



Grant Procedures & Reference Manual

Office of Grants and Program
Accountability
Department of Financial
Management

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Introduction and Overview

The Rochester City School District’s Grants Team is comprised of the Office of Grants and Program Accountability and the Department of Financial Management. These two departments work collaboratively to support the entire grants lifecycle, from initiation and planning through program implementation, monitoring, and closeout.

Vision
Inspiring opportunities for equity through the pursuit and good stewardship of grant funds.

Mission
The Office of Grants and Program Accountability will enact comprehensive systems of supports to pursue and research funding opportunities that will effectively resource high-quality educational programs that promote equity, as aligned with the priorities and goals of the Rochester City School District.

The Office of Grants and Program Accountability (OGPA) is the District’s primary resource to access grant funds. OGPA actively seeks grants from federal, state, local, foundation, and corporate funding sources to support District programs. Grants may be discretionary in nature, awarded through a competitive application process, or formula-based and appropriated by an act of Congress or the State Legislature. OGPA Grant Developers facilitate grant writing teams that include school and/or Central Office staff. Upon the award of a grant, OGPA supports program leads to make sure activities are implemented with fidelity and completed on time and within budget. The Department of Financial Management (DFM) works collaboratively with program staff to provide assistance with the financial requirements of grant awards and to support compliance with RCSD fiscal policies and procedures.

While OGPA plays an active and ongoing role in the development and implementation of large, Districtwide grant programs, staff are also available to support school-based staff who wish to pursue smaller, school-specific grant opportunities.

RCSD Grants Team

Office of Grants and Program Accountability (OGPA)

Central Office, 2nd Floor (East)

Carrie Pecor	Executive Director of Grants and Program Accountability	(585) 262-8483
Brennen Colwell	Director of ESSA-Funded Program Compliance	(585) 262-8111
Joanna Gadson	Office Clerk	(585) 262-8679
Steve LaMorte	Director of Grant Development	(585) 262-8430
Lauren McKoy	Director of Grants for Academic Programs	(585) 262- <i>COMING!</i>
Jeff Mikols	Director of Grants for Support and Enrichment	(585) 262-8294
Judy Schuster	Project Resource Manager	(585) 262-8305

Executive Director of Grants and Program Accountability

The Executive Director of Grants and Program Accountability oversees the development and implementation of grants throughout the District, ensuring alignment with the District’s strategic plan and grantor priorities and requirements.

Director of ESSA-Funded Program Compliance

The Director of ESSA-Funded Program Compliance supports required compliance activities as related to all ESSA-funded programs, such as internal program monitoring visits and desk audits, external compliance-based activities (including consultation with non-public schools and agencies that participate in RCSD grants), and required stakeholder engagement activities.

Director of Grant Development

The Director of Grant Development supports all aspects of the grant development process and leads the research of supplemental grant and donation funding from public and non-public entities.

Directors of Grants for Academic Programs / Support & Enrichment Programs

The Director of Grants for Academic Programs and the Director of Grants for Support and Enrichment Programs provide support to school leaders, program directors, and Central Office department in the areas of grant development, administration, implementation, and monitoring to maximize grant resources directed to academic programs and support and enrichment programming, respectively.

Project Resource Manager

The Project Resource Manager provides technical assistance for grant development, including but not limited to interpretation of grantor requirements, writing support for Districtwide applications, budget development, and project management.

Office Clerk

The OGPA Office Clerk provides critical support to the department, particularly for out-of-District schools that participate in RCSD grants. The Office Clerk processes invoices, purchase orders, claim vouchers, and teacher time sheets for these non-public schools. OGPA's Office Clerk also supports school-based Parent Liaisons and Home School Assistants so that in-District schools can access their grant funds.

Department of Financial Management (DFM)

Central Office, 1st Floor (West)

Glendine Miller	Director of Financial Management	(585) 262-8309
Colleen Guyett	Budget Analyst	(585) 262-8461
Beth Spalty	Senior Budget Analyst	(585) 262-8746

Director of Financial Management

The Director of Financial Management oversees the financial management of grant programs and supports RCSD leadership in the development of grant-related fiscal strategies.

Senior Budget Analyst

The Senior Budget Analyst assists with the development of proposed grant budgets and budget amendments and supports the financial monitoring requirements of grants from initiation through closeout.

Budget Analyst

The Budget Analyst monitors, projects, and reports grant revenue; maintains grant information in the PeopleSoft financial management system; submits requests to grantors for revenue collection; and prepares year-end financial reports for all grants. The Budget Analyst also prepares cash flow reports and provides support for the District's annual Single Audit.

Grant Lifecycle

Initiation

Grant Research

OGPA staff regularly monitor grant funding forecasts, public listservs, and funder solicitations to identify new grant opportunities. OGPA uses the [Grant Feasibility Analysis](#) (Appendix A) to evaluate new grant opportunities and match possible funding sources with identified District needs as articulated in the District's Strategic Plan and District Comprehensive Instruction Plan (DCIP). Please contact an OGPA team member if you would like information on a specific grant or have a project that needs funding.

Intent to Submit / Intent to Partner

The grant development process begins with the submission of either an Intent to Submit or an Intent to Partner form, regardless of whether the grant will support a large, Districtwide initiative or a small, school-based project. The Intent form summarizes basic information about the proposed project. The [Intent to Submit](#) form (Appendix B) is used for applications to be developed and implemented by RCSD staff. The [Intent to Partner](#) form (Appendix C) should be completed when the District or a school is named as a participant in a grant application that will be submitted and led by a non-District agency (e.g., community-based organization, institution of higher education, BOCES). Requests for grants are coordinated to avoid RCSD schools and community partners from competing against each other for the same funding.

