



Integrated RFP – Questions and Answers

October 19, 2016

Number of Applications

Question 1:

- Just wanted to know if a university can submit more than one application or should institutions only submit one proposal. Just wondering if we could revamp our exiting integrated teacher prep program and also add a new strand for bilingual teacher candidates - therefore, submitting 2 applications.
- Would CTC give due consideration to multiple proposals from the same campus or are you restricting the call to a single proposal per institution?
- Can an IHE write two grants; one for MS-bilingual and SPED in a partner site at a CC and one for SS-Math with CC partner at the main university site?
- May a campus submit more than one application if each is for a different 4-year integrated program (ITEP) in one of the four priority areas?
- If a single institution submits two different proposals for this grant, will this decrease the likelihood that either or both will be funded?

Response 1: Applicants may submit more than one proposal for consideration. Each proposal must be distinct and separate from the other. Each proposal submitted by an applicant will be evaluated separately against the scoring criteria.

Question 2: Should we include letters of support?

Response 2: Letters of support may be included as attachments but are not required and are not part of the scored criteria.

Scope and Length of the Program

Question 3: In reading the RFP the scope appears to be limited to Single Subject in math and science. We are interested in the single subject agriculture program. Does this fall into the science area?

Response 3: Agriculture is a separate single subject credential area from Science and has its own single subject credential so an agriculture program would not be eligible for the priority points.

Question 4: I wanted to find out if the 4 years is inclusive for both 2042 and Bilingual Authorization. I realize it said 4.5 for "specializations" but since the authorization is "added" to the credential would this apply?

Response 4: Yes. The candidate must earn one credential within the four year period and a second credential or authorization within the additional half-year.

Question 5: Given that the National Science Foundation identifies the field of social science as a STEM discipline, would a 4-year undergraduate integrated program that enables a candidate to earn a BA in history and a teaching credential in social science be given the same priority as other proposals?

Response 5: Per the authorizing legislation as stated in Education Code § 44259.1(e)(4)(A), priority must be given by the Commission to proposals designed to “produce teachers with either an education



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specialist instruction credential authorizing the holder to teach special education or a single subject teaching credential in the areas of mathematics or science, or teaching in the area of bilingual education." Single subject history/social science would not be a priority area under the authorizing legislation.

Question 6: Does the CTC have a preference for who acts as the primary contact for the agency between a project team member and the college's Authorized Organizational Representative?

Response 6: This is an applicant-level decision.

Question 7: In addition to an integrated 4 year bachelors & credential program, we could offer an integrated education specialist credential option through a 4+1 model: Multiple or Single Subject Credential in 4 years plus one additional year in the graduate intern-model SpEd program (working with an intern credential) to earn the education specialist credential. Would this be considered responsive to the request for proposals?

Response 7: The length of the integrated program under this RFP is limited to four years, with an additional half-year possible if candidates are earning two credentials. One credential must be earned within the initial four year period and the second credential within the additional half-year. A five year program would not be consistent with the requirements for this grant program.

Question 8: Given that USF currently has an existing Commission-approved five-year integrated program (Dual Degree in Teacher Preparation Program), would the new USF program need to be submitted to an Initial Program Review process?

Response 8: No, it would not as long as the modifications are minor. Please consult the Administrator of Accreditation for a final determination as to when the modifications require the program to complete the Initial Program Review (IPR) process.

Question 9: Is the inclusion of summer courses encouraged?

Response 9: How the program is organized is an applicant-level decision.

Question 10: Where can we find the set of standards for professional education? For these integrated programs, will CTC allow a content department to design and offer any professional education course, let's say, in subject-specific pedagogy?

Response 10: The Commission's preliminary teacher preparation program standards are available on the Commission's website at <http://www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf>. The integrated teacher preparation program is intended to promote collaboration between subject matter departments and education departments at institutions that are currently operating Commission-approved preliminary teacher preparation programs.

Question 11: The description of integrated program as given in RFP, mentions, "An integrated program shall provide opportunities for candidates to complete intensive field experiences, *including student teaching...early in the undergraduate sequence.*" Will the LEAs allow the teacher candidate to teach, let's say in the third year? Currently one can only teach after completing most all of content matter and professional education courses.



