

Below are the Questions and Answers related to the RFP for the
Graduate Level Clinically Rich Teacher Preparation Pilot Program

Included are questions received:

1. When the RFP was released on Monday, November 29, 2010 through December 16, 2010;
2. During the Webinar on December 17, 2010; and
3. After the Webinar through December 27, 2010.

Questions are grouped by the following categories.

Application Process
Program Registration
Eligible Partners
Model A Track
Model B Track
Accreditation
Miscellaneous

Application Process

1. **[Question]** Is a letter of intent required if we plan to respond to the RFP with a proposal?

[Answer] A formal letter of intent to apply is not a required part of the application process. A Letter of Intent to apply for accreditation (National Council for Accreditation of Teacher Education (NCATE) or the Teacher Education Accreditation Council (TEAC) **must** be received by the Office of College and University Evaluation (OCUE) at least 30 days prior to program implementation.

2. **[Question]** How legally binding is the required written commitment to teach for at least four years in a high need school upon graduation (Regulations, 52.21 (b)(5) (iv)(b)(4))? What are the consequences of non-compliance for graduates and for the institution offering the program?

[Answer] The RFP states that: “Candidates must provide a written commitment to seek employment as a teacher in a high needs school in New York State before admission into the program.” It is the responsibility of the institution administering the program to ensure that each graduate displays due diligence to working in a high needs school during that four year post completion period. We recognize that during a time of teacher layoffs, some candidates may not be able to secure teaching positions.

3. **[Question]** What counts as evidence to determine that “the quality of prospective teachers will improve?” (Section VII)

[Answer] The RFP states” The proposal narrative should describe the 2011-2016 proposed activities of the Graduate Level Clinically Rich Teacher Preparation Pilot Program in **detail**, including the overall objectives, strategies, planning, implementation, and evaluation of all proposed activities, the elements within a Clinically Rich Teacher Preparation Program and how they interact with the Regents Priorities.” The applicant needs to explain their criteria and process for determining improvement in the quality of prospective teachers.

4. [Question] Do organizational charts need to be included in 25-page narrative or can they be added as attachments?

[Answer] Organizational charts may be included as attachments.

5. [Question] Can we include other than the required attachments?

[Answer] Yes, as long as the other attachments directly support the application.

6. [Question] Should the 25 page narrative be single spaced or double spaced?

[Answer] It was SED’s intention that the narrative be double spaced but we will not hold applicants to the double spaced preference and will except either format as we were not specific in the RFP.

7. [Question] Is there a maximum length for resumes?

[Answer] No, the RFP does not address the lengths of resumes.

8. [Question] How are retention and project staffing and management scored? (not listed in Section XII)

[Answer] Specifically, program retention is required in the proposal narrative, as failure to retain participants will result in limited substantive progress on the issue of increasing the number and quality of teachers in teaching shortage areas in high needs schools. Retention efforts and outcomes will be reviewed as part of the project reports required by the NYSED. Project staffing and management are considered in the review of Institutional Effectiveness and Partnerships. Additionally, all applicants must meet the institutional support requirements required for registering a teacher preparation program, which will be evaluated under the Application for Program Registration.

9. [Question] In scoring the program budget, how will expenditures at non-collegiate providers be evaluated, considering that relative start-up costs may differ from collegiate providers?

[Answer] All applicants will be evaluated in the same manner and as stated in Section X of the RFP.

10. **[Question]** On page 9 of 25 you indicate that training can be charged to the contract as an allowable related expense. Can you clarify this?

[Answer] Allowable expenses include: "...reimbursement for "release time" for school personnel engaged in program planning and implementation, training, training of teacher mentors..."

11. **[Question]** Are indirect costs included in calculation of cost/student?

[Answer] The cost per student for a cost score is calculated by dividing all requested grant funds by the number of candidates an applicant proposes to have. The application for funds must include both the headcount and the fte for each participant.

12. **[Question]** If an institution shares some of the program costs, is the cost shared amount excluded from the calculation of cost/student?

[Answer] Yes.

13. **[Question]** Is there a per year budget max? Is this dependent on the number of residents in a given year? If we opt for a planning year, is there a maximum budget for that first year? (Group A) Please describe the funding amounts and procedures.

[Answer] There is no annual maximum funding amount. The funding amounts and categories are explained in Section XI and Attachment F. The maximum awards will be based upon the number of participants in Model A and Model B based upon the calculations found in Section XI and will be spent over the award period.

14. **[Question]** The total budget on the FS-10 should include the candidate stipends?

[Answer] Yes

15. **[Question]** Is the maximum \$12.5k per candidate (excluding stipends) net of indirect (so 12.5k in direct program costs)?

[Answer] All program costs are included in the \$12,500 identified in the RFP Section XI including any indirect costs. The application for funds must include both the headcount and the fte for each participant.

16. **[Question]** As items that would fall under Purchased Services, the stipends would be included in the indirect base?

[Answer] Not all Purchased Services costs can be included in the indirect base. Examples of costs that would be excluded from the indirect base include stipends, tuition, and the portion of each subcontract exceeding \$25,000. In some cases the stipends could be budgeted as Personal Service (e.g. If the candidate is an employee of the applicant, the stipend/benefit is shown in Code 15; however if the candidate is not an employee of the applicant then the

stipend/benefit is shown in Code 40). The tuition reimbursement/subsidy should be in Code 40.

17. **[Question]** When determining maximum allowable budget (candidates times 12.5k), we assume that our annual budget does not need to match the number of candidates in the particular budget year. Is this interpretation correct? For instance, if we enroll 50 candidates whose service years begin in Years 2 and 3, our overall budget of \$625k may be spread over the full 5 year period to conduct the program—including Year 1.

[Answer] Your interpretation is correct. Using your example your overall budget could not exceed \$625K and \$2mil for stipends and tuition reimbursement. Program costs may be distributed over your proposed project period. The total amount paid throughout the award period however, may not exceed the cost per candidate for the actual number of candidates enrolled and may require reimbursement of funds to the State if the grant actually serves less than the proposed 50 candidates.

18. **[Question]** How are the costs/student of a proposed program calculated? Are indirect costs included in this calculation?

[Answer] The cost per student calculation used to determine a cost score in the evaluation process is as follows: the applications are separated by program type, either Model A or Model B; for each type the total proposed five year funding request is divided by the proposed full time equivalent (fte) number of candidates and the result is the calculated cost per student. All requested costs are included in this calculation.

19. **[Question]** What type of data would you accept as evidence of effectiveness, vis-à-vis this proposal requirement: provide evidence that candidates in prior programs offered by the institution have had a positive impact on achievement and growth for all students? A range of examples of acceptable evidence would be helpful.

[Answer] The RFP states” The proposal narrative should describe the 2011-2016 proposed activities of the Graduate Level Clinically Rich Teacher Preparation Pilot Program in detail, including the overall objectives, strategies, planning, implementation, and evaluation of all proposed activities, the elements within a Clinically Rich Teacher Preparation Program and how they interact with the Regents Priorities.” The applicant needs to explain the process and criteria they have used to determine that candidates in prior programs offered by the institution have had a positive impact on achievement and growth for all students.

20. **[Question]** Should the application be single or double spaced?

[Answer] The RFP does not state whether pages should be single or double spaced, however a double spaced narrative is preferred for readability. It is more important to ensure that the items included in the narrative (RFP Section VII) are identified and explained as vagueness and missing information may not be interpreted in the applicant’s favor.

21. **[Question]** May we use tables for objectives or must it all be in narrative form?

[Answer] Yes, the use of tables is acceptable

22. [Question] Section VII: Can you define the types of evidence the institution should provide that demonstrate "the positive impact that graduates have had on achievement and growth for all students including students with disabilities, ELLs and students living in poverty?"

[Answer] The applicant must provide evidence that candidates in prior programs offered by the institution had a positive impact on academic achievement growth for all students including students with disabilities, English language learners, and students living in poverty. The applicant should have outcome data on their performance of their prior programs.

