

TEACHER OPPORTUNITY CORPS II (TOC II)
A New York State My Brother's Keeper Initiative
2021-2026
RFP #GC21-008
QUESTION AND ANSWER SUMMARY

Q1: Is this program only for preparing secondary teachers? (grades 7-12)

A1: No, to be eligible for TOC II, a student must be a resident of New York who is either from a group historically underrepresented in the teaching field, economically disadvantaged, or satisfies the requirements of the Third Priority found in Section VIII. Participant Eligibility. An eligible student must also demonstrate interest in and a potential for a teaching career and be enrolled in a registered teacher preparation program at the undergraduate or graduate level. See Section VII Participant Eligibility.

Only New York State public and independent degree-granting colleges and universities that have a teacher preparation (undergraduate or graduate) program approved by the State Education Department may submit applications for this grant opportunity. This means the teacher preparation program has been approved by NYSED to prepare teacher candidates and recommend them for certification. Please see the Inventory of Registered Programs at [Inventory of Registered Programs](#)

Q2: In the RFP it states that, "Each institution of higher education (IHE) applicant must establish formal cooperative agreements in the form of a memorandum of agreement (MOA) with at least one high school". Since our institution only has registered elementary-level teacher preparation programs, does that mean that we are disqualified from applying since we do not have a high school teacher preparation program?

A2: No. As stated on page 13 of the RFP; "Each institution of higher education (IHE) applicant must establish formal cooperative agreements in the form of a memorandum of agreement (MOA) with at least one high school of an identified school district that has at least 50% of the targeted population (Priority I and /or Priority II) of this RFP. " Additional MOAs may be added.

Eligible applicants are New York State public and independent degree-granting colleges and universities that have a teacher preparation (undergraduate or graduate) program approved by the State Education Department. This means the teacher preparation program has been approved by NYSED to prepare teacher candidates and recommend them for certification, Please see the Inventory of Registered Programs at: [Inventory of Registered Programs](#)

Q3: We have been a TOC II institution with grades 1-6 interns. We have a registered Mathematics Grades 7-12 program that has been "dormant" due to a lack of enrollment. Would a proposal be considered to initially support planning through tuition assistance to recruit a sufficient number of new TOC II teacher candidates during the first year of the grant for internships at an eligible partner high school?

A3: The program should already have state approval when the application is submitted. The RFP states that "eligible applicant means a New York State located public or independent degree-granting postsecondary institution (IHE) that offers a teacher preparation program approved by the NY State Education Department".

Q4:

- a. The minimum TOC II head count is listed as 10. Does this minimum have to be met in year one of funding?
- b. Can student grant recipients be spread out across the four years of undergraduate? For instance, would it suffice to have two to three students per year receiving funding from this grant (If the total is 10 or above)?

A4:

- a. Yes. All funded programs must be ready to start implementing their proposal from year one. It is expected that programs will enroll their proposed Headcount in the first year. Beginning in Year 2, if the number of enrolled students is below 95% of the proposed Headcount, funding for the program will be proportionally diminished by the amount of the percentage of the deficiency.
- b. Yes, student grant recipients can be spread out across undergraduate levels. Each program is expected to maintain their proposed student headcount yearly. NYSED will monitor each program through site visits and yearly final reports. In program years 2 through 5, the TOC award recipient institution will furnish TOC-SED with a roster of students enrolled in its program as of February 15. This roster is due March 15. The number of students listed in this roster will be compared against the number of students proposed to be served in the RFP's 2021-2022 Proposed Budget.

Q5: Do applicant IHEs need to partner with schools AND community-based orgs (i.e. both)? Or is it we can choose schools OR community-based orgs (i.e.-just one of the two)?

A5: Both. Applicants must partner with at minimum one school and one CBO.

Q6: This grant application requires an MOA with at least one high school (but not elementary or middle schools). Are teacher candidates in programs leading to middle grades and/or childhood certification eligible?

A6: Yes. Please see answer to Question # 1. The RFP states: To be eligible for TOC II, a student must be a resident of New York who is either from a group historically underrepresented in the teaching field, economically disadvantaged, or satisfies the requirements of the Third Priority found in Section VIII. Participant Eligibility. An eligible student must also demonstrate interest in and a potential for a teaching career and be enrolled in a registered teacher preparation program at the undergraduate or graduate level. See Section VII Participant Eligibility.

Q7: Are the MOAs signed by high school principals or the district superintendent?