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Response 11: The Commission will need to make a determination as to how much of the subject matter program or subtests must be completed prior to beginning student teaching. This information will be available in spring 2017.

Question 12: If an integrated dual credential (multiple subjects/education specialist credential) program is being proposed and will take a total of 4.5 years, will the BA have to post at the end of 4 years along with the first credential or can the BA post at 4.5 years when the second credential is completed?

Response 12: Candidates in an integrated program must earn the first credential within the four year time frame and must earn the second credential within the 4.5 year time frame. The initial credential would need to post at the end of four years.

Question 13: The majority of our students transfer from the community college. These community college students often spend more than two years at the community college. If students come in with their AA-T in Elementary Education or Liberal Studies or the 60 units to transfer (GE plus other Liberal Studies courses) and we are able to have them complete the B.A plus credential in two years (including summers)--does this work for the four year model? Or do we have to limit the model to students who spend a maximum of two years in the community college?

Response 13: This grant program is to support four year integrated programs. Therefore candidates who have taken more than 2 years at a community college will most likely not be able to complete the degree and credential program within four years and probably should not be included in the grant program.

Question 14: I believe the requirement for field experience is 600 hours total? Some of our local districts (particularly LAUSD), have a career ladder pathway for instructional assistants to become teachers. Can some of the work hours as instructional assistants double count as early field work hours as long as there is still a substantive student teaching or residency during the last year of the BA? We don't want to exclude our working class students.

Response 14: Each candidate must complete a minimum of 600 hours under the supervision of the teacher preparation program. The only way hours from the instructional assistant time would have to be under the supervision of the teacher preparation program.

Question 15: Clarification of the timeline. If we recruit transfer students, could we recruit for Fall 2017?

Response 15: Yes.

Question 16: Is it best to apply with two areas (i.e. special education and math) or just focus on one program (i.e. special education only)?

Response 16: Applicants may design their programs to meet the needs for credentialed teachers in the priority areas indicated within the authorizing legislation. This is an applicant-level decision.

Question 17: What are the goals and/or consequences after the three year follow-up?

Question 17: Successful applicants are expected to implement the integrated program plan that was funded by the grant. Applicants are assumed to apply for and to accept if successful, grant funding for the purpose of planning a new program or for the revision of an existing five year integrated teacher preparation program to a four-year integrated program, as intended by the authorizing legislation.



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Once the data for the three years after the first cohort completes the program has been submitted, no additional information is required to be submitted to the Commission.

Budget and Costs

- **Question 18:** Could you please provide guidance on indirect costs for the Integrated Teacher Preparation Program Grants? Is there a limit on the percentage? Is the expectation that this is aligned with a federal indirect cost rate agreement? Or is this something that the institution can establish and justify?
- In relation to the cost-effectiveness factor, is there a benefit to limiting the indirect rate?
- What approximate level of indirect would be considered to reflect cost-effectiveness?
- Is there an expectation that the indirect rate will primarily reflect costs associated with the grant? Is it alright if it is larger and reflects the campus' broader overall indirect charges?
- Is there a cap to the Indirect Cost rate?

Response 18: The budget form (Appendix D) and the budget narrative (Appendix E) have been revised to remove the Indirect category. Funds allocated towards program administration should be indicated in the "Administration" line item and explained in the budget narrative. The cost-effectiveness of the application as a whole will be reviewed against the scoring criteria.

Question 19: As we understand it from the RFP, indirect costs are allowed but must be within the \$250,000 award amount? Correct?

Response 19: Costs for program administration are allowed but must be within the statutory \$250,000 award limit.

Question 19A: The indirect issue is very important. My grants and contracts person noted that, "...because of AB20 the CSU and the UC are to use a 25% MTDC Indirect Cost Rate on state funding...." In looking at the RFP, page 10 notes the following: Grantees may use funds for program administration purposes. No additional funds will be allocated or made available for program administration purposes beyond the annual yearly grant award. Grantees may apply an indirect cost rate to the grant funds. No additional funds will be allocated or made available for indirect cost purposes beyond the annual yearly grant award. Please provide clarification that the text on page 10 was superseded by the issuance of a new RFP that does not include indirect as an allowable budget item as seen on the Budget form (page 16).