23. [Question] Section VIII: A, B & C: Please confirm that the Proposal Cover Page, Table of Contents and Proposal Summary are not included in the 25 pg. limit for the proposal narrative.

[Answer] Correct

24. [Question] Section VIII: Can the required Organizational Charts, list of instructors, and current resume for each instructor be referenced in the narrative and included in the appendices?

[Answer] Yes

25. [Question] Section XVI, a, 1: For applicants that are using the first year (2011-2012) as a planning year, is available funding for program planning calculated as part of the up to \$12,500 per candidate cost based on the projected number of candidates the program will serve over the 2011-2016 pilot program period? In other words, if our partnership is creating a program that will develop 50 teachers over the 5 year period, are we limited to a total of \$12,500 x 50 (\$625,000) for planning and administration of the program over the 5-year period?

[Answer] Yes.

26. [Question] Can you describe the basis upon which the Regents are judging a "best value" is it lowest cost? or value for dollars expended?

[Answer] The Regents do not judge proposals based upon "best value" or cost, but instead their 20 points of the application review process is based upon the factors contained in Section XIII. Those are: "Preparing teachers for hard to staff shortage areas"; and "Using innovative practices to prepare teachers for high needs schools".

27. [Question] Since this is only a 5-year program, how will retention be measured?

[Answer] The institution will be responsible for tracking the employment and retention of their program participants. The RFP states, "Funded Graduate Level Clinically Rich Teacher Preparation Pilot Projects will be *required* to complete and file all Race to the Top related

reports with the New York State Education Department as well as participate in a statewide evaluation conducted by an independent third party.”

28. **[Question]** Do SUNY schools have to apply through SUNY first?

[Answer] No, that is not a requirement of the RFP; however, applicants need to meet institutional procedures. It is recommended that you pose this question to SUNY Central Administration.

29. **[Question]** Does the FS-10 request funds for the first year only or for the entire 5 year period? Should a separate FS-10 be provided for each of the five years?

[Answer] The FS 10 is for the first year only; the Budget Summary chart (see updated submission documents) should be used to project the total award period as outlined in your proposal.

30. **[Question]** How should our budget show the \$30,000 stipend/fringe and the \$10,000 reimbursement in the FS-10? Under which categories?

[Answer] This depends upon the relationship between the applicant and the candidate. If the candidate is an employee of the applicant, the stipend/benefit is shown in Code 15; however if the candidate is not an employee of the applicant then the stipend/benefit is shown in Code 40. The tuition reimbursement/subsidy should be in code 40.

31. **[Question]** In Attachment B (Proposed Budget), does the reimbursement/subsidy go into **Purchased Services: Code 40?**

[Answer] This depends upon the relationship between the applicant and the candidate. If the candidate is an employee of the applicant, the stipend/benefit is shown in Code 15; however if the candidate is not an employee of the applicant then the stipend/benefit is shown in Code 40. The fiscal submission documents have been updated to provide a mechanism for indicating program costs for the entire period covered by the RFP.

32. **[Question]** In Attachment B, where do we place the Track A stipend/benefit for a full one school year of the residency?

[Answer] This depends upon the relationship between the applicant and the candidate. If the candidate is an employee of the applicant, the stipend/benefit is shown in Code 15; however if the candidate is not an employee of the applicant then the stipend/benefit is shown in Code 40. The fiscal submission documents have been updated to provide a mechanism for indicating program costs for the entire period covered by the RFP.

Program Registration

33. **[Question]** Some clarification regarding requirements related to the general education core candidates must demonstrate;

[Answer] The RFP states: “The pedagogical study offered in the pilot programs shall also meet the requirements for the particular certificate title sought, as prescribed in the current program registration requirements for traditional teacher preparation programs in Commissioner’s Regulations §52.1 and §52.21(b), and shall include study in the teaching of the content area. However, the manner in which the pedagogical content will be offered will be the responsibility of the partnerships.” This means that the general educational core requirements must be consistent with existing regulations.

34. **[Question]** Can our program enroll new teachers within their first five years on the job?

[Answer] The intent of the RFP is to increase the number of certified teachers in shortage areas teaching in high need schools. The RFP says specifically that “Candidates in both models must pass the all required examinations for the certification title to qualify for an initial teaching certificate in New York State.” This identifies that the candidates are not already certified teachers in shortage areas, but are qualifying to become teachers of shortage areas.

35. **[Question]** Our program uses proprietary and trademarked curriculum. We are willing to provide a licensed but not to transfer ownership. Is this model an acceptable approach for this pilot program?

[Answer] The purpose of the RFP is to facilitate institutions in the development of pilot projects that “Developing practices that can be adapted by other Institutions for their teacher preparation programs”, therefore the processes and techniques used must be extractable for use as a model program by other institutions without cost or impairment.

36. **[Question]** How long do graduates need to stay teaching in high needs?

[Answer] The RFP states: “Candidates must provide a written commitment to seek employment as a teacher in a high needs school in New York State before admission into the program.” The amended regulations state: “...for at least four years in a high need school upon graduation...” (Regulations, 52.21 (b)(5) (iv)(b)(4))

37. **[Question]** Is it your expectation that participants in the pilot program will be still enrolled in graduate school or already graduated from graduate school?

[Answer] Participants entering into a graduate clinically rich teacher preparation program will be entering a graduate academic program and need to fulfill the requirements of that program, regardless of prior graduate academic work.

38. **[Question]** Title 8, Chapter II, Parts 52.1 and 52.2 of the Regulations of the Commissioner define the general registration requirements for curricula. Some of the requirements relevant

to the Pilot Program are included as items in the forms “Application for Registration of a New Program for Graduate Level Clinically Rich Teacher Preparation” and “Application for Registration of a New Program for Graduate Level Clinically Rich Teacher Preparation (Model A).” Other relevant requirements from 52.1 and 52.2 are not included in these application forms. (Example: 52.2 (e) (3) Establishment of faculty and student policies.) Do we need to meet the requirements not listed in either form at the time of proposal submission, or can these be submitted at a later point in time? If these items are to be submitted now, should they be submitted as attachments or in some other form?

[Answer] There is a form specifically developed for the Application for Program Registration of programs conducted under this RFP. The Application for Program Registration form contains all requirements and is available at the same website where the RFP is found at <http://usny.nysed.gov/rttt/rfp.html>

39. [Question] Please provide more information on the requirements for program review. If applicable, would an institution be able to make modifications to an existing program and be eligible to participate or is a totally new application for program registration necessary for eligibility?

[Answer] Yes, but any modification must be fully explained and resubmitted on the application for Program Registration as required in this RFP.

40. [Question] Must candidates pass the LAST, CST, and ATS-W as an admission requirement?

[Answer] Admission requirements are included in the RFP Section V. The LAST, CST, and ATS-W are not included as an admission requirement; however, Model B participants must pass the appropriate tests to receive their Transitional B certificate.

41. [Question] Must there be a new cohort each year?

[Answer] No

42. [Question] We are anticipating project sites at both the middle school and high school levels. Does the State require for licensure that the student spend equal time in each level?

[Answer] No, for this RFP there is a specific program registration process and a unique Application for Program Registration. The Application for Program Registration form contains all requirements and is found at <http://usny.nysed.gov/rttt/rfp.html>

43. [Question] For the residency model, may the student spend the year at one site with, perhaps, a month at the alternate level and still meet certification requirements?

[Answer] Yes, this is permissible if explained as part of the program design in the application.

44. [Question] Must we enroll teacher candidates in each of the 5 project years?

[Answer] No

45. [Question] Could you clarify the Shortage Areas in the RFP? In Section II of the RFP, English as a Second Language is listed as a shortage area, and in Section VI, under Regents' Priorities, the shortage area is listed as Bilingual Education. Which is the shortage area to be addressed as a shortage area, ESL or Bilingual Education?

