 school districts over the four years of the contract.” Have school districts already been designated, or would it be up to the vendor to identify them? Would there be certain characteristics that would need to be taken into consideration in selecting the districts (size, geographic location, etc.)?
Answer: The prospective grantee should identify potential partner districts, based on its own ability to work with said districts, and justify why they anticipate working with the districts they have identified. There are no designations or specific criteria districts need to meet.

Question 6: We envision that Year One would be development and pilot, and year 2-4 implementation and evaluation. Are there more or different specifics regarding rollout? There are no specific timelines or additional considerations regarding development and implementation. Would this be three separate curricula (primary, middle, high school), or one core curriculum with age-specific adaptations?
Answer: There are no specific timelines or additional considerations regarding development and implementation.

Question 7: Would this be three separate curricula (primary, middle, high school), or one core curriculum with age-specific adaptations?
Answer: The prospective grantee has the discretion whether they create one comprehensive or multiple separate curricula, to be responsive to the age and developmental needs of the students. The prospective grantee should include a justification for their proposed format in their proposal.

Question 8: Would we be able to recruit consultants who are currently working as special education teachers or aides, or alternatively, are there any professionals we can’t work with?
Answer: The prospective grantee has the ability to consult with anyone they feel will add value to the project. These proposed partnerships must be identified and justified in their proposal.