Response 19A: If the institution or IHE system requires indirect costs to be included as an internal requirement in responding to an RFP, then indirect costs shall be included in the budget along with an explanation of the indirect cost rate charged. Applicants are reminded, however, that one of the review criteria for these grants is the cost effectiveness of the use of the available funding towards meeting the purpose of the legislation.

Question 20: Is the Award amount \$250,000 for each year (thus, for a 2 year proposal would the total award be \$500,000)?

Response 20: A single grant award of up to a maximum of \$250,000 is available regardless of whether the applicant is applying for a one-year or a two-year grant.



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Question 21: Can the funds be used to pay faculty as special consultants rather than for release time?

Response 21: This is an applicant-level decision.

Question 22: Can the funds be used to provide grants to help students pay for summer courses, as these are not usually covered by their financial aid packages?

Response 22: No. The grant funds are to be used to “support planning for a four-year integrated program of professional preparation” and not for operational costs. Funds may not be used to pay for student course fees. The funds must be used within the two year period ending June 30, 2018.

Question 23: Can monies be used for joint student events amongst collaborating programs (e.g., USF and City College of San Francisco future teacher student organizations)?

Response 23: This is a planning grant. Funds can be used for activities that support recruitment of students into the four-year integrated program. Funds may not be used for program implementation activities.



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Question 24: I do not see any discussion of institutional cost-sharing or matching funds in the RFP. Is there an expectation of cost-sharing, and if so, please provide specifics.

Response 24: There is no expectation or requirement for cost sharing.

Question 25: Given our collaboration with our local community college we hope to offer incentives to multiple cohorts of students. However, this may require apportioning our funds over a longer period of time. Can we offer a budget that reflects the need to "roll-over" or "carry-over" funds beyond the stated project period (2016-2017 through June 2018)?

Response 25: There is no carry-over of funding. Note that funds can be used for recruiting students into an integrated program, but not for "incentives" for students. This is a planning grant, not an implementation grant.

Question 26: From the onset we see no significant institutional barriers in seeking and receiving institutional approval for this undergraduate pathway. However, that can never truly be offered as an assurance. If our institution does not approve this curricular change partway into our program development phase what is our remaining contractual obligation?

Response 26: An applicant selected for funding may choose to decline the grant award. Once a grant award is accepted the applicant has the obligation to carry out the funded program.

Question 27: Has anyone looked at financial aid allocations in an accelerated 4-year program that may need to include three semesters/two semesters and summer?

Response 27: Financial aid is not within the scope of this grant.

Question 28: Would leveraged funding (MSTI) elevate the proposal?

Response 28: Applicants are responsible for planning and designing their integrated programs to meet the purposes of the authorizing legislation. Proposals will be reviewed against the scoring criteria.

Question 29: Can a proposal be structured on a self-support (extended education) program, or is the integrated program required to be delivered through stateside funds?

Response 29: Eligible applicants are postsecondary institutions approved by the Commission to offer an accredited program of professional teacher preparation leading to a preliminary multiple or single subject teaching credential or an education specialist credential. If extended education at a university wants to participate in this grant, it must be with the approval and agreement of the designated unit head for the institution, typically the School or College of Education (unit head). Typically, University extensions does not offer degree programs) so it is challenging to see how an extension program would offer an integrated program alone without collaborating with the College or School of Education. The Commission will be seeking evidence that the College or School of Education is involved in a significant manner.

Question 30: The RFP states that there must be a budget for each of the two years (assuming you want a two-year grant). Is the Commission operating on calendar years (1/1/16 -12/31/16, etc.) or on school/academic years (the 2016 -17 academic year and the 2017 - 2018 academic year)?

Response 30: The funds are for a maximum period from the announced date of grant awards through June 30, 2018. Applicants may request a shorter, but not a longer, project period.



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Question 31: For a two-year grant, can the IHE carry over unspent funds from Year 1 into Year 2? Similarly, if the project moves faster than anticipated, can the IHE move funds from Year 2 into Year 1 for those planning activities that are accelerated?

Response 31: For applicants who request a two-year grant period, funding for the second year is contingent on making progress during the first year according to the plan presented in the funded proposal. Applicants may allocate funding as needed to meet the program planning activities within the plan presented in the funded proposal. If modifications are needed to the submitted budget the sponsor would work with the Commission to seek approval for the modifications.