[Answer] Appendix 1 "For the purposes of this RFP, a shortage of certified teachers shall mean a shortage area identified in the 2008-09 Teacher Supply and Demand tables at <http://www.highered.nysed.gov/oris/stats/tsd.htm>. This definition of shortage area, for eligibility to participate in this pilot program as a high needs school, is broader than the specific shortage areas specified in the Regents Priorities

46. [Question] Section IV: "Institutions may choose to use the GRE or the Miller Analogies Test as part of their admission requirements into the graduate program." Is it a requirement to choose one or the other or is it optional for the institution to select one of these two exams as part of the admissions requirements for this program?

[Answer] No, the GRE or the Miller Analogies Test are not required but if the institution *chooses* to utilize one of these standardized examinations for admission, the participant must receive a passing score.

47. [Question] Section IV: Could you clarify the Application for Program Registration procedure: Can a college propose a program that doesn't yet exist in the college and hasn't yet been registered with the state, or will this be an opportunity to register a new program with the state?

[Answer] Yes, a college is not required to have an existing program. There is a form specifically developed for the Application for Program Registration for programs conducted under this RFP. The Application for Program Registration form is found at <http://usny.nysed.gov/rttt/rfp.html>

48. [Question] Section V, #3: Could you clarify the language in this section as to the definition of "30 semester hours that provides knowledge of breadth and depth in an interdisciplinary field or a subject, provided that such 30 semester hours may include up to 12 semester hours in cognates in the subject area of the certificate sought or an undergraduate major in a related field." What is needed at the undergraduate level for candidates for admission to this program?

[Answer] These requirements are outlined in Section V of the RFP. The participant must meet the requirements identified in items 1 through 4.

49. [Question] General: Is there a prescribed or recommended length for the degree program--the time period by which the participants will be expected to have finished their degree--other than the fact that the residency portion of the program be 1 school year long?

[Answer] A Master's Degree program developed under this RFP must meet the requirements found in 8 N.Y. Comp. Codes R. & Regs. 3.54, including, but not limited to, "An earned master's degree shall represent completion of one academic year of graduate-level study or an equivalent that can be shown to accomplish the same goals." There is nothing in the RFP that establishes a specific timeframe for course offerings or precludes simultaneous coursework and residency, or other arrangements to meet the various needs of the program. The goal is for the institution to develop creative pilot programs that both meet the academic needs and the teacher preparation needs.

50. [Question] Can certification requirement be a second initial certificate

[Answer] Yes, the intent of the RFP is to increase the number of certified teachers in shortage areas teaching in high need schools. The RFP says specifically that "Candidates in both models must pass the all required examinations for the certification title to qualify for an initial teaching certificate in New York State." This identifies that the candidates are not already certified teachers in shortage areas, but are qualifying to become teachers of shortage areas.

51. [Question] The introduction refers to English as a Second Language Teachers. Later in the RFP it refers to Bilingual teachers. Are both areas considered shortage areas for purposes of the RFP?

[Answer] The RFP states that the Regent's priority is: "Preparing teachers for hard to staff shortage areas. The extent to which the proposal will prepare teachers in the specific critical teacher shortage areas of science, mathematics, middle/secondary special education and bilingual education." In the areas of language acquisition, this means that the emphasis is on improving the educational achievement of English language learners. Depending on the need identified by the applicant, either English as a Second Language or Bilingual teacher could be appropriate.

52. [Question] Can a program overlap 2 cohorts of residents at the same time

[Answer] Yes

53. [Question] If we would like to submit a grant for a program that is not yet registered with NY State, can we propose it? Can the approval come post award? Does it have to be an EXISTING program or can it be developed when the grant is awarded?

[Answer] Yes, programs not yet approved may be proposed. All proposals must include an Application for Program Registration which has been specifically developed for the Model A and Model B programs under this RFP to determine potential eligibility for program registration according to §52.21(b) of the Commissioner's Regulations and eligibility to receive a grant? There has been a specifically developed Application for Program Registration.

54. [Question] Can we take candidates who have an initial certification to do a second certification?

[Answer] The intent of the RFP is to increase the number of certified teachers in shortage areas teaching in high need schools. The RFP does not preclude candidates from completing a second initial certification in a shortage area.

55. [Question] The RFP refers to the fact that candidates could have 12 hours/credits in subject area cognates. Does this mean that business majors who took math courses could meet the requirements?

[Answer] Yes, with the presumption that the mathematics courses already taken are consistent with the mathematics courses taken in order to qualify as a mathematics teacher as determined by the institution.

56. [Question] As far as we understand, the program needs a strong evaluation design, is that correct?

[Answer] That is correct. The requirements of Section VII outline the areas of performance that must be explained in the application, including, but not limited to “designed and implemented based upon research and best practices using innovation to impact student learning...”

57. [Question] Can we orient the proposal around professional certification or only initial certification?

[Answer] No, proposals need to lead to initial certification only.

58. [Question] Do we need to follow all the regulations in 52.1 and 52.2 to register the program?

[Answer] Applications must be consistent with the regulations in place for this RFP. All proposals must include an Application for Program Registration to determine potential eligibility for program registration according to §52.21(b) of the Commissioner’s Regulations. The Application for Program Registration form is available at <http://usny.nysed.gov/rttt/rfp.html>

59. [Question] Here on L.I. most schools, including high needs schools, have personnel in the "shortage areas." Does that exclude these schools from the grant?

[Answer] Yes, the RFP is specifically designed for addressing teacher shortages in high needs schools, as defined in the RFP. Administrative shortages are not part of this RFP.

60. [Question] In conjunction with #2, the candidates also have to earn a Master’s – is there a time frame for that Master’s? Can it be completed by taking classes during the first year as teacher of record? Or even in the second year of being the teacher of record (making our program a three-year program)?

[Answer]. A Master's Degree program developed under this RFP must meet the requirements found in §52.21(b) of the Commissioner's Regulations, including, but not limited to, "An earned master's degree shall represent completion of one academic year of graduate-level study or an equivalent that can be shown to accomplish the same goals." There is nothing in the RFP that establishes a specific timeframe for course offerings or precludes simultaneous coursework and residency, or other arrangements to meet the various needs of the program. The applicant must explain in their proposal how their program meets the requirements of the RFP, including those requirements outlined in Section II.

61. [Question] Can we propose ELL and Special Ed for Childhood - is there any priority placed on this focus?

[Answer] Yes, the applicant can propose specific certifications and teaching levels that constitute teacher shortages for high needs schools; however, the Regents have identified a priority including "specific critical teacher shortage areas of science, mathematics, middle/secondary special education and bilingual education."

62. [Question] If we are using an already registered program, does that meet the registration requirement.

[Answer] No, this RFP covers pilot programs; a specific registration process has been developed for this RFP and an application for Program Registration must be included in the proposal.

63. [Question] Must programs grant a masters?

[Answer] Yes. For non-collegiate participating institutions the Board of Regents will grant a Maser of Arts in Teaching upon a candidate's successful completion of the graduate program.

64. [Question] For traditional secondary preservice preparation NYSED requires two placements; middle school and high school. For this program (Track A), the resident may serve for the whole year in one placement and receive credit for the "student teaching" requirements. Is that correct?

[Answer] Yes, there are specific requirements for programs under this RFP.

65. [Question] Would the grant support a graduate candidate seeking initial certification in a shortage area who already holds initial certification in some other area, presumably through their bachelor's degree, or would the grant only support graduate candidates seeing initial certification in a shortage area who do not have any other certification already?

[Answer] Yes, it is possible for a candidate already holding initial certificate outside a shortage area to participate in this program to obtain initial certification in a shortage area. The goal of the program is to have more teachers with certifications in shortage areas teaching in high needs schools.

66. [Question] Most TA's are hired to work in SPED and inclusion classrooms. They also can be shifted around within a day. How much time would they need to spend every day/week in a certification area content class?

[Answer] This RFP does not apply to Teaching Assistants or interns.

67. [Question] Will we follow a gradual release of responsibility model for the intern and TA? Will they begin the year as more of a "helper" and have benchmarks to meet throughout the year/term where they gradually assume more classroom responsibility? Will these guidelines be published by the state or does each program propose its own set?

