



MY BROTHER'S KEEPER

TEACHER OPPORTUNITY CORPS (TOC)

A New York State My Brother's Keeper Initiative

2016-2021

RFPGC16-012

ANNOUNCEMENT OF FUNDING OPPORTUNITY

Full proposals must be postmarked by **8/22/16**

Notice of Intent (NOI)

- The Notice of Intent (NOI) is not a requirement for submitting a complete application by the application date; however, NYSED strongly encourages all prospective applicants to submit an NOI to ensure a timely and thorough review and rating process.
 - A non-profit applicant's NOI will also help to facilitate timely review of their prequalification materials.
- The notice of intent is a simple email notice stating your organization's (use the legal name) intent to submit an application for this grant.
- Please also include your organization's NYS Vendor ID.
- **The due date is 8/12/16.**
- Please send the NOI to TOCRFP@nysed.gov.

Prequalification Requirement

- The State of New York has implemented a new statewide prequalification process (described in <http://www.grantsreform.ny.gov/Grantees>) designed to facilitate prompt contracting for not-for-profit vendors.
- All not-for-profit vendors are required to pre-qualify by the grant application deadline.
- This includes all currently funded not-for-profit institutions that have already received an award and are in the middle of the program cycle.
- The pre-qualification must be completed by all not-for-profit organizations by the application due date in order to qualify for an award under this grant.

Important Dates

- Webinar will be posted by **7/20/16**.
- Questions regarding this grant must be e-mailed to TOCRFP@nysed.gov by **7/28/16**.
- A Question and Answers Summary will be posted at: <http://www.nysed.gov/NYSMBK> no later than **8/8/16**.
- Full proposals must be postmarked by **8/22/16**;
 - submit one original and two (2) paper copies (both the narrative application and the budget/budget narrative) as well as one electronic copy of the complete application on CD or flash drive.

Definitions (see RFP, pg. 5)

- **Economically Disadvantaged**
 - A student is considered economically disadvantaged if he or she is a member of a household where the total annual income of such household is equal to or less than 185 percent of the amount under the annual United States Department of Health and Human Services poverty guidelines for the applicant's family size.
- **Eligible Student**
 - a resident of New York who is either from a group historically underrepresented in the teaching field, economically disadvantaged, or satisfies the requirements of the Third Priority found in Section VIII Participant Eligibility of the RFP.
- **Historically Underrepresented**
 - American Indian and Alaskan Native; Asian; Native Hawaiian and Pacific Islander; Black/African American; and Hispanic/Latino

Definitions [cont.] (see RFP , pg. 5)

- **Partner School:** Each applicant IHE must have an MOA partnership agreement with at least one Focus school or Priority school.
 - A listing of Priority Schools and Focus Schools may be found in Attachment VII of the RFP.
- **New York State Residency:** a resident of New York State according to the criteria found in NYS Education Law section 661(5).

Eligible Applicants:

- A New York State located public or independent degree-granting postsecondary institution (IHE) that offers a teacher preparation program approved by the NY State Education Department.
- In order for any proposal to receive consideration, **the applicant for your TOC RFP application must be the degree granting institution.**
- The Application Cover Page **should only list the degree granting institution as the applicant.**

Partnership Agreements

- Applicant information for all partnership agreements must be provided.
- A signed memorandum of agreement (MOA) is required for all **partner schools**.
- The original signature of all **partnership** agreements must appear on the MOA.
- **A SIGNED MEMORANDUM OF AGREEMENT (MOA) IS REQUIRED FOR AT LEAST ONE PARTNER SCHOOL AND MUST BE PROVIDED AS A PART OF THE INITIAL APPLICATION.**
- **AN APPLICATION THAT IS SUBMITTED WITHOUT THE SIGNED MOA WITH THE PARTNER SCHOOL WILL NOT BE CONSIDERED FOR FUNDING.**
- These partnerships are to be arranged with schools with high concentrations of economically disadvantaged students.
- A listing of eligible partner Priority Schools and Focus Schools may be found in Attachment VII.