Question 32: In Appendix E-Budget Definitions, it states that travel expenses must comply with the rates provided in the link included. As an agency of the State of California, SFSU follows the CSU Chancellor's Office travel policy on travel allowances for business expenses regardless of funding source. The state per diem rates in CSU travel guides is higher than the rates shown in the link provided. May we ask for an exemption to this limitation and apply CSU travel guides for travels on the grant related activities?

Response 32: No, the requirements of this grant are to use the State of California travel rates as specified in the RFP.

Question 33: Is the course release the only mechanism to compensate faculty who contribute (i.e. could summer be a possible place for compensation)? The thinking is for the current academic year 2016-17 the course schedule, including course releases, are already in place and that only leaves the summer as a possibility for compensation? Or for 10 month employees?

Response 33: Course release is not the only mechanism to compensate faculty who contribute. Applicants may design their programs to meet local needs, and should make their budget clear within the budget form and budget narrative.

Question 34: Please clarify the one to two years budget - what is the rationale for whether to plan for one year or two years?

Response 34: This is an applicant-level decision, whether the applicant needs one or two years to complete the planning process for developing a new integrated program or revising an existing five year integrated program to a four year integrated program as allowed by the authorizing legislation.

Question 35: Is it best to stay within the budget categories listed (would we be dinged by creating another category section?)

Response 35: Applicants should design their budget and budget categories to meet the planning needs for developing a new integrated teacher preparation program or revising an existing 5 year integrated teacher preparation program to a four-year integrated program as allowed by the authorizing legislation. The budget form has additional lines for applicants to identify additional budget categories.

Subject Matter

Question 36: Our intent at SSU is to prepare an integrated (4 year) Preliminary Education Specialist (ES) credential program in collaboration with our Early Childhood Studies major and in partnership with our



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local Santa Rosa Junior College. We are faced with the conundrum that special education does not have a "subject matter" as delineated by the state. Would our effort to prepare ES candidates to meet subject matter preparation via CSET meet this expectation - OR - must we also pursue/develop an integrated Elementary Subject matter waiver pathway or collaborate with currently approved Single Subject waiver programs at Sonoma State?

Response 36: Candidates for the Education Specialist credential must meet the subject matter requirement. § 44259.1 of the Education Code specifies that "the development and implementation of an integrated program shall be based on intensive collaboration among subject matter departments and education units within postsecondary educational institutions and local public elementary and secondary school districts." Integrated programs, per statute, are intended to be designed to include subject matter preparation leading to a baccalaureate degree as well as to a teaching credential.

Question 37: Will students will be able to participate in both an approved Elementary Subject Matter program and an integrated program? In other words, will the new ESM standards and requirements accommodate integrated programs, especially with regard to the concentration requirement?

Response 37: If designed in such a way, students should be able to participate in both an approved ESM program and an undergraduate teacher preparation program. The design of an integrated program should include collaboration and integration of preparation for both subject matter and pedagogy. The 12 unit concentration in one of the content areas in the ESM standards remains a requirement.

Question 38: Is there a website link to the core academic subject requirements needed for the Educational Specialist candidate in an integrated program?

Response 38: The requirements for the Education Specialist credential are available on the Commission's website at <http://www.ctc.ca.gov/credentials/leaflets/cl808ca.pdf>.

Question 39: Will these integrated programs require the CSET exam or will there be subject-matter requirements that could be used to fulfill Multiple Subject subject matter competence requirements?

Response 39: As long as that collaboration required in the RFP is taking place, the subject matter requirement may be met by either 1) seeking approval for a new subject matter program, 2) use an existing Commission approved subject matter program including reactivating an ESM program, or 3) require the students to take the CSET examination. The CSET examination is not required; however, programs may collaborate with subject matter departments to provide preparation for candidates to be able to take the CSET as a means of meeting the subject matter requirement for credentialing purposes. The Commission's subject matter requirements are available on the Commission's website at <http://www.ctc.ca.gov/educator-prep/STDS-subject-matter.html>.