A7: The MOA may be signed by the high school principal or the district superintendent (on behalf of the high school(s)).

Q8: Is it acceptable to have an MOA signed by a school district (that includes specific participating high schools) in lieu of an MOA with a specific high school? (We envision multiple participating high schools, and an individual MOA with each appears... inefficient?)

A8: Yes, the superintendent can sign the MOA on behalf of individual schools. The application may include one MOA for all partner schools in the district or a separate MOA may be submitted for each school.

Q9: Is the partnership requirement with a CSI or TSI high school for internship or recruitment purposes?

A9: At minimum, each applicant IHE must have a Memoranda of Agreement (MOA) partnership agreement with at least one high school of an identified school district that has at least 50% of the targeted population (Priority I and /or Priority II) of this RFP and one community-based organization (CBO). The high schools may also be identified as Targeted Support and Improvement or Comprehensive Support and Improvement School building(s). A link to a listing of Targeted Support and Improvement Schools or Comprehensive Support and Improvement Schools may be found in Attachment VIII.

Additional MOAs may be added after the award process is complete or as the program expands. **AN APPLICATION THAT IS SUBMITTED WITHOUT THE REQUIRED EXECUTED MOAs WILL NOT BE CONSIDERED FOR FUNDING.** Each MOA must outline the roles, responsibilities, activities, specific services, materials, and/or fiscal resources that will make this endeavor successful. Sample and minimal requirements of MOAs are provided in Attachment VI and VII. The IHE and participating partner may add responsibilities and activities that meet the needs of the partnership.

Q10: Is it okay for two MBK funded programs partner up with one another? (TOC II IHE and a MBK high school)

A10: Yes. Both the IHE and partner high school should adhere to the fiscal and reporting requirements specific to the respective MBK Grant Program.

Q11: What is the proposed role of community-based organization?

A11: Reference-Definition of Important Terms

Community Based Organization (CBO): a group or organization, typically not-for-profit, at the local level to meet the various needs of intended population of this RFP. Examples include, but are not limited to, houses of worship, historically black and brown fraternities and sororities, and local teacher associations that serve the targeted populations.

The RFP states: A memorandum of agreement (MOA) between the applicant IHE and at least one Community Based Organization (CBO) is required as part of the application process. The CBO must either have the targeted population as listed in this RFP or strong relationships with the targeted population as listed in this RFP in order to effectively assist in the recruitment of said students.

Q12: Can two Higher Ed institutions partner with the same community-based organization and/or high school in our applications?

A12: Yes. Each applicant must meet the minimum requirements for memorandum of agreements outlined in the RFP Section VI. Partnership Agreements.

Q13: Can our partner CBO be based within our organization? We have an after-school program that meets the parameters set forth by NYSED.

A13: As long as you have the MOA as defined in the RFP section Definition of Important Terms, and it outlines the agreement between the two partners.

Q14: Would the NYS Master Teacher Program or BOCES count as a Community Based Organization able to provide mentoring for first year teachers, for the purpose of this grant?

A14: Reference-Definition of Important Terms

Community Based Organization (CBO): a group or organization, typically not-for-profit, at the local level to meet the various needs of intended population of this RFP. Examples include, but are not limited to, houses of

worship, historically black and brown fraternities and sororities, and local teacher associations that serve the targeted populations.

The RFP states: A memorandum of agreement (MOA) between the applicant IHE and at least one Community Based Organization (CBO) is required as part of the application process. The CBO must either have the targeted population as listed in this RFP or strong relationships with the targeted population as listed in this RFP in order to effectively assist in the recruitment of said students.

Q15: Are candidates who already possess initial-level NYS certification eligible if enrolled in an additional initial or additional initial/professional certification program (for example, an MEd program leading to additional ESOL certification or a Bilingual extension)?

A15: If they meet the criteria stipulated in the RFP Section VII. Participant Eligibility and are enrolled part-time (for at least six credits) or full-time (for at least 12 credits) in a registered teacher preparation program at the undergraduate or graduate level. The TOC program is not intended for full-time in-service teachers working towards additional, supplemental certification or certification extension.

Q16: We have candidates already in college teacher preparation programs (April 2021) at various stages (freshmen, sophomores, etc.). The first grant year starts 9/1/21. Are currently enrolled teacher candidates eligible to be included in TOC activities and benefits?

A16: Students currently enrolled in a teacher preparation program may be included in TOC II if they meet the criteria stipulated in the RFP Section VII. Participant Eligibility.