[Answer] This RFP does not apply to Teaching Assistants or interns.

68. [Question] Will the TA/intern remain with one critic teacher for the entire year, or will there be a mid-year switch due to placement levels, e.g. grades 7-9; 10-12.?

[Answer] This RFP does not apply to Teaching Assistants or interns.

69. [Question] We are planning to apply using as the basis of our newly registered Mathematics 7-12 program (32635) which we will launch for the first time in fall 2011. Since it was originally designed, approved and registered as an accelerated 12-month program with clinically rich experiences would it be necessary for us to submit a request to register a new program in February as part of the application process?

[Answer] Yes, you must complete the application for registration as there are specific requirements for programs under this RFP that apply to these pilot programs.

70. [Question] Title 8, Chapter II, Parts 52.1 and 52.2 of the Regulations of the Commissioner define the general registration requirements for curricula. Some of the requirements relevant to the Pilot Program are included as items in the Model A registration forms "Application for Registration of a New Program for Graduate Level Clinically Rich Teacher Preparation" and "Application for Registration of a New Program for Graduate Level Clinically Rich Teacher Preparation (Model A)." Other relevant requirements from 52.1 and 52.2 are not included in these application forms. (Examples: 52.2 (e) (3): Establishment of faculty and student policies; 52.21(b)(2)(i)(e): Publish relevant statistics about labor market and job availability.) Do we need to meet the requirements not listed in either registration form at the time of proposal/registration submission, or can these be fulfilled and submitted at a later point in time? If these items are to be submitted now, should they be submitted as attachments or in some other form?

[Answer] The requirements of the application for the Graduate Level Clinically Rich Teacher Preparation Pilot Program and applicable forms can be found at: <http://www.highered.nysed.gov/ocue/GradRFP.htm> The Application for Program Registration provides the areas which are required for the registration of this pilot program. The completion of this registration process is appropriate for this pilot RFP.

71. [Question] How does the notion of the planning year fit in with the application for registration of a new program to be submitted on Jan 28th with the proposal? The application calls for very detailed information, including syllabi for all new courses. It seemed that a planning period would allow for working out the specific details of a new program, as opposed to getting that all done in 6 weeks, including holiday weeks, in time for the proposal submission.

[Answer] The requirements of the Application for Registration of a New Program for Graduate Level Clinically Rich Teacher Preparation provide the areas which are required for the registration of a pilot program. The completion of this registration process is appropriate for this RFP and provides the basis under which the proposal will be evaluated. The use of a planning period, if included in the application, should be explained in the narrative outlining the activities and tasks to be accomplished in this time period and how these fit into the overall timeline for the applicant's activities.

72. [Question] Are there guidelines for candidates to be in the schools for a particular number of hours and a particular number of days?

[Answer] No, the RFP outlines the specific requirements of a Model A and Model B program. In the application narrative section, the applicant needs to explain their academic and residency program and how this structure meets the guidelines and priorities of the RFP.

Eligible Partners

73. [Question] Does the school need to be among the persistently lowest achieving schools?

[Answer] A school must be a high needs school as defined in Appendix 1.

74. [Question] With reference to "multiple suitors," as a school district we have been approached by 3 colleges/universities and one museum to be a partner in their applications. For instance, we can choose to partner as a district with multiple applicants and collaborate with the one who is awarded. We can partner in specific areas of certification or among identified schools or by different secondary levels, i.e. middle school vs. high school. We would simply like to know if there are limits or considerations we should be aware of before proceeding.

[Answer] No, there are no limits on partnerships for a high needs school. It may partner with any applicant who commits to serving their school. This partnership may include more than one applicant, and both Model A and/or Model B programs. A District may sign the MOU on behalf of any or all of its high need schools partnering with one or more institutions.

75. [Question] Can a proposal include schools that are not high-need as long as at least one high-need school is included?

[Answer] No, all schools serving as partners in the application must meet the definition of high needs school as identified in the RFP and Appendix 1.

76. [Question] Could you be more clear on how you define shortage areas. For example, the RFP changes language with regard to four shortage areas. In the I. Introduction, it says "English as a Second Language" which suggests TESOL certification, whereas under VI. Regents Priorities, it says "bilingual education." Which certification area does the RFP support? Also, it appears that none of the schools on Long Island that meet the definition of "high needs school" {Appendix 1 Definitions} have a shortage of certified math or science teachers (or any other teachers) in the previous school year or projected shortage in the current year {also specified in Appendix 1}. If this is the case Long Island schools and institutions do not appear to be eligible for this RFP.

[Answer] There are schools on Long Island that meet the requirements for eligible schools under this RFP. For the purposes of this RFP, a shortage of certified teachers shall mean a shortage area identified in the 2008-09 Teacher Supply and Demand tables at <http://www.highered.nysed.gov/oris/stats/tsd.htm> . This definition of shortage area, for eligibility to participate in this pilot program as a high needs school, is broader than the specific shortage areas specified in the Regents Priorities.

The definition of High Needs School includes any of the schools designated as either Schools Under Registration Review (http://www.p12.nysed.gov/accountability/APA/SURR/SURR_home.html), schools identified as Persistently Lowest Achieving (<http://www.p12.nysed.gov/irs/accountability/LowAchieve/2009/PLASchools-d3tod6.pdf>),

and those schools designated as Schools in Improvement Status (<http://www.p12.nysed.gov/irs/accountability/designations/home.html>), in which there is a shortage of certified teachers in the previous school year and there is a projected shortage of certified teachers in the current year.” Therefore, the schools must be found on one the lists of schools located at these sites and have a teacher subject matter shortage as designated on the list identified in the RFP.

77. [Question] Can we use the new schools that were identified as "In need of improvement," or must we use the ones that were on the original list?

[Answer] Schools must meet the definition of high needs school as outlined in the RFP (Appendix 1) “A **“high needs school”** is defined as one of the schools designated as either Schools Under Registration Review (http://www.p12.nysed.gov/accountability/APA/SURR/SURR_home.html), schools identified as Persistently Lowest Achieving (<http://www.p12.nysed.gov/irs/accountability/LowAchieve/2009/PLASchools-d3tod6.pdf>), and those schools designated as Schools in Improvement Status (<http://www.p12.nysed.gov/irs/accountability/designations/home.html>), in which there is a shortage of certified teachers in the previous school year and there is a projected shortage of certified teachers in the current year.” Therefore, the schools must be found on one the lists of schools located at these sites.

78. [Question] Could an eligible partnership be between an institution and a school district (e.g., Rochester City School District) with an MOU stating that placement would occur in one or more school on the identified lists, or would the eligible partnership have to identify the specific school(s) from the lists?

[Answer] The required MOU is with the school. The RFP states “An eligible partnership is defined through a signed Memorandum of Understanding (MOU), as a formal partnership between one or more high needs schools and one or more Institutions.” A District may sign the MOU on behalf of any or all of its high need schools partnering with one or more institutions.

79. [Question] Do we have any idea who exactly in NYC would need to sign an MOA for Race to the Top? Would a principal suffice or does it need to be someone higher up in the NYCDOE?

[Answer] The Required MOU is with the high needs school. A District may sign the MOU on behalf of any or all of its high need schools partnering with one or more institutions. For ease of coordination with the high needs schools in New York City, any potential applicant who would like to partner with a designated high needs school in NYC is advised to contact:

Shuvi Santo
Director, Teacher Recruitment Programs
Office of Teacher Recruitment & Quality
NYC Department of Education

65 Court Street, Room 320
718-935-4168
ssanto@schools.nyc.gov

80. [Question] For the purpose of the RFP, can the NYCDOE enter into the required MOU in lieu of MOUs with individual schools? In addition, assuming the NYC DOE can commit on behalf of its schools, we would like to know if we can commit in general terms that we would ensure the participation of eligible schools as opposed to identifying specific high needs school(s).

