

Questions and Answers for RFP#: GC18-025

2019-2023 Clinically-Rich Intensive Teacher Institute in Bilingual Education and English to Speakers of Other Languages (CR-ITI-BE/ESOL) – New York City

Responses to questions posted on:	April 27, 2018
Application Deadline:	Postmarked by May 11, 2018

1. Is this RFP a separate grant opportunity from the previously released [RFP# GC18-010](#)?

Answer: RFP# GC18-025, the New York City (NYC) CR-ITI program is a new, updated grant opportunity open to eligible applicants in NYC who meet the revised definitions of eligible applicants, eligible LEAs, and eligible partnerships in the RFP. It is separate from RFP# GC18-010.

2. We are very interested in this RFP for extending bilingual education but we are an undergraduate only program. Are we eligible to apply?

Answer: No. This CR-ITI program provides approved, credit-bearing coursework leading to Advanced Certificate for graduate level work in either Bilingual Education Extension or English to Speakers of Other Languages.

3. Is this grant intended for the typical 15-credit ITI program or an undergraduate program leading, for example, to certification and the BE?

Answer: This CR-ITI program provides 15 credits of New York State Education Department (NYSED) approved coursework leading to Advanced Certificate for graduate level work in Bilingual Education Extension and/or English to Speakers of Other Languages.

4. While our main campus is located outside of NYC, we have campus locations in the Bronx and Manhattan, where we offer our NYS certified program in English to Speakers of Other Languages leading to a certification in ESOL. Do we qualify as an eligible applicant?

Answer: Yes, you would be eligible to submit a single application for your NYC campus only provided that your program that exists on your NYC campus has been officially registered with NYSED and is a NYS Board of Regents approved campus.

5. May an IHE offer a program in more than one location (main campus and satellite locations) in NYC?

Answer: A single program may be offered in more than one location within NYC (e.g., main campus and satellite campus) if the program has been officially registered with NYSED at the “other location,” and is a New York State (NYS) Board of Regents approved branch campus. Some coursework may be offered at an extension site, but it has to meet the limits of course offerings stipulated in NYS Commissioner’s Regulations.

6. We offer Advanced Certificate options, and we also have many undergraduates who continue to take classes towards an MS Ed. after they become certified. I was wondering if the funds can only be applied to applicants for the Advanced Certificate option, or if the credits could also be used to subsidize the TESOL courses for an MS Ed. in TESOL for those who were certified as an undergraduate.

Answer: The grant award must be utilized to provide tuition support only to graduate students that are matriculated in the registered CR-ITI grant-funded program in either ESOL or BE.

7. We offer both ESOL and the Bilingual extension, and I just wanted to confirm that the grant funds could be applied towards both programs, or if we have to propose focusing on only one.

Answer: The grant funds could be applied towards both programs. Participating IHEs may provide CR-ITIs in Bilingual and/or ESOL programs.

8. Could each year provide support for a mix of students from qualified programs that are recruited with the LEA(s) partner(s), e.g., 10 students in the Bilingual Extension program and 10 students in a TESOL residency program or certification program?

Answer: Yes. Participating IHEs may provide Clinically Rich- Intensive Teacher Institutes in Bilingual and/or ESOL programs. Applicants’ should describe their program in their year one work plan and overall project plan and will be scored according to the evaluation rubric included in the RFP.

9. Could we alternate qualifying programs that would benefit from the tuition subsidy by year, e.g., Y1, support for 20 students getting a Bilingual Extension and Y2, support for 20 students in the TESOL residency program, Y3 support for 20 students in the TESOL certification program?

Answer: Yes. Participating IHEs may provide Clinically Rich-Intensive Teacher Institutes in Bilingual and/or ESOL programs. Applicants should describe their program in their year one work plan and overall project plan and will be scored according to the evaluation rubric included in the RFP.

10. From the RFP, eligible LEAs are NYC Department of Education as an entity or a NYC Community school district within the New York City region that had at least 500 English Language Learners/Multilingual Learners enrolled in the 2016- 2017 school year.

- a) Does this mean that the MOUs need to be signed by the superintendents from these districts with at least 500 ELLs?

*Answer: The RFP does not specify that the MOU must be signed by a Superintendent. The MOU must include the partner or LEA name and the name of the Principal or Authorized Administrator Name and Title. IHEs must establish a partnership with either the NYC Department of Education as an entity, or a NYC community school district, or a combination of the two (see Attachment A of the RFP). Signatures are required and a **signed Memorandum of Understanding (MOU) is required between the IHE and the collaborating LEA(s).***

- b) Can individual school principals from these districts sign the MOUs and their schools be counted as LEAs?

Answer: Yes. See answer for 10(a).