The RCSD staff member recommending the grant project should complete the appropriate form and have it signed by their 1) Director or Principal, and 2) Deputy Superintendent or School Chief before sending it to the Executive Director of Grants and Program Accountability. The OGPA Executive Director will submit the Intent form to the Superintendent (or designee) for signature. This signed document will serve as leadership approval to begin grant development work.

The Intent to Submit or Intent to Partner form should clearly state if District matching funds are required and how the match will be achieved. The CFO must also sign off on applications requiring RCSD matching funds before grant development work can begin.

Planning

Application Development

Upon receipt of a signed Intent to Submit form, an OGPA grant developer (Director of Grant Development or Project Resource Manager) and budget specialist, usually from DFM (Director of Financial Management, Senior Budget Analyst, Budget Analyst), will be assigned to the project if it is for a large grant or a multi-school project. The scope of the proposed project and application requirements will determine the level of support provided. OGPA services may include any or all of the following:

- Assistance in the identification of a Grant Application Development Team
- Preparation of a work plan that drives the grant development process, including persons responsible for due dates
- Writing the project narrative based on input provided by the program/content experts
- Completion of grant forms
- Collection of supplemental application materials
- Review of the application package
- Securing required signatures
- Submission of the final application

OGPA staff will work with the Grant Application Development Team to complete RCSD's [Grant Logic Model](#) (Appendix D). The Logic Model will guide grant development using a defined organizational framework. The Logic Model will also be used to create the Project Implementation Plan when the grant is awarded.

When a school or community partner is preparing an application for a smaller, school-specific grant, work should begin after the appropriate Intent form has been approved and signed by the Superintendent. OGPA is available to provide guidance and support for these applications, but school staff are expected to complete the application process themselves. If OGPA support is requested, contact the Executive Director of Grants and Program Accountability.

Project Budget

The Grant Monitor is responsible for preparing the project budget with the assistance of the grant development team. All budgeted costs must be described clearly and align with a project objective/activity. The budget specialist will provide assistance with current cost rates and review the final grant budget. All grant budgets must be approved and initialed by the assigned budget specialist before they are sent to the Superintendent for signature.

Unless explicitly prohibited by the grantor, all proposed budgets should include the indirect cost associated with the project as determined by the rate negotiated by the United States Department of Education and the New York State Education Department. All benefits associated with salary costs should also be included, unless directed otherwise in the application instructions. DFM can provide the current Indirect Cost and benefit rates to be used (yearly variation in rates occurs).

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

Many New York State grants have requirements for using Women- and Minority-Owned Business Enterprise (M/WBE) vendors to secure grant services and supplies. The grant application instructions will state clearly the minimum participation rate for M/WBE compliance, if required. The grant developer will provide guidance on creating the M/WBE Utilization Plan and work with RCSD's Director of Procurement and Supply to complete all required forms. The Director of Procurement and Supply will sign the forms and return them to OGPA for submission with the application package.

Application Submission

RCSD's Superintendent of Schools (or official designee) is the only person who can approve and sign a grant application, whether it is for a large, Districtwide grant or a smaller, school-based grant. All final application materials should be submitted to OGPA at least seven (7) business days before the grant deadline to allow for completion of the signature and submission processes.

An internal cover memo that summarizes the grant activities and budget request in 1-2 paragraphs should accompany the application package. An OGPA team member will draft this memo on behalf of the Grant Application Development Team. The memo should be addressed to the Superintendent from the Deputy Superintendent of Teaching and Learning, with copies for the Deputy Superintendent or Chief overseeing the project, the Chief Financial Officer, the OGPA Executive Director, and the Director of Financial Management. The Deputy Superintendent of Teaching and Learning must initial the memo before the application can be approved by the Superintendent.

OGPA and DFM will work together to secure the final application approvals and signatures. The signed and approved package will be returned to the Grants Team to complete submission as directed in the application instructions, whether electronically or by hard copy mailing. An OGPA team member will email electronic copies of the full application to the Central Office or school staff working on the application and will file the final application documents in the OGPA and DFM records management systems.

Award Notification

The grantor may send the announcement of a grant decision to the Superintendent, Grant Monitor/program expert, Director of Financial Management, or staff member who submitted the online application. Regardless of recipient, the award decision should be shared with OGPA who will make sure all key project stakeholders are informed of the award details. Some grantors may provide a preliminary announcement of a pending grant award through an email or memo to the Superintendent prior to receipt of the official Grant Award Notification (GAN).

When the official award notification is received, DFM's Budget Analyst will enter the grant budget information into PeopleSoft, RCSD's financial management system, and open the grant for spending. The budget specialist assigned to the grant will set up account codes so spending can commence.

If the grant was not awarded, OGPA will ask the funder for a copy of the reviewer comments. This feedback will be used for ongoing improvement in the District's grant development process and help improve the quality of future applications.

Program Implementation

Pre-Implementation Activities

No grant funds should be expended prior to the official notification of a grant award, but it is often advisable to conduct planning activities because of tight project timelines and delays in award notification. RCSD's Legal Department can initiate the development of memoranda of agreement (MOAs) or contracts before a grant is awarded. Other planning activities might include the preparation of job descriptions for grant-funded positions or working with the Purchasing Department to identify possible vendors using their processes to request proposals and collect bids.