Participant Eligibility

- To be eligible for TOC, a student must be a resident of New York who is **either** from a group historically underrepresented in the teaching field, economically disadvantaged, or satisfies the requirements of the Third Priority found in Section VIII Participant Eligibility of the RFP. An eligible student must also demonstrate interest in and a potential for a teaching career and be enrolled in a registered teacher preparation program at the undergraduate or graduate level.
- To be eligible, a student must also be:
 - A graduate of a recognized high school or have a state approved equivalency diploma.
 - If a graduate student, a graduate of a regionally accredited college or university
 - All students must be in good academic standing, enrolled full time in an approved program of study, as defined by the Regents (<http://www.nysed.gov/heds/IRPSLI.html>).

Participant Priority

- Teacher Opportunity Corps projects must recruit and serve participants in the following Priority order:
- **First Priority** given to individuals who have been historically underrepresented and underserved in the teaching profession. For the purpose of TOC, these groups include individuals who are American Indian and Alaskan Native; Asian; Native Hawaiian and Pacific Islander; Black/African American; and Hispanic/Latino.
- **Second Priority** given to individuals who are economically disadvantaged, as defined above.
- **Third Priority** given to any other individual who is **not** historically underrepresented in teaching **nor** economically disadvantaged. Appropriate evidence of the rationale and justification for each applicant admitted to the Corps in this category must be provided by the institution and approved by TOC-SED. Institutional rationale/justification **must** include the following:
 - evidence of effectiveness and results of efforts to recruit Priority 1 and 2 participants,
 - a description of the recruitment and selection process for Priority 1 and 2 participants, and
 - a statement illustrating how the inclusion of Priority 3 participants will fulfill the legislative intent of the Teacher Opportunity Corps.

Purpose/Goal

- The purpose of TOC is to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers.
- TOC Programs will:
 - include instructional strategies designed to meet the learning needs of students placed at risk;
 - incorporate the use of mentors and other high quality support systems for pre-service and new teachers that are designed to ensure a lasting and positive effect on classroom performance;
 - reflect current research on teaching and learning; culturally and linguistically relevant teaching; youth development; restorative practices; and STEM concentrations at the elementary, middle & high school levels;
 - integrate a clinically rich pre-service model with a 10 month internship experience and includes partnerships with high- needs schools to help them address the recurrent teacher shortage areas; and
 - foster retention in teaching of highly qualified individuals who value diversity and equity.

Teacher Opportunity Corps Services

- Must include, but are not limited to, the following:
 - Recruitment and Retention of teacher program students who are from groups underrepresented in the teaching field.
 - Tuition support
 - Field placements and internships exclusively with Focus and Priority schools with a TOC partnering MOA. (Do not include student teaching experiences required by the institution for the fulfillment of degree requirements.)
 - Collaboration with the partnering school to provide mentoring during the first year of teaching after participation in the Corps.
 - Courses which address pedagogy, motivation, and other factors related to teaching of students who are at risk.
 - Counseling
 - Tutoring
 - Classroom management
 - School resource allocation

TOC Objectives

- **Objective 1:** Develop collaborative relationships that increase the number of students from underrepresented groups who enroll in and complete teacher preparation programs.
- **Objective 2:** Provide sustained, intensive and high-quality instructional and enrichment activities addressing the needs of TOC participants to become successful teachers for at-risk students.
- **Objective 3:** Provide strong academic content and effective strategies and practices that value equity and diversity and increase the ability of TOC participants to meet the needs of students at-risk.
- **Objective 4:** Establish and maintain partnerships to maximize TOC resources and increase student/program success.

Funding

- The allocation for 2016-2021 is expected to be \$3,000,000. This funding level is expected annually for the life of the program.
- The project period will be from September 1-August 31, subject to the continuation of the State Appropriation.
- The maximum request for any TOC project will be \$325,000 per year, based upon a minimum TOC head count of 50 students. The minimum size of a TOC project is 5 students with an award of \$32,500.
 - The number of students will be based on the “unduplicated count,” which is the number of eligible students participating in TOC. Funding will be provided at a rate not to exceed \$6,500 per student.
 - If the current roster is less than 95% of the number set forth in the proposed budget, the grantee’s budget will be proportionally diminished by the amount of the percentage of the deficiency from the proposed budget.