Allowable Activities

Question 40: Can we use the grant funds to run summer bridge camp that will allow community college students to attend a special summer session to complete two of the required integrated program courses offered at the university campus?

Response 40: Per the authorizing legislation, the grant funds may be used for "any proper purpose in support of planning for a four year integrated program of professional preparation." Grant funds may be



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used to “create summer courses for students in a four-year integrated program of professional preparation.” However, since these are planning grants rather than implementation grants, the funds may not be used for operating costs for summer programs.

Question 41: Can we use grant funds to offer scholarships to community college students or other students interested in pursuing the integrated program?

Response 41: No. The grant funds are to be used to “support planning for a four-year integrated program of professional preparation” and not for operational costs. Funds may be used to recruit future participants but not to pay for scholarships. The funds must be used within the two year period ending June 30, 2018.

Question 42: Can we use grant funds to pay for CBEST study prep courses?

Response 42: No. The grant funds are to be used to “support planning for a four-year integrated program of professional preparation” and not for operational costs.

Question 43: Can we use grant funds to pay for CBEST test fees?

Response 43: No. The grant funds are to be used to “support planning for a four-year integrated program of professional preparation” and not for operational costs.

Question 44: Can we use grant funds to pay for transportation costs to bring high school students to the community college campus for special events to promote the integrated program?

Response 44: Yes. This would be a recruitment activity allowable under the authorizing legislation.

Question 45: As we understand from the RFP, this is an implementation planning grant. Does the CTC anticipate that further RFPs will be forthcoming to support the actual implementation of the first cohort through the program’s four year duration?

Response 45: The Commission is not anticipating additional funding for implementation support.

Question 46: Will the applicant be required to submit concurrently an application for the CTC waiver for the science programs that they will be proposing to be included in the RFP’s Integrated Program? If so, does this need to be completed by the grant’s due date (Oct. 28th, 2016) or during the grant award year(s)?

Response 46: This is a planning grant to develop a new or modify an existing integrated preparation program. Applicants may conduct planning for a new subject matter preparation program as part of the grant activities, however, the application for a new subject matter program does not need to be submitted by October 28, 2016

Question 47: UCI has been successful with its Undergraduate Blended Program in Math and Science. In this Blended Program, STEM majors earn their B.S. degrees and California teaching credentials within a 4-year undergraduate experience. However, STEM transfer students to UCI are excluded from the Blended Program because they do not arrive with any preparation from the program’s introductory, lower-division courses. UCI will propose closer partnerships with several local community colleges to develop a new blended pathway serving transfer students. This new pathway will begin at one of the partnering community colleges and then conclude at UCI, bridging across two campuses. UCI and



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partnering community colleges will collaborate to recruit students at the community college level, provide introductory courses, and adapt UCI's Blended Program to serve incoming transfer students. UCI is prepared to argue that these efforts will create a new, 4-year pathway to STEM teaching credentials for community college students. Will a full proposal along these lines meet the criteria of RFP, given that it will build upon an existing blended program?

Response 47: Institutions may apply for funding to modify an existing integrated program or pathway as well as to create new pathways.

Question 48: If the ITEP is to include a directly aligned Master's degree in order to ensure high quality preparation, may the planning include attention to the alignment with the Master's?

Response 48: Applicants must be responsive to the authorizing legislation in developing integrated programs so that candidates for teaching credentials can "engage in professional preparation concurrently with subject matter preparation, while completing baccalaureate degrees at regionally accredited postsecondary educational institutions." The grant funds are to support the "creation of four-year integrated programs of professional preparation including student teaching." Applicants may include additional program aspects and/or components in their planning process but must meet the requirements of the authorizing legislation to develop a four-year integrated program that includes a baccalaureate degree and professional preparation for the credential.

Question 49: If the applicant already has an approved Education Specialist Program or Single Subject Program, how much of a difference to the current program is proposing a new educator preparation program rather than modifying an existing program that would necessitate the Initial Program review?

Response 49: Institutions that are awarded this grant will need to work with the Administrator of Accreditation to determine if the modifications require the institution to complete the Initial Program Review (IPR) process. In general, if the courses are being modified

Question 50: If we are adapting from a five-year to a four-year program, does this mean that we can no longer offer our existing five-year program to students who decide later in their undergraduate career that they want to be a Math/Science Teacher or Special Education Teacher?