Implementation Plan

When a grant is awarded, OGPA will transition responsibility from the grant development specialists to staff whose expertise includes implementation and compliance. An OGPA Director of Grants, either for Academic Programs, Support and Enrichment Programs, or ESSA-Funded Program Compliance, will be assigned to provide support to the Grant Monitor and grant implementation team. The specific needs of the grant will determine the level of OGPA support provided. While primary responsibility for the following activities will be with the Grant Monitor, the OGPA director assigned to the grant will serve as a training and support resource for the following:

- Creation of a Grant Logic Model and Project Implementation Plan

- Progress monitoring to ensure programmatic and fiscal compliance
- Development of financial documents, such as annual budgets (e.g., FS-10), budget amendments (e.g., FS-10A), and Purchasing Department proposal and bid requests
- Communication with RCSD's Legal Department to develop contracts and Memoranda of Agreement (MOA)
- Support for evaluation activities (either internal or external)
- Completion of interim and/or annual program reports
- Completion of M/WBE reports

The Grant Logic Model created during the grant development process will be transformed into a [Project Implementation Plan](#) (Appendix E) that outlines project goals, tasks, deadlines, and performance metrics. The OGPA compliance director will use the Project Implementation Plan to support the Grant Monitor and help ensure the proposed program is implemented with fidelity, on time, and within budget. Together with the budget support staff, the team will work to expend all grant funds by the end of the award period.

Once a grant application is approved, the Grant Monitor should become familiar with the District's grant-related processes and timelines to make sure yearly grant objectives are achieved. Some of these critical processes/dates are below.

- RCSD's Board of Education identifies its deadlines for Board Authorizations at the start of every school year and posts them on the Board of Education's SharePoint site. A link to these important dates is included in RCSD's weekly *Bulletin Board* email.
- The M/WBE Utilization Plan outlines the M/WBE vendors that Grant Monitors should use to make purchases. It is advisable to complete M/WBE purchases as soon as possible to ensure the M/WBE spending goals are met.
- The grant requisition process typically closes 90 days before the annual closing date for the grant period. Please make sure all requisitions for grant expenditures are entered before this deadline.

[Monitoring](#)

[Financial Management](#)

A budget specialist will be assigned to each awarded grant and will work with the Grant Monitor to analyze expenditures and help ensure full grant spend-down. Unique project codes will be used to track expenses on the General Ledger. DFM and other budget staff will monitor all grant expenditures to ensure they agree with the approved grant budget (original or amended) and fall within the eligible grant period to minimize/eliminate disallowance of expenses by the grantor. In the event of disallowed costs, RCSD operating funds must cover

expenses. If budget amendments are needed, the budget specialist can help provide the needed financial information. Assistance with invoicing and vouchering may be available, and the DFM Budget Analyst will submit the financial documents required to obtain grant revenue.

If the salary and/or additional hourly/overtime pay of an RCSD employee is funded by a grant, time and effort reporting may be required. Most employees whose positions are included in a grant budget must complete a Personnel Activity Report (PAR) in PeopleSoft to certify the actual time they spend each month on grant-related activities. It is the responsibility of the Grant Monitor to inform grant-funded employees about the PAR requirements. Impacted staff will receive a monthly reminder via email that includes the PeopleSoft link.

Project Evaluation

The OGPA director assigned to the grant will facilitate internal monitoring throughout the grant funding period. This monitoring will include quarterly meetings to review progress on project activity implementation, grant spend-down, and data related to meeting project goals.

Most grants include a formal project evaluation to determine if program objectives were met, and an evaluation plan will be included as part of the application. Requirements may require that an external evaluator conduct a rigorous research evaluation of grantor-identified metrics, or it may be sufficient for RCSD's Office of Accountability to complete a less formal analysis of District-selected metrics. It is the responsibility of the Grant Monitor, with the support of the OGPA compliance director, to ensure that the project evaluator receives the data needed to complete evaluation activities on schedule.

Reporting

The details of the required grant reporting, including content, frequency, and due dates, will be described in the application instructions and/or award letter. These reports will address the programmatic outcomes of the project, use of grant funds, and M/WBE compliance. The Grant Monitor, with the support of the OGPA compliance director, is responsible for the timely submission of the programmatic and M/WBE reports. DFM's Budget Analyst will complete and submit all final financial reports (e.g., FS-10F).

Closeout

At the end of the grant period, DFM's Budget Analyst will complete the final financial report that shows the expenses for the grant period and will submit the final claim for revenue. Upon acceptance of the final reports by the grantor, the grant will be closed out. OGPA and DFM will maintain all grant records following the NYS Archives records retention schedules.

Other Sources of Funding

Awards

There are numerous awards that recognize the accomplishments of students, staff, and schools. Individuals may make nominations following the award guidelines. If assistance is needed when completing an application, OGPA is available as a resource.

Crowdfunding

Per RCSD's Superintendent's Regulation 1810-R, crowdfunding activities may be permitted in the District, but only upon the recommendation of the appropriate School Chief and with specific approval from the building administrator and Superintendent. Approval must be secured in writing before publishing the campaign request online to ensure student safety and that proper accounting processes are followed. Postings may not reflect negatively upon the District, its students, staff, programs, or services and may not include identifiable student images without prior parental permission. Only crowdfunding services with a rating of three (3) or more stars on Charity Navigator may be used. Please see [Superintendent's Regulation 1810-R](#) (Appendix F) for additional information.

For additional information, contact Tim Schmandt, Director of Procurement and Supply, in the Purchasing Department.

Grants from Outside Agencies

RCSD may be the beneficiary of a grant awarded to an outside agency (local college, community-based organization, etc.) either as a formal sub-awardee or as a recipient of supplies and/or services. For all such grants, an Intent to Partner form should be completed and signed by the Superintendent (or designee) prior to RCSD being officially including in the proposed project (see P. 4).

The agency applying for the grant may request a 1) letter of support expressing general project support, 2) letter of intent outlining more specific details of the collaboration, or 3) formal Memorandum of Agreement (MOA). Only the Superintendent may sign these letters or MOA. Requests for Letters of Support and Letters of Intent must be submitted to OGPA with the signed Intent to Partner form and a draft of the requested letter; at least two (2) weeks is needed for processing. If an MOA is required, the RCSD requestor should work directly with the Legal Department to create the MOA. At least six (6) weeks is required to process an MOA, and a copy of the signed Intent to Partner form must accompany the MOA request.