Allowable Costs

- To reimburse the institution (IHE) for **no more than 50 percent of the tuition and fees, including room and board, charged for the regular academic program billed directly by the IHE.**
- Program services such as professional and nonprofessional salaries, summer salary for faculty, and stipends to teacher mentors who are classified as staff
- Costs of consultants, stipends to teacher mentors who are not classified as staff, and other academic or school clinical contractual services
- TOC-related travel expenditures for project personnel including TOC participants for the purposes of clinical field experiences, and recruitment and retention activities
- Teacher licensing examination fees and preparation classes
- Textbooks and instructional materials for TOC participants only, with a limitation of \$500 per year
- Administrative and instructional supplies and materials (including textbooks and instructional materials, instructional or administrative computer software and computers, lab equipment, etc.)
- Indirect costs at no more than 8% are allowed.

Non-Allowable Costs

- Funds are not available for rental of office or meeting space, storage facilities, equipment, fixtures or communication cost (phone, postage, and/or electronic communication cost).
- Funds cannot be used for items which previously had been assumed by the institution.
- They may not be used to supplant funding of other existing efforts.
- TOC funds cannot be used to pay for the salary or stipend of the TOC Director's Supervisor or someone designated as a Principal Investigator for the grant contract.
- Funds may not be used for cultural enrichment or other social activities.
- Funds cannot be used for organizational dues or items not specifically allowed under the categories identified

Matching Requirements

- A minimum 15% match of approved TOC grant contract is required.
- The matching requirement may be met through the institution's own resources, private sources, other government sources, and/or in-kind services.
- Other State funds may be used in this match, with the exception of state grant funds from another educational opportunity program, but may not duplicate services provided.

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

- The M/WBE participation goal for this grant is **30% of each applicant's total discretionary non-personal service budget** over the entire term of the grant.
- Discretionary non-personal service budget is defined as total budget, **excluding the sum of funds budgeted for:**
 1. direct personal services (i.e., professional and support staff salaries) and fringe benefits;
 2. rent, lease, utilities and indirect costs, if these items are allowable expenditures;
 3. portion of purchased services used for stipends, student tuition, and supplemental financial assistance; and
 4. student room and board.

Application Checklist

- A. Application Cover page (Attachment I)
- B. Application Checklist (Attachment V)
- C. Table of Contents
- D. Narrative that covers, in order, the information requested in Section XVIII
- E. Objectives Matrix (Attachment II)
- F. TOC 2016-2017 Proposed Budget (Attachment III)
- G. Budget Narrative
- H. FS-10 budget form (Attachment V)
- I. Completed Payee Information Form, if applicable (Attachment V)
- J. Signed Memoranda of Agreement (MOA) (Attachment VI)
- K. Completed M/WBE forms and documentation (adjustments to these forms may be required based upon the final award)

Proposal Narrative

- **It should not be more than 20 double-spaced pages in a minimum 10 point font**, and all information requested in this section (excluding resumes, memoranda of agreement, course descriptions and the FS-10) should be contained within the narrative portion of the proposal.
- The Narrative is divided into sections:

Proposal Narrative (cont.)

- **Organizational Background**
- This section should include:
 1. An overview and brief description of the applicant institution.
 2. This section should explain why your organization is qualified to be a TOC institution;
 3. A brief history, accomplishments, qualifications, and experience in preparing teachers from underrepresented groups and serving the needs of underrepresented and at risk populations.

Proposal Narrative (cont.)

- **Need and Cooperative Relationships**
 - Identify the need explaining why the institution seeks to operate TOC and the students it is seeking to recruit. This section should include:
 - Why does your institution want to be a part of TOC?
 - Community description, poverty, education and other information that describes or relates to your target population and the objectives of your proposal.
 - Provide a description of the roles and responsibilities of local education agencies, school district(s), and all other parties who will participate in the project. Specify how each collaborating party will contribute to the project.
 - Memorandum of Agreement (MOA) that describe collaborations **must** be attached.
 - Describe the institution's plans to coordinate and integrate Teacher Opportunity Corps activities into a systematic approach of enhancing teacher preparation programs.
 - Describe any cooperative relationships with other departments within the institution that will provide services to TOC students.

Proposal Narrative (cont.)

- **Program Objectives, Strategies, Activities, Services and Performance Measures/Data Sources**
 - Use the forms provided in Attachment II: Program Objectives, Strategies, Activities, Services and Performance Measures/Data Sources

Proposal Narrative (cont.)