As you know there are currently over 300 eligible high need schools in the NYCDOE and these schools change from year to year with new schools being added and some being removed. Given this scale and fluidity we think there will be program proposals where it would be unnecessarily challenging and contrived to identify specific schools at this juncture. For example, there may be proposals for Model A which are requesting a planning year, so the residency wouldn't begin for a year and half for now. While residency schools would certainly be identified well before the start of the residency to fully engage the school in planning and implementation of the clinical experience, it may be too early in the next month to identify the optimal mix of sites to maximize impact on such matters as clustering possibilities and alignment with other school improvement strategies that are to be determined in the future.

For any Model B proposal, wherein the candidate will be a teacher of record from the start of the service, it would be especially challenging to identify specific schools right now as partnerships will depend in large part on vacancies next year or beyond. This challenge is exacerbated by budget uncertainty.

[Answer] This item asks multiple questions which need to be answered separately to ensure that program requirements are clear.

A District may sign the MOU on behalf of any or all of its high need schools partnering with one or more institutions, as well as play a coordinating role in the more general commitment to work with eligible high needs schools under their jurisdiction.

We acknowledge that with a planning year it may be difficult, in all instances, to explicitly specify placements for program participants. While it is true that schools are added and removed from the three categories under the definition of high needs school, there is sufficient flexibility in the process to ensure that a high needs school is targeted.

If a school on the list that are subsequently closed due to restructuring or other administrative process, the applicant can either select another high need school from that or another district or place candidates in the newly opened schools serving the students from the closed school.

If a school is removed from one of the lists because of improvement during the period of the RFP, the applicant could continue to work with the original high needs school because any school that is on one of the three lists (PLAS, SINI, SURR) will continue to be eligible for the life of the grant award.

It is possible for the applicant to modify their MOU with the high needs school or to initiate an additional MOU with another high needs school to ensure that candidates have adequate placement opportunities. Any of these actions would need to be coordinated through the submission of a revised MOU after review by the NYSED office administering the award, as it may result in a contract amendment.

Finally, for the Model A program, it is possible once the residency period is completed for the candidate to work in any high needs school as a Transitional B, if otherwise qualified.

81. [Question] Is the partner able to bill for administrative expenses, as well as the lead applicant? Or, does the partner come in as a consultant?

[Answer] The applicant, who serves as the fiscal agent is responsible for the oversight, accountability, and management of awarded funds consistent with their application, the RFP, and applicable statutory and generally accepted accounting principles.

82. [Question] Can a lead applicant conceivably receives more than one award?

[Answer] Yes.

83. [Question] Are you encouraging working with multiple school districts?

[Answer] The required MOU is with the school, not the school district. A District may sign the MOU on behalf of any or all of its high need schools partnering with one or more institutions. The RFP states "An eligible partnership is defined through a signed Memorandum of Understanding (MOU), as a formal partnership between one or more high needs schools and one or more Institutions." It is allowable to work with more than one high needs school either in the same or different school districts.

84. [Question] May schools participate that are not SURR, turnaround, or improvement - so long as some schools are in this status and all schools meet federal poverty guidelines?

[Answer] No, schools must meet the definition of high needs school as outlined in the RFP (Appendix 1)

85. [Question] If a district, such as Buffalo, is identified as a "district" in need of improvement, do all the schools in the district qualify or is it only the schools that are listed individually?

[Answer] The school partnered with must meet the definition of high needs. Only the schools identified as high need schools in the RFP are eligible schools for the purposes of this RFP.

86. [Question] Does the residency have to be in an eligible high need school or just the teaching position?

[Answer] The residency must be with the partner high needs school.

87. [Question] What is the LEA's role? In Model A, all districts have to be "partners." What are the partnering requirements for this RFP?

[Answer] Each proposal must be submitted by a partnership of at least one eligible Institution serving as the Fiscal Agent and at least one high needs school. The partnership is not with a district but with the high needs school defined in the RFP. An eligible partnership is defined through a signed Memorandum of Understanding (MOU), as a formal partnership between one or more high needs schools and one or more Institutions. A District may sign the MOU on behalf of any or all of its high need schools partnering with one or more institutions.

88. [Question] NYSED added a number of new schools to the PLA list on December 9th. Are these schools eligible participants for this RFP?

[Answer] Yes.

89. [Question] In addition to an individual high needs school, is the school district required to be a partner?

[Answer] No, the required MOU is with the school, not the school district. A District may sign the MOU on behalf of any or all of its high need schools partnering with one or more institutions.

90. [Question] Is the high-needs school partner the site for all residency placements? Or, could other school partners who have comparable populations but who are not on the status charts be sites as well?

[Answer] No, the MOU for residency placements is the high needs school, as the RFP is specifically designed to help meet the teacher shortage needs in high needs schools.

91. [Question] If a high needs school is approved for closure and replacement, may the replacement schools be considered as sites for this RFP?

[Answer] Yes, for schools on the list that are subsequently closed, the applicant can either select another high need school or place candidates in the newly opened schools serving the students from the closed school.

92. [Question] Does the high-needs test use just poverty criteria, or does it also include the teacher quality (turnover or teaching-out-of-certification tests) that the feds have used for several purposes? If it does include the teacher quality criteria, must it be applied at the DISTRICT level, or may it be applied to particular SCHOOLS that we may choose to partner with (recognizing that the District is the employer)?

[Answer] The partnership must be with a high needs school as defined in the RFP not with a school district. A District may sign the MOU on behalf of any or all of its high need schools

partnering with one or more institutions. Teacher quality or distinct poverty indicators are not the criteria used for the definition of high needs school. See the definition of high needs school in the RFP.

93. [Question] If you have an MOU, can you add schools at a later date?

[Answer] Yes, if consistent with your application, and as long as the school meets the RFP definition of a high needs school

94. [Question] I noticed that there are no charter schools on the high need schools lists. Would they be listed elsewhere or otherwise eligible for this program?

[Answer] There are charter schools listed on the various lists, given that they are publicly funded schools. If they are listed as a high needs school under the definition in this RFP, then they would be eligible to serve as a partner high needs school.

95. [Question] Can we have an MOU with a school district to use the high needs schools on that district's list?

[Answer] The RFP specifically states, "Each proposal must be submitted by a partnership of at least one eligible Institution serving as the Fiscal Agent and at least one high needs school." Though the MOU is with the high needs school, a District may sign the MOU on behalf of any or all of its high need schools partnering with one or more institutions.

96. [Question] If we are partnering with a school in the list but there are other new schools in the building that still need certified science teachers - can we work with five schools in that complex?

[Answer] Only schools that are on one of the three lists (PLAS, SINI, SURR) and meet the definition of a high needs school under this RFP are eligible.

97. [Question] When will the State's new SURR and PLAS lists for this year be issued; will they be in time to permit partnering for this RFP?

[Answer] The RFP provides the links to the most recent listings of schools on the three lists.

98. [Question] If a partner school is currently listed as a high needs school and then over the course of the grant is no longer a high needs school, do we have to work with a different school and how would we do that if there is no MOU with the new high need school?

[Answer] You could continue to work with the original schools because any school that is on one of the three lists (PLAS, SINI, SURR) will continue to be eligible for the life of the grant award. For schools on the list that are subsequently closed, the applicant can either select another high need school or place candidates in the newly opened schools serving the students from the closed school.

99. [Question] What if one of our partner schools improves and gets off the high needs list? Can we continue placing candidates there?

[Answer] Yes.

100. [Question] Do we need to do an MOU with each school or can the MOU be with the school district?

[Answer] The MOU is with each partner school, although the District may sign the MOU on behalf of any or all of its high need schools partnering with one or more institutions.

101. [Question] Can we use the new schools that were identified as "In need of improvement," or must we use the ones that were on the original list?

[Answer] The RFP provides the links to the most recent listings of schools on the three lists. You must partner with a school(s) included on one of these lists.

102. [Question] If a school is in Improvement Year 2, are they an eligible partner?