If the grant is awarded, either RCSD or the outside agency/grant recipient may require additional documentation for the partnership.

For assistance in navigating next steps when accepting funds, services, or supplies provided by an outside agency's grant award, contact the Executive Director of Grants and Program Accountability.

Donations / Gifts

All donations intended for the District must be submitted to the Accounting Department and not into the school-based activity funds checking account, unless the donor specifies that the donation is intended for a school's extracurricular club. If the value of the donation is \$1,500 or more, a gift resolution form must be prepared and submitted to the Board of Education.

For additional information, please refer to the [Accounting Department Procedures and Reference Manual](#) or contact Cullen Spencer, Accountant, in the Accounting Department.

Scholarships

College scholarship information, including school-specific scholarships, is available from school principals or the student's school counselor. Additional information can be found on the RCSD website at <https://www.rcsdk12.org/Page/1195>

The *Rochester Children's Scholarship Fund* (RCSF), founded in 1916, gives financial incentives to selected RCSD students in grades 9-12. Students are identified through a formal application process that considers academic performance (i.e., grade point average), character, and financial need. For additional information, contact the RCSF Director, located in RCSD Central Office, or at 585.262.8983. The application and other program details can be found at www.rcsf.info.

Definitions

Crowdfunding

Crowdfunding is an internet-based request for resources from individuals and organizations to support activities that enhance the educational program. Crowdfunding typically collects small amounts of money from a large number of individuals to finance a project or to fundraise for a specific cause. Crowdfunding campaigns may raise funds for supplemental supplies and equipment or for a specific classroom or school activity. Some examples of crowdfunding are DonorsChoose and GoFundMe.

Donation / Gift

A donation (or gift) is voluntarily given to the District, a school, or an employee who represents the Rochester City School District. It is acquired without compensation or cost to the District or the employee. Gifts or donations can be monetary or non-monetary (e.g. books, professional service, furniture, equipment, scholarships, or memorials).

FS-10

The FS-10 is a budget form specific to the NYS Education Department and is often used to refer to a project budget. RCSD's budget management system is set up using budget codes based on this NYSED form. Budget forms for other grantors may use other spending categories, and every grant application should use the form required by the grantor. Other NYSED budget forms include the FS-10A (budget amendment) and FS-10F (final budget report).

Grant

A grant is funding received from an organization or individual for a specific project, program, or purpose through an application process and typically has specific accounting, evaluation, and reporting requirements.

Grant Monitor

The Grant Monitor oversees project implementation and ensures the approved project plan is implemented with fidelity. The Grant Monitor collaborates with budget analysts to monitor grant spending to ensure all grant expenditures are in compliance with grant terms (including M/WBE compliance) and completed before the end of the project period; initiates budget amendments; and prepares and approves purchase requisitions, travel vouchers, and Personnel

Authorization forms for additional pay. The Grant Monitor often served as the content expert during the grant development process.

Grantor

The grantor is the agency that opens the grant competition and makes the grant award.

Grantee

The grantee is the organization that prepares the grant application and receives the grant award.

Local Education Agency (LEA)

A Local Education Agency, or LEA, is a public board of education that controls the community's public elementary and secondary schools. The Rochester City School District is an LEA. RCSD may also be considered a local government for purposes of grant eligibility.

Match / Matching Funds

Matching funds are funds that a grantee must contribute to a project to be eligible for the grant. Most grants do not require matching funds. If a match is needed, details will be included in the application instructions and will state whether the match must be in cash or if in-kind cost contributions are allowable. The match may be expressed as the percent of the award amount or of the total project budget. In some instances, the grantor may require verification of the matching funds at the time of application.

Personnel Activity Report (PAR)

A Personnel Activity Report (PAR) is an after-the-fact certification of the actual time and effort dedicated to allowable grant activities by an employee whose pay with benefits (salary and/or additional hourly/overtime) are charged to the grant (usually a federal grant). In the event of a grant audit, auditors will examine PAR documentation.

Request for Proposal

The Request for Proposal, or RFP, is the instructional guidebook for a grant application. Some funders call this document a Request for Application (RFA), Notice Inviting Application (NIA), Notice of Intent (NOI), or a similar name. Many grantors will also post Frequently Asked Questions (FAQs) that provide additional details on the grant requirements.

Supplement, Not Supplant

Grants often have a supplement, not supplant requirement. If this requirement is in place, 1) the grant must be used only to supplement existing activities and funding and not to replace

them, and 2) grant funds cannot be used to support required or mandated activities. OGPA can provide guidance on the interpretation of this rule if needed.

501(c)(3) Non-Profit Organization

501(c)(3) refers to a section of the U.S. Internal Revenue Code of 1986 that allows federal tax exemption to non-profit organizations. RCSD is a non-profit organization and eligible to apply for many grant opportunities, but it is a **not** an IRS Code 501(c)(3) organization. RCSD's tax-exempt status is confirmed as a governmental unit within Sections 170(b)(1)(A)(v) and 170(c)(1) of the Internal Revenue Code. Most RFPs include a section that provides information on eligible applicants, and some grantors may have an eligibility quiz on their website. If 501(c)(3) status is required to apply for a grant, it may be possible to partner with another non-profit agency. If you have questions about the District's eligibility for a specific grant, contact OGPA.