- **Recruitment**
- Describe all strategies and activities that will be used to recruit and select participants at both the graduate and undergraduate level. Include a description of the population that is anticipated to participate in the TOC program and a plan to prioritize recruitment into TOC consistent with the priorities of the RFP as described in Section VIII Participant Eligibility of the RFP.
 1. A plan to improve the recruitment, retention, and graduation of teacher preparation program students who have been historically underrepresented in the teaching field;
 2. A plan to improve the recruitment, retention, and graduation of individuals in teacher preparation programs who are economically disadvantaged;
 3. A plan to improve the recruitment, retention, and graduation of individuals in teacher preparation programs who are **not** historically underrepresented or economically disadvantaged;
 4. A plan that identifies retention mechanisms to provide necessary training and supportive services that assist TOC students in succeeding academically;
 5. A plan that identifies retention mechanisms to prepare all TOC participants to make the connection between coursework and classroom instruction, curriculum development and alignment to support college and career readiness
 6. A plan that identifies retention mechanisms help to develop strategies to teach students with a broad range of cultural backgrounds, English Language Learners, students with disabilities, and students with other special learning needs, and to develop and implement curricula using materials and resources from a wide variety of cultures, learning styles, etc.
 7. A plan that identifies retention mechanisms that provide new teachers with ongoing support systems that promote strong classroom management skills and sustain life-long learning.

Proposal Narrative (cont.)

- **Project Staffing and Management**

1. Describe a management plan that will assure the effective completion of project activities given the fiscal and other resources available.
2. Provide an organization chart which indicates the management structure of the program within the institution and the reporting line for the project director and all other staff.
 - **Note: TOC programs must operate under the aegis of departments, schools or divisions of education. Direct involvement of education faculty is required.**
3. Briefly describe all professional staff positions (full-time and part-time, paid and volunteer) that will be assigned directly to the project. Define role and scope of designated positions. Include the TOC staff positions that have coordinating responsibilities for the major components of the program (e.g., admissions, financial aid, counseling, tutoring, evaluation, budgeting, reporting).
4. List the names and titles of all full-time and part-time professional and instructional staff for the project. Provide current resumes for all professionals in the project.

Proposal Narrative (cont.)

- **Budget and Budget Narrative**

- Indicate the proposed expenditures for the project on Attachment III: TOC 2016-2017 Proposed Budget.
 - The attachment must provide complete information and indicate all proposed expenditures from TOC, institutional and other source funds.
- Budget narrative expenditures descriptions (including descriptions of institutional and other source contributions) must follow the general format of Attachment III: TOC 2016-2017 Proposed Budget using the same sequence of categories and code numbers.
 - The budget justifications must be clear and appropriate. Please also submit a completed FS-10: Proposed Budget for a Federal or State Project with this application.
 - See Attachment V for additional information.
- The budget must be appropriate, consistent with the scope of services, reasonable, cost effective and the staffing pattern is appropriate for the services to be offered.

Debriefing Procedures

- All applicants may request a debriefing within fifteen (15) calendar days of receiving notice of non-award from NYSED.
- Applicants may request a debriefing on the selection process regarding this Grant by emailing the request to TOCRFP@nysed.gov.

Important Dates

- Webinar will be posted by **7/20/16**.
- Questions regarding this grant must be e-mailed to TOCRFP@nysed.gov by **7/28/16**.
- A Question and Answers Summary will be posted at: <http://www.nysed.gov/NYSMBK> no later than **8/8/16**.
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 - submit one original and two (2) paper copies (both the narrative application and the budget/budget narrative) as well as one electronic copy of the complete application on CD or flash drive.

Application Submission

The original signature of the President/Chief Executive Officer (or designee) of the institution must appear on the Application Cover Page (Attachment I).

- **Not-for-profit IHE Application Submission:**

New York State Education
Department
Office of Access, Equity, and
Community Engagement
Services
89 Washington Avenue/ Room
505W
Albany, New York 12234
TOCRFP@nysed.gov

- **For-profit IHE Application Submission:**

New York State Education
Department
Attn: Teacher Opportunity
Corps
Contract Administration Unit
Room 501W EB
89 Washington Avenue
Albany, NY 12234