Response 50: Successful applicants who receive funding under this grant to modify an existing five-year integrated teacher preparation program could decide to operate the modified integrated teacher preparation program in lieu of the previous five-year preparation program or could operate both programs—the undergraduate integrated program and the post graduate program.

Question 51: Are there limitations (units or otherwise) to the extent of involvement the program may have during the summer?

Response 51: This is a planning grant. Applicants may choose to include summer activities within the design of the integrated teacher preparation program. Funds from this grant may not be used for program implementation.

Question 52: Is it permissible for a student who enrolls early (e.g., in the summer immediately after high school graduation) to continue through the summer after senior year and still count as a four-year graduate? The Integrated Four Year Program sounds as if it is only for students who will be full-time enrollees. For example, a student taking a full-load would be expected to graduate in 8 semesters after



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enrollment (with the possible addition of summer coursework). But, what about the students who enroll for .5 FTE - would they be allowed 16 semesters to complete the program and still count as 4-year graduates? If not, this will restrict the types of students who can enroll in it without counting against the IHE's "success rate." Let us say we design and implement a four year program but students might not succeed in completing it in four years (depending on remediation/passing prerequisites etc.). Would that still be considered a four-year program?

Response 52: The integrated program must be designed to be completed in four years.

Question 53: How do you define four-year? How do we count four years for CC candidates?

Response 53: Four years is four years; years may be calendar or school years. Candidates who begin coursework at a Community College are still required to complete the degree and initial credential in four years.

Question 54: If we are partnering with a CC, do we have to recruit target candidates only from that CC? Or can the target candidates be recruited from anywhere?

Response 54: Applicants are not restricted to recruiting only candidates from the partner or collaborating Community College.

Question 55: What degree of leeway do we have in redesigning CTC mandated existing math and education teacher requirements? Without changing required standards, can we combine, shorten or drop some existing course without having to go through approval process again?

Response 55: If the program is being significantly redesigned with multiple new courses, the program will need to complete the initial program review process. If the program modifications are not as significant, the sponsor will need to consult with the Administrator of Accreditation to determine if the program must complete the Initial Program Review (IPR) process.

Data and Reporting

Question 56: In addressing the Mandatory Data Collection and Reporting Requirement component of applications, may institutions describe at a general level, the approaches-including programmatic focus, key faculty and staff, projected timeline, and estimated budget they anticipate during the planning year? Or, alternatively, is a near complete Data Collection, Analysis, and Reporting plan expected in the applications?

Response 56: Applicants are asked to describe their plan for how they would collect, analyze, and report data to the Commission.

Collaboration

Question 57: Are there specific expectations regarding what an applicant's collaboration with community colleges should include?

Response 57: The authorizing legislation requires the Commission to give priority to four year programs of professional preparation designed to do both of the following: (a) produce teachers with either an education specialist instruction credential or a single subject teaching credential in the areas of mathematics or science, or teaching in the area of bilingual education, and (b) partner with a California



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Community College to create a four-year integrated program of professional preparation. It is up to the applicant to design an integrated program that addresses these priorities in a coherent and meaningful way. (For further guidance, see Education Code § 44259.1)

Question 58: In order to fulfill the criteria that proposals "Partner with a California Community College to create a four-year integrated program of professional preparation," are the reviewers looking for an MOU or a formal articulation agreement?

Response 58: Applicants should describe the status of the collaborative relationship between institutions, whether this be an MOU, a formal articulation agreement, or another type of arrangement.

Initial Program Review

Question 59: If we are taking our existing approved Preliminary Education Specialist Credential Program and moving/shifting it into an undergraduate pathway (courses and clinical experience remain the same) would this require an Initial Program Review (IPR)? Our intent is to also add a new Early Childhood Special Education Added Authorization (ECSE-AA) which we know will require an IPR submission but we are unclear if shifting our Preliminary Program also requires IPR submission. The ECSE-AA will be an optional path for candidates.

Response 59: If the courses are the same as approved previously, the program would not need to complete IPR.

Submission Information

Question 60: The proposal submission deadline is October 28 both for email submission and postal submission. For postal submission, do you mean postmarked by October 28?

Response 60: Yes.