[Answer] Yes, as long as they meet the definition of a high needs school in the RFP

103. [Question] To clarify, the 700 eligible high schools fall into three categories: Schools Under Registration Review, Persistently Lowest Achieving, and Schools in Improvement Status. The links are somewhat buried in the RFP (within the separate appendix Definitions, and when you get to the sites, it's not easy to know which document to bring up). Can you please make this clearer?

[Answer] The following links are to New York State's Accountability website. Schools must meet the definition of high needs school as outlined in the RFP (Appendix 1) "A **high needs school**" is defined as one of the schools designated as either Schools Under Registration Review (http://www.p12.nysed.gov/accountability/APA/SURR/SURR_home.html), schools identified as Persistently Lowest Achieving (<http://www.p12.nysed.gov/irs/accountability/LowAchieve/2009/PLASchools-d3tod6.pdf>), and those schools designated as Schools in Improvement Status (<http://www.p12.nysed.gov/irs/accountability/designations/home.html>), in which there is a shortage of certified teachers in the previous school year and there is a projected shortage of certified teachers in the current year."

104. [Question] Can an organization apply as a partner applicant for more than one proposal?

[Answer] Yes, the relationship of the organization should be explained in the narrative of the application.

105. [Question] Can more than one college be included in the same application?

[Answer] Yes, the relationship of the college should be explained in the narrative of the application.

106. [Question] If an existing school moves into a high-needs school as part of a close and replace strategy, are they eligible for this initiative?

[Answer] Yes, any school that is on one of the three lists (PLAS, SINI, SURR) is eligible presuming they meet the definition of high needs school in the RFP at the time of the application. For schools on the lists that are subsequently closed, the applicant can either select another high need school or place candidates in the newly opened schools serving the students from the closed school. It is the responsibility of the applicant to ensure that they are partnered with a high needs school as defined in the RFP.

107. [Question] If a replacement school is opening in a high-needs school that is approved for phase-out, can approval from the school district substitute for approval of the principal of the school being shut down?

[Answer] If a new principal has not been appointed for the new school, we will accept the signature of an appropriate school district official who is authorized to bind the school to the obligations set forth in this RFP.

Model A Track

108. [Question] We are trying to determine the size of our cohorts for model track A, and the # suggested are 25-50. Is that an expectation for per year or over the 5 year period.

[Answer] The numbers identified in the RFP are not suggestions, but are instead limitations indicating the maximum size of the cohort “up to 25 candidates in any one cohort...” The applicant must determine the best make-up of cohort sizes and scheduling in order to “place a maximum of 50 candidates in classrooms over the course of the award...”

109. [Question] In the Model A track option, what are the incentives for the teacher-mentor? Are training stipends to these teachers permissible under the grant? We assume these stipends would be permissible when taken from the up to \$12,500 allotted per candidate for project expenses.

[Answer] Allowable expenses include: “...reimbursement for “release time” for school personnel engaged in program planning and implementation, training, training of teacher mentors...”

110. [Question] For Model A, when you said that there will be a maximum of 50 candidates allowed over the course of the award, do you mean from 2011-2016 or are you referring to each school year?

[Answer] Each applicant for a Model A Track award may place a maximum of 50 candidates in classrooms over the course of the award, meaning from 2011 through 2016.

111. [Question] Can model A extend beyond one year? That is, if the internship is one year, can the completion of the master's degree extend beyond one year?

[Answer] Yes, however funding is limited to the amounts and restrictions identified in Section XI of the RFP.

112. [Question] If a Model A program meets all the requirements in law and regulation to provide candidates with a Transitional B certification during their year of residency, is there anything in the RFP that would prevent them receiving it?

[Answer] If the participant receives a Transitional B certificate during the residency period,, the participant would be outside the specifics of the Model A program.

113. [Question] for Model A if the Master's program extends into the second year (as you said possible), can the candidate be recommended and start teaching under the Transitional B?

[Answer] Yes, once the residence is certified, a ...may receive a Transitional B Certificate to teach until such time that the graduate program is completed successfully by the candidate and the candidate is eligible for an initial certificate.

114. [Question] For Model A, could a resident be a teacher of record for 1 period a day in the spring semester if they meet the Transition B requirements.

[Answer] No, that is not consistent with the requirements for a Model A program for this RFP and the regulations. When the candidate is the Teacher of Record at the outset, even if less than five days a week, that candidate must be in a Model B program.

115. [Question] The RFP says that the candidates in Model A must meet their Liberal Arts and Sciences requirements as well as 30 hours of content to be admitted into the program. We have found, in working with NYC Teaching Fellows, that often science majors do not have the requirements for a language other than English and artistic expression. If they must have these requirements met prior to entry it will make finding candidates more challenging. Is it possible that they can enter the program without, for example, the language requirement but we can have it as part of our program so that they have it before they start teaching or get their initial certificate?

[Answer] Candidates must meet the eligibility requirements for the Graduate Level Clinically Rich Teacher Preparation Pilot Program prior to admission. The candidate eligibility requirements in the RFP are clear on the requirements for admission to the academic program. Funds awarded under this RFP are not eligible to be used for academic remediation to satisfy the admission requirements.

116. [Question] During the Webinar it seemed that, for Model A, the candidates would be expected to have their initial certificate by the time they became teacher of record. Is it possible that they could, as an alternative, have either an internship certificate or a certificate en route to the Master's?

[Answer] Yes, candidates are expected to have their initial certification by the time they become Teacher of Record. The requirements for the Model A program are explained in the RFP. While another certificate is technically possible, the residency period as set forth in the application must be completed prior to any service as a Teacher or Record.

117. [Question] What if your Model A proposal says you will have 50 candidates, and you are funded, but in fact you only have 40 candidates? Do you give the extra money back at the end of the time period?

[Answer] Funding is based upon the number of actual participants in the program, not the maximum number possible for the program type. Any funding provided for the 10 candidates that did not actually participate would be returned, based upon actual enrollment. For candidates that drop out of the program and are not replaced, funds will be pro-rated to reflect actual candidate participation.

118. [Question] Can Model A be dual cert? i.e. math and students with disabilities?

[Answer] Yes, this would need to be explained in the narrative of the application.

Model B Track

119. [Question] with the Trans B going up to 75 students is the dollar amount fundable the same for this much larger pool of students?

[Answer] All of these funding components, (up to \$10,000 for tuition and fees, up to \$12,500 for administrative costs, and up to \$30,000 for stipend/benefits (Model A only) are tied to the number of candidates to be prepared

120. [Question] For Model B, how long is the "clinical period" requiring the semi-monthly institution support visits?

[Answer] The RFP states as part of the proposal narrative, "Describe how the institution will conduct observation and advisement of the candidate(s) at least twice each month during the clinical experience..." It is up to the applicant to accurately describe their program, including their process for observing and advising the candidate, the length of their residency and their rationale for choosing that Model.

121. [Question] In a Model B Program if a project enrolls 70 students over the 5 years, is the total amount of support for the project \$700K or are other costs allowable above the tuition and fees associated with administration for this group?

[Answer] As the RFP states in Section XI, the funds available for the Model B program include up to "\$12,500.00 per candidate for allowable related expenses..." and "up to \$10,000.00 tuition and fees reimbursement/subsidy..."

122. [Question] We understand that a Model B Program can be funded for up to 75 students across three cohorts, but can a program enroll more students who are not covered by funding?

[Answer] No, for the purpose of this pilot, the Regents are committed to studying small cohorts in this pilot program, and larger cohorts would impact the evaluation of the program. Additionally, the Regents will not provide degrees to participants above the number identified as the maximum for the cohorts.

123. [Question] If we are unsuccessful in identifying a highly qualified mentor within the partner district/school can we partner with a neighboring school district or employ a retired teacher to support this effort?

[Answer] The RFP states, "The partnership may include additional high needs schools, institutions and or community based organizations." The RFP states, "For candidates in the Model A track of this pilot program, the teacher-mentor shall be the teacher of record. For candidates in the Model B track, the trained teacher-mentor will be the assigned teacher chosen by the partnership who will adhere to the criteria for mentoring as established in this RFP." There is more flexibility in the selection of Teacher Mentors in the Model B program. Additional support services are possible above the level specified as minimums in the RFP for both the Model A and Model B programs.