Appendices

- Appendix A: Grant Feasibility Analysis
- Appendix B: Intent to Submit Form
- Appendix C: Intent to Partner Form
- Appendix D: Grant Logic Model
- Appendix E: Project Implementation Plan
- Appendix F: Crowdfunding / Superintendent's Regulation 1810-R

NOTE: *Please use the links provided in the previous sections to access the most current versions of the documents above.*

Grant Feasibility Analysis

Grant Name:			
Funder:			
Due-Date:		Project Period:	
Award Amount:		Matching Funds:	
Web Links:			
Summary:	Grant Purpose and Goals: Application Process: Evaluation & Reporting Needs: Contact Information:		

Alignment	Yes	No
Does this grant match District/Department/school goals, priorities, and/or needs?	<input type="checkbox"/>	<input type="checkbox"/>
Does the proposed project expand delivery of existing activities?	<input type="checkbox"/>	<input type="checkbox"/>
Does the proposed project include new initiatives or programs?	<input type="checkbox"/>	<input type="checkbox"/>
Are we comfortable with the mission, vision, values, purpose of the funding organization?	<input type="checkbox"/>	<input type="checkbox"/>
Notes:		
Eligibility & Capacity	Yes	No
Is the RCSD eligible to apply? If not, can we partner with an eligible agency?	<input type="checkbox"/>	<input type="checkbox"/>
Are we able to live up to the terms of the grant if awarded?	<input type="checkbox"/>	<input type="checkbox"/>
Do we have the resources (time, staff, etc.) for developing a successful proposal?	<input type="checkbox"/>	<input type="checkbox"/>
Notes:		
Implementation Capacity	Yes	No
Do we have staff with the experience to lead this work?	<input type="checkbox"/>	<input type="checkbox"/>
Do we have staff with the time needed to commit to this project?	<input type="checkbox"/>	<input type="checkbox"/>

Do we need outside partners to make this work?	<input type="checkbox"/>	<input type="checkbox"/>
Is the project sustainable when the grant ends?	<input type="checkbox"/>	<input type="checkbox"/>
Are the application process and associated deadlines realistically possible?	<input type="checkbox"/>	<input type="checkbox"/>
Notes:		

Decision:	<input type="checkbox"/> Pursue Funding
	<input type="checkbox"/> Do Not Pursue Funding
Date:	
Reviewers:	



Appendix B

Rochester City School District
Office of Grants & Program Accountability

For questions, please email carrie.pecor@rcsdk12.org

INTENT TO SUBMIT
A GRANT APPLICATION

This form must be completed by the school or Central Office administrator who wishes to submit a grant application.
The completed and signed form is due within 7 days of application release to the Office of Grants & Program Accountability.

Name of Grant/Funding Opportunity: _____

Funding Agency: [] NYSED [] USED [] Other, please identify: _____

Name of Proposed Project: _____ Application Due Date: _____

Grant Start/End Dates: _____ Total Grant Request: \$ _____

Will You Be Using External Partners? [] Yes [] No Name of Partner, if identified: _____

Funding Needed for: [] Salaries [] Purchased Services [] Supplies [] Travel [] Technology (IMT approval required)

Are RCSD Matching Funds Requested? [] No [] Yes If yes, how much? \$ _____ Source? _____

BRIEF Description of Project Objective(s) and Activities:

Name of RCSD Employee Completing this Form: _____ School/Department: _____

Email: _____ Telephone: _____

Name of Grant Monitor (must be a principal or director): _____

Support of Principal or Director: _____ Date: _____
Print Name AND Sign

Support of Chief or Deputy Superintendent: _____ Date: _____
Print Name AND Sign

Submit Hard or Electronic Copy to Carrie Pecor, Executive Director of Grants & Program Accountability

APPROVAL FOR GRANT DEVELOPMENT

Executive Director of Grants & Program Accountability Initials: _____ Date: _____

RCSD Superintendent Initials: _____ Date: _____

CFO Approval of Matching Funds [] Not Applicable Initials: _____ Date: _____



Appendix C

Rochester City School District
Office of Grants & Program Accountability

For questions, please email carrie.pecor@rcsdk12.org

INTENT TO PARTNER
IN A GRANT APPLICATION

This form must be completed by the school principal or Central Office administrator who wishes to participate in a grant application to be submitted by an outside agency.

Name of Grant/Funding Opportunity: _____

Funding Agency: [] NYSED [] USED [] Other, please identify: _____

Name of Organization Submitting Grant Application: _____

Outside Organization Contact: _____
Name / Title / Email / Phone

Name of Proposed Project: _____ Application Due Date: _____

Grant Start/End Dates: _____ Total Grant Request: \$ _____

Beneficiary of Partnership: [] District [] School Identify School(s): _____

What will RCSD receive from this partnership? (check all that apply) [] Salaries [] Consultants [] Materials/Supplies
[] Professional Learning [] Cash (Amount \$ _____) [] Other (identify) _____

Are RCSD Matching Funds Requested? [] No [] Yes If yes, how much? \$ _____ Source? _____

What are RCSD's Project Responsibilities? _____

Is a Letter of Support from RCSD Needed? [] No [] Yes (Please attach draft and allow a minimum of 2 weeks for turnaround)

BRIEF Description of Project, including how activities will benefit RCSD students:

Name of RCSD Employee Completing this Form: _____ School/Department: _____

Email: _____ Telephone: _____

Support of Principal or Director: _____ Date: _____
Print Name AND Sign

Support of Chief or Deputy Superintendent: _____ Date: _____
Print Name AND Sign

Submit Hard or Electronic Copy to Carrie Pecor, Executive Director of Grants & Program Accountability

APPROVAL FOR GRANT PARTNERSHIP

Executive Director of Grants & Program Accountability Initials: _____ Date: _____

RCSD Superintendent Initials: _____ Date: _____

CFO Approval of Matching Funds [] Not Applicable Initials: _____ Date: _____

Appendix D

Project Name: <name here>

Problem Statement:
 • What is the problem or issue?
 • Why is this a problem?
 • For whom does this problem exist?
 • Who has a stake in the problem?
 • What do we know about this problem?
 • What are the causes of this problem?