Q17: Are students required to pursue a Master's in Education in a specific age band?

A17: Only if it is part of the requirements for completion of their degree program.

Q18: Are all students required to student teach in a high school setting?

A18: Only if it is part of the requirements for completion of their degree program.

Q19: What is the difference between "relevant field placements and internships"?

A19: Both relevant field placements and the Internship experiences are actual verifiable experience gained in partner schools. Field placements are part of the students' teacher prep program and require specific clock hours. The TOC II internship experiences generally are above and beyond the basic requirements for field placements.

Q20: How many hours are required per week for the field experience?

A20: The number of hours for the internship is not specified. The internship can be completed at any time during the program; however, it should involve a substantial learning activity related to career aspirations in the teaching field.

Q21: Will supervised field work satisfy the internship requirement, or are they two separate requirements?

A21: Some supervised field experiences could be included in the internship requirements. Field and internship experiences generally are separate from the student teaching experiences required by the institution for the fulfillment of the degree requirements. TOC-SED would evaluate such requests on a case-by-case basis.

Q22: Is there a way to include student teaching as part of the field experience?

A22: Generally, the TOC II 10-month internship should not include student teaching experiences required by the institution for the fulfillment of degree requirements. TOC-SED would evaluate such requests on a case-by-case basis.

Q23: Can observation be considered part of field experience?

A23: Yes.

Q24:

- a. Please clarify this required grant activity (p.1), bold added: "integrate a clinically rich pre-service model with a 10-month internship experience and includes partnerships with high- needs schools and community-based organizations to help prepare pre-service teachers to develop and implement culturally sustaining practices address the learning needs of all students; and
- b. What are the expectations for a "10-month internship experience"? Would that requirement be met with (for example) 100 hours of Field Experiences spread over two semesters at participating schools?
- c. Related question, please clarify the required Teacher Opportunity Corps services (p.12), bold added: Relevant field placements and internships with schools outlined in Section VI. Partnership Agreements with a TOC II partnering memorandum of agreement. (This field placement does not include student teaching experiences required by the institution for the fulfillment of degree requirements unless approved by SED.) We're not sure what it means that "This field placement does not include student teaching experiences... " Is the expectation that grantees meet all TOC service requirements prior to student teaching? That student teaching is in addition to the required "10-month internship experience"? Something else?

A24:

- a. Successful applicants will build a program that includes a 10-month internship experience for each TOC II candidate prior to the candidate's graduating/completing the teacher preparation program. Additionally, successful applicants will have partnerships with schools and CBOs as outlined in Section VI. Partnership Agreements.
- b. The number of hours for the internship is not specified. The internship can be completed at any time during the program over multiple time periods; however, it should involve a substantial learning activity related to career aspirations in the teaching field.
- c. Generally, the internship should not include student teaching experiences required by the institution for the fulfillment of degree requirements except if approved by NYSED.

Q25: Page 12 says "This field placement does not include student teaching experiences required by the institution for the fulfillment of degree requirements unless approved by SED":

- a. Are Residency programs permitted to have this field placement fulfill degree requirements?
- b. Is Relay Graduate School of Education approved by SED to allow student teaching experiences that are part of degree requirements?

A25:

- a. Generally, the TOC -II internship should provide experiences that are supplemental to field placements required by the institution for the fulfillment of degree requirements. Decisions about whether program required field placements can meet the requirements of the TOC II internship will be made by TOC-SED on a case-by-case basis.
- b. TOC-SED does not approve student teaching experiences. Student teaching experiences are approved by the Office of College and University Evaluation(OCUE) during the teacher preparation program review and registration process.

Q26: For those IHEs with a current TOC II grant, if they receive a new award, can alumni students from the 2016 - 2021 cycle be supported financially in terms of exam fees and mentoring?

A26: Individuals eligible for financial assistance should be matriculated and active members of a participating TOC II project. Active shall be defined as having applied for and been accepted in TOC II at the institution and participation in TOC II activities.

Q27: Students can be admitted to a graduate level certification program, and still need a course or two of content area prerequisites.

- a. Can tuition support for these classes be provided with grant funds?
- b. If yes, can we reimburse students for another institution or for CLEP exams?

A27:

- a. Please see the RFP section X. Allowable Expenditures, Sub section A and B for information on use of funds and allowable expenses.
- b. b. Please see the RFP section X. Allowable Expenditures, Sub section A and B for information on use of funds and allowable expenses.