Accreditation

124. [Question] RFP list of required attachments for program registration includes “Proof of accreditation or application for accreditation.” RFP Section IV mentions that proposal needs to contain plans for seeking accreditation and that a Letter of Intent to apply for accreditation must be received by OCUE at least 30 days prior to program implementation. Is the latter the applicable requirement for the proposal?

[Answer] The RFP states that “The proposal must contain a description of the Institution’s plan and timeline for seeking accreditation. Institutions that receive an award are required to register their programs with the Department’s Office of College and University (OCUE) within 30 days of award notification. In addition, a Letter of Intent to apply for accreditation must be received by the Office of College and University Evaluation (OCUE) at least 30 days prior to program implementation.”

125. [Question] Section IV: Are the plan and proposed timeline for applying for accreditation of the pilot program by NCATE or TEAC submitted as an attachment to the narrative or must they be included in the 25 page narrative?

[Answer] This information may be submitted as an attachment

126. [Question] Is there a required time by which we need to complete the NCATE/TEAC accreditation process?

[Answer] The RFP requires that once the applicant receives award notification, the applicant must have a letter of intent to apply for accreditation of the pilot program by the National Council for Accreditation of Teacher Education (NCATE) or by the Teacher Education Accreditation Council (TEAC) at least 30 days prior to program implementation to be received by the Office of College and University Evaluation (OCUE).

127. [Question] Are we required to submit both a plan/timeline for accreditation and an application for accreditation?

[Answer] The applicant must have a letter of intent to apply for accreditation of the pilot program by the National Council for Accreditation of Teacher Education (NCATE) or by the Teacher Education Accreditation Council (TEAC). The proposal must contain a description of the Institution’s plan and timeline for seeking accreditation. Failure to provide a plan and proposed timeline for accreditation will result in the proposal not being considered for an award.

128. [Question] How is proof of application for accreditation to be submitted: as attachment or in the proposal text?

[Answer] Submit it as an attachment.

Miscellaneous

129. [Question] We have recently been awarded a 325T Pre-Service Improvement Grant by OSEP, which will be focused on development of a clinically rich secondary special education program. Is there anyway the 325T program might be linked to a proposal in response to the current NYSED RFP?

[Answer] The US Department of Education, Office of Special Education Programs, 325T Special Education Preservice Program Improvement Grant is a completely separate funding program which is directly administered by the federal government and not directly related to the implementation of the Race To The Top program in New York State. While there may be elements utilized in your 325T application which may enhance your proposal under this RFP, these application processes, project deliverables, and implementation mechanisms are not linked in any way. Participants may only be counted in one program or the other.

130. [Question] The RFP indicates that funded pilot projects must “participate in a statewide evaluation conducted by an independent third party.” Will there be a separate RFP for the evaluation work?

[Answer] Yes, there will be a specific RFP issued to solicit proposals for the evaluation work.

131. [Question] Is the total funding listed for Long Island, a one year amount or the total amount for the 5 year period? We are trying to determine how many students we can support.

[Answer] The amount of funds shown in Appendix F is for the entire period of the RFP (2011 – 2016)

132. [Question] If the applying entity/entities hold degree-conferring power, would the Regents award the degrees for the pilot program, or would the degree-authorized institution?

[Answer] The authorized degree-granting institution would confer degrees based upon the completion of the registered program.

133. [Question] In reviewing the regional funding allocation for graduate clinically rich teacher education programs as described in Attachment F - please confirm that this funding allocation is for the total 5 year period of the grant.

[Answer] The amount of funds shown in Appendix F is for the entire period of the RFP (2011 – 2016)

134. [Question] How does RFP define “disabilities” – does it refer to learning disabilities?

[Answer] Disabilities are defined consistent with the federal Americans with Disabilities Act.

135. [Question] What are the features of the statewide pilot program evaluation conducted by an independent third party?

[Answer] The features of the statewide pilot program evaluation have not been developed and are not germane at this time for applicants to this RFP. There will be a specific RFP issued at a later time to solicit proposals for the evaluation work.

136. [Question] We have a number of highly qualified career changers who are not now certified teachers but would be interested in participating in a cohort for this project. Are candidates expected to have initial certification to participate?

[Answer] No, participants may have already obtained either an undergraduate or graduate degree, therefore as the RFP indicates, “candidates must meet the general education core requirements in the liberal arts and sciences and the content core requirements specified in the current regulations for traditional teacher preparation programs...” Participants entering into a graduate clinically rich teacher preparation program will be entering a graduate academic program and need to fulfill the requirements of that program one of which results in initial certification as a teacher in a shortage area in New York State.

137. [Question] Is it necessary to include an induction year?

[Answer] Once initially certified as a teacher in a shortage area in a high needs school, all existing regulations regarding induction, etc. apply to this teacher

138. [Question] The terms “tesol” and “bilingual” are used interchangeably in the RFP, but are not the same. Please clarify.

[Answer] The RFP states that the Regent’s priority is: “Preparing teachers for hard to staff shortage areas. The extent to which the proposal will prepare teachers in the specific critical teacher shortage areas of science, mathematics, middle/secondary special education and bilingual education.” In the areas of language acquisition, this means that the emphasis is on improving the educational achievement of English language learners, regardless of the specific labels used to allocate this population into different academic programs. Depending on the need, both a bilingual extension and a TESOL certificate could qualify as meeting the need in a high needs school.

139. [Question] What is the fiscal year end date for each year?

[Answer] The RFP start date is July 1, 2011 and the end date is June 30, 2016.

140. [Question] Section I: Who are the members of the Blue Ribbon Commission and are there public criteria that are being used to define the pool of "nationally recognized teacher education experts" from which they will be drawn?

[Answer] This information is available in a press release found at:
<http://www.oms.nysed.gov/press/TeacherPrepRFP.html>

141. [Question] Section IV: Can you elaborate on the requirements of completing and filing all Race to the Top related reports beyond the quarterly reports indicated in and requirement listed in Appendix A-2?

[Answer] The RFP states: “Funded Graduate Level Clinically Rich Teacher Preparation Pilot Projects will be *required* to complete and file all Race to the Top related reports with the New York State Education Department as well as participate in a statewide evaluation conducted by an independent third party.” These reports include required fiscal reports, programmatic reports, specific information on participant progress, success, and employment, as well as other items required by the federal government, the NYS Board of Regents, or the Commissioner of Education.

142. [Question] Section IV: What is required by the grantee in terms of participation in the statewide evaluation being conducted under Race to the Top (e.g., data collection requirements, participation of staff and candidates in terms of time requirements, etc.)?

[Answer] The RFP states: “Funded Graduate Level Clinically Rich Teacher Preparation Pilot Projects will be *required* to complete and file all Race to the Top related reports with the New York State Education Department as well as participate in a statewide evaluation conducted by an independent third party.” These reports include required fiscal reports, programmatic reports, specific information on participant progress, success, and employment, as well as other items required by the federal government, the NYS Board of Regents, or the Commissioner of Education. Additionally, regarding specifically the requirement to participate in a statewide evaluation; details of that RFP and the specifics of that evaluation will be released at a later time.

143. [Question] What's the candidate's obligation if he or she is laid off or can't find employment?

[Answer] The RFP states, “Candidates must provide a written commitment to seek employment as a teacher in a high needs school in New York State before admission into the program.” The obligation is on the candidate to “seek employment” in a high needs school. We acknowledge that the ability to secure employment is dependent upon factors outside of the control of the candidate.

144. [Question] What is the timeline for the grant? How does the 2011 - 2016 timeframe work within the application?

[Answer] The RFP start date is July 1, 2011 and the end date is June 30, 2016.

145. [Question] Can we build 6 months to one year of planning into an implementation grant, and if not, will we need to reapply for funds after planning period ends?

[Answer] Yes, a planning period is permissible under this RFP. Please see Section XVI of the RFP.