11. Can candidates be selected from schools other than the partner school(s) (LEA)?

*Answer: No. The IHEs must collaborate with LEA partners to select teacher candidates and/or mentor teachers to work with candidates. A **signed Memorandum of Understanding (MOU) is required between the IHE and the collaborating LEA(s).***

12. Should candidates be currently classroom teachers?

Answer: The RFP does not specify that the candidates need to be currently teaching. However, the program is designed for currently certified NYS teachers and upon completion of the CR-ITI program in either BE or ESOL, these teachers would be qualified to obtain additional NYS certification in these areas. Please see the responses to 21 and 22 for additional information.

13. Should mentor-teachers be from the partner school(s)?

*Answer: Yes. The IHEs must collaborate with LEA partners to select teacher candidates and/or mentor teachers to work with candidates. A **signed Memorandum of Understanding (MOU) is required between the IHE and the collaborating LEA(s).***

14. Can mentor-teachers already be teachers of record with experience and certification in bilingual or ESOL education who teach in the same school as the teachers who are being prepared?

Answer: Yes. Mentor-teachers may be teachers of record with experience and

certification in bilingual or ESOL education who may teach in the same school as the teachers who are students in the CR-ITI program.

15. For the Adv. ESOL certification, 50 hr. fieldwork will be incorporated in the coursework (5 courses). Is the student teaching (20 days) an additional course or is it one of 5 courses?

Answer: In general, the field experience for initial certification in ESOL requires 100 hours of field experiences, and 20 + 20 days of student teaching. However, for certified teachers seeking a second teaching certificate, 50 hours of field experiences and 20 days of student teaching in ESOL is required. The 50 hours of field experience can be incorporated into several courses. However, the 20 days of student teaching is a separate course consisting of 20 consecutive days of student teaching/practica experiences. The combination of field experiences and student teaching should cover all grades.

16. Are observations of candidates by the College supervisors required for a formal evaluation of the candidates?

Answer: Yes. Commissioner's Regulations require college faculty to collaborate with School mentor teachers to observe and evaluate candidates and confirm compliance with program goals and objectives, specifically with Regulations and teacher certification requirements.

17. Can one LEA partner with more than one university?

*Answer: Yes. The language in the RFP does not include a restriction on the number of universities in which a LEA may partner. A **signed Memorandum of Understanding (MOU) is required between the IHE and the collaborating LEA(s).** IHEs must establish a partnership with either the NYC Department of Education as an entity, or a NYC community school district, or a combination of the two.*

18. Can the program last for more than one year as long as the year for which we seek the tuition subsidies is the year that students complete the program?

Answer: No. The graduate students enrolled in the CR-ITI program are expected to complete the program in one year. Please see section Program Completer Target in the RFP (page 10). "Applicants must meet a 90% candidate program completion rate as proposed in their application by the end of each year, or a financial penalty will be imposed. If the grantee does not meet the 90% program completer target, the grantee's budget will be proportionally reduced by the difference between 90% and the actual completion rate, up to the total amount of the final payment."

19. Can charts within the narrative be single spaced?

Answer: Charts within the narrative can be single or double spaced.

20. If, after budgeting for items excluded from M/WBE calculation, there is a zero balance for the M/WBE Goal amount, do we still complete the various M/WBE forms? Is it necessary to include the M/WBE Cover Letter and if so, do we check off Full Participation, Partial Participation, or No Participation?

Answer: If after utilizing the Goal Calculation Worksheet, it is determined that your program's specific M/WBE dollar amount to be spent is \$0, then only the following forms are needed:

- *M/WBE Goal Sheet*
- *M/WBE Cover Letter- Indicating Full Participation*
- *EEO 100- Staffing Plan*

NYSED's M/WBE Grant Coordinator is available to assist applicants in meeting the M/WBE goals. The Grant Coordinator can be reached at MWBEgrants@nysed.gov.

21. The title of Attachment B indicates that each of the ITI options (ESOL and Bilingual Extension), is for General Education Teachers. Does this mean that the teachers would be adding ESOL or the Bilingual Extension to pre-existing certifications? In other words, is this ITI model exclusively for an additional certification for people who already hold certification of some kind, and not for initial certification candidates?

Answer: General education teachers have already completed all of the pedagogical requirements to become certified. Therefore, this program is not intended for initial certification. Upon completion of the CR-ITI program in either BE or ESOL, these teachers would be qualified to obtain additional certification.

22. Teachers who are seeking bilingual extensions or TESOL certification and who will be certified upon completion of the program are already qualified to teach in New York State? Since presumably they are not giving up their jobs to get the certificate and thus will remain in their non-TESOL or non-bilingual classroom, how do they complete an internship in bilingual or TESOL education?

Answer: Yes. General education teachers enrolled in the CR-ITI program have already completed all of the pedagogical requirements to become certified. Upon completion of the CR-ITI program in either BE or ESOL, these teachers would be qualified to obtain additional New York State certification. It is the responsibility that the candidates enrolled in the CR-ITI program complete the required field experiences/practica in order to complete the program.