Goals, Objectives, and Indicators		Strategy	Tactic	Impact		Alignment	Resources			Notes			
What we want to accomplish and the key indicators of success.		The approach we will take to make change.	The specific actions we will take to make change.	The intended change and evidence we will use to show progress.		How this work is aligned with District/Project strategy.	The resources we will invest in this work.			Other Notes			
What do we want to accomplish as a result of this work?	How will we measure success of this goal?	Think Strategically - How will we go about doing this?	Act Tactically: What specific actions will we take to achieve what we named in the strategy?	Measure Specifically: What is the change we want to achieve?	What data will show we have made this impact?	Design Coherently: How is this work tied to our existing District and Department	Budget Sustainably: What resources do we need to carry out this plan?			(these columns and headers may be customized as needed for the specific project being planned)			
Goal/Objective	Performance Indicator	Strategies	Tactics	Impacts	Metrics	Alignment	Resources	FTE	Costs	FS-10	Department	Category	Notes
Increased student achievement in NYS ELA scores by 10% as compared to the 2019-2020 school year	Grade 3 Proficiency: XX% Grade 4 Proficiency: XX% Grade 5 Proficiency: XX%	Engage Grade 3-5 teachers in professional learning focused on reciprocal teaching.	<ul style="list-style-type: none"> Create 4-hour self-paced eLearning course which all 3-5 teachers will be expected to complete for RCSD PDI credit 8 sections of eLearning course to accommodate 450 teachers (up to 60 people per course) Conduct classroom observations to look for appropriate use of reciprocal teaching with students. 	<ul style="list-style-type: none"> Increased teacher use of reciprocal teaching 	<ul style="list-style-type: none"> 100% of targeted teachers complete eLearning course 75% or more of teachers effectively implementing reciprocal teaching with students in class as evidenced by classroom observations 10% increase in # students meeting conditional growth goals in NWEA reading assessment from Fall to Winter 10% increase in student performance on NYS ELA exam in grades 3-5 as compared to previous year 	<ul style="list-style-type: none"> RCSD Goal: Increase Math/ELA achievement by 7% 	<ul style="list-style-type: none"> Staff to facilitate PD: 2 facilitators X 8 0 sections X 6 hours @ \$35/hour 		\$3,360.00	15 - Prof Staff Salaries			

Project Implementation Plan

Project Name:	
Project Lead(s):	
OGPA Contact(s):	

Overall Project Goals

	Goal	Key Performance Indicator
1		
2		
3		
4		
5		

Strategy & Tactic Implementation Timeline

Goal	Strategy	Tactic	Measure	S	Q1	Q2	Q3	Q4
1	A. Strategy description...	i. Tactic description...	Tactic-specific measure...	✓	✓	✓	✓	✗
		ii. Tactic description...	Tactic-specific measure...	✓	✓	✓	✗	✗
		iii. Tactic description...	Tactic-specific measure...	✓	✓	✓	✓	✓
	B Strategy description...	i. Tactic description...	Tactic-specific measure...	✓	✓	✓	✓	✓
		ii. Tactic description...	Tactic-specific measure...	✓	✓	✓	✓	✓

Summer Implementation Plan: July 1 – August 31

Goal	Quarterly Objective	Activity/Task	Measure	Due-Date	Owner
1.A.i					
1.A.i					
1.A.ii					
1.A.iii					
1.A.iii					

Summer Implementation Plan: July 1 – August 31

Goal	Data	Analysis	●
			●
			●
			●

Program	Finance												
Overall Programmatic Progress: <table border="1"> <tr> <td><input type="checkbox"/></td> <td>On Track to Fully Realize Project Goals</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Minor Issues That Will Be Overcome</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Serious Concerns in Need of Intervention</td> </tr> </table>	<input type="checkbox"/>	On Track to Fully Realize Project Goals	<input type="checkbox"/>	Minor Issues That Will Be Overcome	<input type="checkbox"/>	Serious Concerns in Need of Intervention	Overall Financial Progress: <table border="1"> <tr> <td><input type="checkbox"/></td> <td>On Track for Complete Spend-Down</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Minor Issues That Will Be Overcome</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Serious Concerns in Need of Intervention</td> </tr> </table>	<input type="checkbox"/>	On Track for Complete Spend-Down	<input type="checkbox"/>	Minor Issues That Will Be Overcome	<input type="checkbox"/>	Serious Concerns in Need of Intervention
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<input type="checkbox"/>	On Track for Complete Spend-Down												
<input type="checkbox"/>	Minor Issues That Will Be Overcome												
<input type="checkbox"/>	Serious Concerns in Need of Intervention												
Major Accomplishments: <ul style="list-style-type: none"> • Challenges: <ul style="list-style-type: none"> • 	Total Budget: \$ _____ Current Balance: \$ _____ Percent Spent-Down: _____% Challenges: <ul style="list-style-type: none"> • 												
Critical Next Steps: <ul style="list-style-type: none"> • 	Critical Next Steps: <ul style="list-style-type: none"> • 												

Quarter 1 Implementation Plan: September 1- November 13

Goal	Quarterly Objective	Activity/Task	Measure	Due-Date	Owner
1.A.i					
1.A.i					
1.A.ii					
1.A.iii					
1.A.iii					