146. [Question] What if the 2008 - 2009 shortage report does not identify these as shortage areas in our region, should we still target those four areas?

[Answer] It is expected that these areas will continue to be a shortage area as they have been for several years.

147. [Question] Partners question: Is the award/allotment based on a lump sum or per participant?

[Answer] The maximum award is based per participant. The application for funds must include both the headcount and the fte for each participant.

148. [Question] Can you talk about the school district requirement to employ the candidates for 3 years after graduation? Given job shortages, lay offs, seniority, etc., how will districts make that commitment? Can it be "given necessary resources"?

[Answer] The intent of the RFP is to increase the number of certified teachers in shortage areas teaching in high need schools. The MOU is between the high needs school and the institution, although the District may sign the MOU on behalf of any or all of its high need schools partnering with one or more institutions. There is no requirement in the RFP for the partner high needs school to employ participants. The RFP states, "Candidates must provide a written commitment to seek employment as a teacher in a high needs school in New York State before admission into the program." We acknowledge that the ability to secure employment is dependent upon factors outside of the control of the candidate. The obligation is on the candidate to "seek employment" in a high needs school.

149 [Question] 4 million is for the Rest of state? There are no amounts there. Is Westchester, Rockland and Northern Westchester considered rest of state?

[Answer] Yes, the geographic areas are outlined in the RFP. Those areas not specifically outlined as belonging in NYC, Long Island, or the Big Four (Buffalo, Syracuse, Rochester, Yonkers), constitute the Rest of State.

150. [Question] Is planning year funding based on anticipated number of candidates that will be enrolled?

[Answer] There is no separate funding for a planning year; however, the RFP states, "For applicants that will be using the first year (2011–2012) as a planning year, funding will be limited to the maximum allowable in this RFP..." and may only be used for allowable related expenses. Consideration should be given to the costs associated with each year of the program, because, if the anticipated number of enrollees does not occur, the institution is responsible for reimbursing the State for the overage.

151. [Question] Does the project have an indirect cost cap?

[Answer] Yes, indirect costs are included in the \$12,500 identified in the RFP Section XI, except for stipends and reimbursement/subsidy for tuition and fees. If the institution utilizes a

portion of those funds for indirect cost the limit would be 8%, for Institutes of Higher Education and 2.7% for Community Based Organizations. A CBO can apply to NYSED, and if granted, receive approval for a higher rate, however, that rate cannot exceed 8%.

152. [Question] How does funding work for the planning year 2011-2012. Does the \$12,500 per resident (Track A) only begin during the first implementation year (2012-13)?

[Answer] The total funds requested from your proposed project period must not exceed the maximum allowed given the # of candidates proposed to be served. Applicants may distribute expenses throughout your proposed project period recognizing that any funds paid in excess of actual participants will be reimbursed to the State.

153. [Question] What requirements are tied to the 4 year commitment (not mentioned in the RFP)? So, what happens if they leave before 4 years?

[Answer] We acknowledge that the ability to secure employment is dependent upon factors outside of the control of the candidate. The obligation is on the candidate to "seek employment" in a high needs school.

154. [Question] What if a candidate begins, but does not complete? What are the "pay back" requirements?

[Answer] For candidates that drop out of the program and are not replaced, funds will be prorated to reflect actual candidate participation.

155 [Question] What is the deadline for completion of the last cohort fundable via this RFP; is it June 2016?

[Answer] June 30, 2016

156. [Question] how or when will questions emailed prior to webinar be answered?

[Answer] All questions and responses will be placed on the website on January 11.

157. [Question] How would the residency salary work in NYC? Would the program get the funding then have to give it to the district to give to schools?

[Answer] The fiscal agent would provide the stipends to the participants based upon their residency hours in a high needs school. It is not appropriate to go through the school district, as the MOU is with the high needs school, although the District may sign the MOU on behalf of any or all of its high need schools partnering with one or more institutions.

158. [Question] What are the consequences for not meeting your target enrollment?

[Answer] Funding is based upon the number of participants, therefore reduced funding would be the most likely consequence of failing to meet or maintain participant numbers. A student who drops can be replaced in order to maintain enrollment; however, additional funds

will not be provided for their support. For candidates that drop out of the program and are not replaced, funds will be pro-rated to reflect actual candidate participation. The application for funds must include both the headcount and the fee for each participant.

159. [Question] The state is providing up to \$10,000 toward tuition per candidate over the life of the program. Can tuition costs be augmented with other sources or charged to the student (understanding the impact such might have on recruitment) if the \$10,000 is not enough to meet the university's tuition schedule or the number of courses that the university might feel ensures a quality result?

[Answer] Yes, the applicant may use other than grant funds to cover these expenses if they wish. Additional costs or expenses and their resolution are not covered by the RFP.

160. [Question] Are there restrictions on the source of matching monies, federal, state or private?

[Answer] No. The RFP does not explicitly require a match.

161. [Question] Do you recommend an outside evaluator, and is there funding in the budget for that?

[Answer] No, we do not require an outside evaluator for the Application for Program Registration as there is a specific form and process for programs registered under this RFP. Regarding the internal evaluation of a particular program by those program partners, there is no additional funding available for this activity.

162. [Question] Wouldn't it be easier to keep the resident's salary with the primary fiscal agent in NYC?

[Answer] The Institution is the applicant who serves as the fiscal agent that would provide the stipends to the participants based upon their residency hours in a high needs school.

163. [Question] Are we correct in understanding that only the \$10,000 goes to tuition and the up to \$30,000 goes directly to each candidate and not to the institution?

[Answer] The eligible institution will act as the fiscal agent for the award, administers the payments of funds to eligible candidates, and should include these amounts in their proposed budget. For a Model A program, the RFP states, "Candidates in Track A will receive a stipend/benefits of up to \$30,000.00 for a full one school year of the residency and up to \$10,000.00 reimbursement/subsidy for tuition and fees. For residencies of less than one full school year, the maximum stipend/benefits award will be prorated appropriately."

165. [Question] Please clarify the June 30, 2016 end date. Is this the end date of the grant period, meaning all grant funds need to be spent out? Can any activities (e.g., our evaluation) occur after this date?

[Answer] June 30, 2016 is the last day that funded activities may be charged to the award.

166. [Question] Do you have an MOU template or more details about what you expect to see in our MOUs?

[Answer] No, the MOU needs to reflect the obligations and agreements between partners described in the narrative of the application.

167. [Question] The webinar stressed that we should continue to provide support to candidates for at least a year after their one-year residency. But the funds are given to candidates only for their training year. As there are no separate funds for induction activities, what kinds and number of induction activities would NYSED be looking for?

[Answer] No, there are no separate funds for induction activities. Once candidates receive initial certification as a teacher in a shortage area in a high needs school, all existing regulations regarding induction, etc. apply to this teacher. The regulatory induction/mentoring requirements are found in:
<http://www.p12.nysed.gov/part100/pages/10013.html>

168. [Question] We understand from the RFP that we must participate in a state-wide evaluation. Is there also a requirement that an applicant conduct its own evaluation?

[Answer] Yes, the proposal narrative requires that the applicant describe or explain a number of factors related to program success. Specifically an evaluation is required by the following requirement: “Describe the method(s) that will be used for assessing and evaluating the pilot program activities and outcomes, including use of cohorts.”

169. [Question] Will any remaining project funds at the end of a project year roll over into the next project year and be available for spending?

[Answer] The applicant should project as best as possible the budget required for your proposed project period. Any funds not used in one year may be requested to be used in the next year keeping in mind that all budget modifications must receive prior approval by NYSED and may require a formal contract amendment and approval of the Office of the State Comptroller.

170. [Question] If we anticipate enrolling 15 students in a project year but do not meet that goal, what will happen? Will those project funds roll over into the next year?

[Answer] Institutions may not spend awarded funds in excess of the budgeted amount per projected student. If institutions anticipate enrolling 15 but actually enroll 12 by the end of the award period, the budgeted amount for the 3 not enrolled will need to be returned.