Q28: Should we make room in the budget for travel to a MBK Symposium and TOC Summit for both TOC staff and students?

A28: We are not sure if there will be an in person 2022 symposium, if approved applicants budget for this event and we do not have it in person, they should be prepared to make a budget amendment.

Q29: Can we provide a nominal stipend for the High School Tutors through funding form the grant?

A29: Please see the RFP section X. Allowable Expenditures, Sub section A and B for information on use of funds and allowable expenses.

Q30:

- a. Are there suggested activities which are approved through the grant?
- b. In addition, can staff from our College provide professional development activities as an in-kind activity?
- c. Can we provide stipends from the grant for the Professors providing Professional Development for both the High School and the Elementary School which qualifies for the grant as a school in need of improvement?

A30:

- a. See sections IV MISSION AND PRINCIPLES for a list of TOC II activities and X . Allowable Expenditures, Sub section A and B for information on use of funds and allowable expenses.
- b. Yes. The matching requirement may be met through the institution's own resources, private sources, other government sources, and/or in-kind services.
- c. See section X. Allowable Expenditures, Sub section A and B for information on use of funds and allowable expenses.

Q31: P19. Help on non-supplantation: We are planning to only use funds for tuition assistance. Is this non-supplantation because we would not be supporting these students without the funding?

A31: Yes.

Q32: Should the project narrative be single spaced or double spaced?

A32: See Page 30. Double-spaced no more than 25 pages. One exception is Attachment III. A specific format is required for the information requested in Attachment III. This information should be provided on Attachment III and be included in the 25-page limit. Single-spacing may be used on Attachment III provided that the typeface or font is at least 12-point size. Failure to adhere to these guidelines or to include required information may be reflected in the scoring.

Q33: Does the narrative include the budget and budget narrative or are those counted separately from the narrative page count?

A33: The Budget (FS10), Written Budget Narrative (Maximum 3 pages) and the 2021-2022 TOC II Proposed Budget Narrative and Composite (Excel spreadsheet) are counted separately from the 25-page double-spaced narrative.

Q34: P44 says "Proposal Budget Narrative and Composite Excel document can be found on the website with the posted materials at <http://www.nysed.gov/NYSMBK>" -this link does NOT have these documents. Please provide a DIRECT link to these URLs for Proposal Budget Narrative and Composite.

A34: The Proposal Budget Narrative and Composite Excel document can be found at [Proposal Budget Narrative and Composite Excel Document](#)

Q35: Do tables and charts have to follow the font text and size as the proposal narrative, Times Roman or Arial and 12-point size?

A35: Tables and charts do not have to follow the font text as the proposal narrative. The font size should be at least 12-point.

Q36: Please clarify whether the proposal narrative and budget narrative combined can be 28 pages or if the budget narrative is included in the total pages of the proposal narrative at 25 pages total?

A36: The proposal narrative has a maximum page limit of 25. The budget narrative has a maximum page limit of three (3) pages. Both sections together should not exceed 28 pages. Note that the following are not included in the page limits resumes, memoranda of agreement, course descriptions, the FS-10 and the TOC II 2021-2022 TOC II Proposed Budget and Composite (Attachment IV).

Q37: P28 says required format should be single spaced but P30 says double spaced--which is it?

A37: Please see P 30. The proposal narrative should describe the 2021-2026 proposed activities in full detail, including the overall goals, planning, implementation, and evaluation of all proposed activities. It should not be more than 25 double-spaced pages in a minimum 12-point font, and all information requested in this section (excluding resumes, memoranda of agreement, course descriptions and the FS-10) should be contained within the narrative portion of the proposal. The narrative should present a cohesive document, with each individual section related to all other sections, and should adhere to the format indicated below. The name of the institution should appear in the top right corner of each page. A specific format is required for the information requested in Attachment III. This information should be provided on Attachment III and be included in the 25-page limit. Single-spacing may be used on Attachment III provided that the typeface or font is at least 12-point size. Failure to adhere to these guidelines or to include required information may be reflected in the scoring.

Q38: What is "at-risk"?

A38: For the purposes of this RFP "at-risk" refers to P-12 students who are academically at-risk. Academically at-risk can include students who are at-risk for not successfully completing high school and/or not enrolling in

or succeeding in college; or belong to populations that have historically not had access to or success in higher education, such as students with disabilities or English Language Learners or members of other special populations.