Quarter 1 Progress Monitoring: September 1- November 13

Goal	Data	Analysis	●
			●
			●
			●

Program	Finance												
Overall Programmatic Progress: <table border="1"> <tr> <td><input type="checkbox"/></td> <td>On Track to Fully Realize Project Goals</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Minor Issues That Will Be Overcome</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Serious Concerns in Need of Intervention</td> </tr> </table>	<input type="checkbox"/>	On Track to Fully Realize Project Goals	<input type="checkbox"/>	Minor Issues That Will Be Overcome	<input type="checkbox"/>	Serious Concerns in Need of Intervention	Overall Financial Progress: <table border="1"> <tr> <td><input type="checkbox"/></td> <td>On Track for Complete Spend-Down</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Minor Issues That Will Be Overcome</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Serious Concerns in Need of Intervention</td> </tr> </table>	<input type="checkbox"/>	On Track for Complete Spend-Down	<input type="checkbox"/>	Minor Issues That Will Be Overcome	<input type="checkbox"/>	Serious Concerns in Need of Intervention
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Major Accomplishments: <ul style="list-style-type: none"> • Challenges: <ul style="list-style-type: none"> • 	Total Budget: \$ _____ Current Balance: \$ _____ Percent Spent-Down: _____% Challenges: <ul style="list-style-type: none"> • 												
Critical Next Steps: <ul style="list-style-type: none"> • 	Critical Next Steps: <ul style="list-style-type: none"> • 												

Quarter 2 Implementation Plan: November 16 – January 29

Goal	Quarterly Objective	Activity/Task	Measure	Due-Date	Owner
1.A.i					
1.A.i					
1.A.ii					
1.A.iii					
1.A.iii					

Quarter 2 Progress Monitoring: November 16 – January 29

Goal	Data	Analysis	●
			●
			●
			●

Program	Finance												
Overall Programmatic Progress: <table border="1"> <tr> <td><input type="checkbox"/></td> <td>On Track to Fully Realize Project Goals</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Minor Issues That Will Be Overcome</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Serious Concerns in Need of Intervention</td> </tr> </table>	<input type="checkbox"/>	On Track to Fully Realize Project Goals	<input type="checkbox"/>	Minor Issues That Will Be Overcome	<input type="checkbox"/>	Serious Concerns in Need of Intervention	Overall Financial Progress: <table border="1"> <tr> <td><input type="checkbox"/></td> <td>On Track for Complete Spend-Down</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Minor Issues That Will Be Overcome</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Serious Concerns in Need of Intervention</td> </tr> </table>	<input type="checkbox"/>	On Track for Complete Spend-Down	<input type="checkbox"/>	Minor Issues That Will Be Overcome	<input type="checkbox"/>	Serious Concerns in Need of Intervention
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Major Accomplishments: <ul style="list-style-type: none"> • Challenges: <ul style="list-style-type: none"> • 	Total Budget: \$ _____ Current Balance: \$ _____ Percent Spent-Down: _____% Challenges: <ul style="list-style-type: none"> • 												
Critical Next Steps: <ul style="list-style-type: none"> • 	Critical Next Steps: <ul style="list-style-type: none"> • 												

Quarter 3 Progress Monitoring: February 1 – April 16

Goal	Quarterly Objective	Activity/Task	Measure	Due-Date	Owner
1.A.i					
1.A.i					
1.A.ii					
1.A.iii					
1.A.iii					

Quarter 3 Progress Monitoring: February 1 – April 16

Goal	Data	Analysis	●
			●
			●
			●

Program	Finance												
Overall Programmatic Progress: <table border="1"> <tr> <td><input type="checkbox"/></td> <td>On Track to Fully Realize Project Goals</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Minor Issues That Will Be Overcome</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Serious Concerns in Need of Intervention</td> </tr> </table>	<input type="checkbox"/>	On Track to Fully Realize Project Goals	<input type="checkbox"/>	Minor Issues That Will Be Overcome	<input type="checkbox"/>	Serious Concerns in Need of Intervention	Overall Financial Progress: <table border="1"> <tr> <td><input type="checkbox"/></td> <td>On Track for Complete Spend-Down</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Minor Issues That Will Be Overcome</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Serious Concerns in Need of Intervention</td> </tr> </table>	<input type="checkbox"/>	On Track for Complete Spend-Down	<input type="checkbox"/>	Minor Issues That Will Be Overcome	<input type="checkbox"/>	Serious Concerns in Need of Intervention
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<input type="checkbox"/>	Serious Concerns in Need of Intervention												
Major Accomplishments: <ul style="list-style-type: none"> • Challenges: <ul style="list-style-type: none"> • 	Total Budget: \$ _____ Current Balance: \$ _____ Percent Spent-Down: _____% Challenges: <ul style="list-style-type: none"> • 												
Critical Next Steps: <ul style="list-style-type: none"> • 	Critical Next Steps: <ul style="list-style-type: none"> • 												

Quarter 4 Progress Monitoring: April 16 – June 25

Goal	Quarterly Objective	Activity/Task	Measure	Due-Date	Owner
1.A.i					
1.A.i					
1.A.ii					
1.A.iii					
1.A.iii					

Quarter 4 Progress Monitoring: April 16 – June 25

Goal	Data	Analysis	●
			●
			●
			●

Program	Finance												
Overall Programmatic Progress: <table border="1"> <tr> <td><input type="checkbox"/></td> <td>On Track to Fully Realize Project Goals</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Minor Issues That Will Be Overcome</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Serious Concerns in Need of Intervention</td> </tr> </table>	<input type="checkbox"/>	On Track to Fully Realize Project Goals	<input type="checkbox"/>	Minor Issues That Will Be Overcome	<input type="checkbox"/>	Serious Concerns in Need of Intervention	Overall Financial Progress: <table border="1"> <tr> <td><input type="checkbox"/></td> <td>On Track for Complete Spend-Down</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Minor Issues That Will Be Overcome</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Serious Concerns in Need of Intervention</td> </tr> </table>	<input type="checkbox"/>	On Track for Complete Spend-Down	<input type="checkbox"/>	Minor Issues That Will Be Overcome	<input type="checkbox"/>	Serious Concerns in Need of Intervention
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Major Accomplishments: <ul style="list-style-type: none"> • Challenges: <ul style="list-style-type: none"> • 	Total Budget: \$ _____ Current Balance: \$ _____ Percent Spent-Down: _____% Challenges: <ul style="list-style-type: none"> • 												
Critical Next Steps: <ul style="list-style-type: none"> • 	Critical Next Steps: <ul style="list-style-type: none"> • 												

Appendix F

SUPERINTENDENT'S REGULATION 1810-R

GIFTS FROM THE PUBLIC

J.D. 9/9/19
Approved Upon Superintendent's Initials Date

Book Gifts to Schools

When a book is offered to a school for placement in the library, the librarian and appropriate department chairperson shall make a decision as to whether or not this book would be a desirable addition.

A gift book, considered to be a desirable addition to the library, shall be accepted by the Building Principal and librarian only conditionally, pending final approval by the Board of Education.

Before the close of school each June, the Principal shall submit to the Office of the Deputy Superintendent for Teaching and Learning, a list of any books received as conditional gifts during the school year and request their final acceptance by the Board. The Chief Academic Officer will inform the Principal when the books have been formally accepted by the Board.

Gifts Received Through Crowdfunding

Crowdfunding

"Crowdfunding" as an Internet-based request for resources from individuals and organizations to support activities or projects that enhance an educational program. It applies to the use of any form of crowdfunding that utilizes an online service or website-based platform for the financial benefit or gain of the District – be it a specific classroom, grade level, department, school, or curricular or extracurricular activity. "Crowdfunding" refers to a campaign to collect typically small amounts of money from a large number of individuals to finance a project or fundraise for a specific cause. Through the use of personal networking, social media platforms, and other Internet based resources, funds are solicited or raised to support specific campaign or project.

Crowdfunding activities for the purpose of raising funds for a specific classroom or school activity, including extracurricular activity, or to obtain supplemental resources (e.g., supplies or equipment) that are not required to provide a free and appropriate public education to any students in the classroom may be permitted, but only with the specific approval of the appropriate building administrator and Superintendent, upon the recommendation of the appropriate Chief of Schools.

All crowdfunding activities must receive the above administrative approval in writing, and all postings for crowdfunding activities should receive said written administrative approval before being published to ensure student safety and that proper accounting processes are followed.

Crowdfunding Responsibilities of Eligible Staff

1. Eligible staff are teachers and others who directly supervise curricular and extracurricular activities of students, currently employed by the District.
2. The purpose of this crowdfunding policy is to support educators' efforts to enhance the District's or a school's educational programming. Postings that describe the purpose and rationale for conducting the crowdfunding campaign may not negatively reflect upon the District, its programs and services, its staff, or its students.
3. All posting must comply with applicable federal and state student privacy laws, including the FERPA, IDEA, and applicable laws and regulations.
4. Postings may not include identifiable student images without prior parental permission.
5. Any educator positing a technology-related project must consult with appropriate District personnel to ensure desired technologies align with the District or school's technology plan and requirements.
6. The school principal or designated District administrators **ARE REQUIRED** to pre-approve classroom projects posted by eligible staff to approved sites meeting the requirements of "Pre-Approved Crowding Services" below.

Pre-Approved Crowdfunding Services

1. As part of the above pre-approval process, the Superintendent or designee must approve the crowdfunding site selected by the educator recommending each crowdfunding effort.
2. Eligible educators may pursue crowdfunding classroom projects using approved sites/services but must also have pre-approval for each project.
3. To be approved, a crowdfunding service must:
 - a. Only allow currently employed eligible educators to create projects;
 - b. Have at least a three-star rating on Charity Navigator;
 - c. Prohibit cash payments to District personnel, exempting reimbursement to teachers for reasonable project costs verified by receipt submission to the crowdfunding service;
 - d. Protect the privacy of students in accordance with state and federal law, and District policy;

- e. Provide individual unit/item cost and inventory reporting to the District on the materials and supplies shipped to schools;
 - f. Track the shipment and delivery of materials to District schools with notification to the school principal;
 - g. Require the materials and supplies to become the property of the District or school, in accordance with District Policy 1810;
 - h. Require subsequent documentation of the project's educational benefit; and
 - i. Provide dedicated reporting for District officials regarding the status of each request and the materials delivered to the schools involved.
4. The school principal shall send notice to the Finance Department acknowledging receipt of any donation be it funds, materials, supplies or equipment.
 5. The Finance Department shall ensure that any gift valued at \$1,500.00 or more is considered for acceptance by the Board of Education.

Employees that launch crowdfunding campaigns in violation of this Regulation do so at their own risk, may be subject to discipline, and may not act-on-behalf or hold themselves out as acting-on-behalf of their school or the District.

Other Gifts to Schools

If a Principal wishes to accept a gift of furniture, equipment or other similar property for his/her school, a written request to the applicable Chief of Schools for Secondary or Elementary Schools listing the item, the donor's name and address, the use to which the item can be put, and the approximate value, if known.

The said Chief of Schools will clear this item with the Building Department, if appropriate, and will make a recommendation to the Superintendent of Schools.

The Superintendent will arrange for the acceptance of the gift at a Board of Education meeting. A letter of thanks will be sent from the Board to the donor.

The said Chief of Schools will inform the Principal when the gift has been formally accepted by the Board.

The Principal may add personal appreciation for the gift on behalf of the school to those already given by the Board.

Note: Prior regulation, Policy Manual, KH-R, revised
a*d

August 20, 1998