

Questions and Answers Summary

2023-2028 Clinically Rich Intensive Teacher Institute in Bilingual Education and English to Speakers of Other Languages (CR-ITI-BE/ESOL) Grant RFP GC23-011

1. May we submit two applications for two separate locations in NYC and in the Rest of State?

Answer: Yes, an IHE may submit two applications for two separate locations in NYC and in the Rest of State.

2. Our programs are articulated with senior colleges. Do we qualify to apply for this? Basically, can community colleges with teacher education programs qualify to apply for this grant?

Answer: Institutions of Higher Education (IHE) that have a NYS certified program in Bilingual Education leading to a bilingual extension, and/or English to Speakers of Other Languages (ESOL) program leading to a certification in ESOL are eligible to apply for this grant. Please see page 6 of the RFP for information about Eligible Applicants.

3. We have a CR-ITI grant for our Bilingual Extensions (Birth-6 and 5-12), 2019-2024. Our CR-ITI-BE programs now officially offer an all-online option. We have received requests from hundreds of other teachers in the NYC metropolitan area as well as other parts of NYS. Would we be eligible for this new grant or not?

Answer: Yes, grantees that have an existing CR-ITI grant are eligible to apply for the 2023-2028 Clinically Rich Intensive Teacher Institute in Bilingual Education and English to Speakers of Other Languages (CR-ITI-BE/ESOL) RFP.

4. Must candidates be fully certified teachers in order to be eligible for the BE and/or ESOL cert programs? If they are currently in Initial Certification programs are they ineligible?

Answer: Eligible candidates are general education teachers who have already completed all of the pedagogical requirements to become certified New York State teachers. Please see page 4 of the RFP for information on candidate eligibility.

5. If candidates are certified outside NYS, such as Puerto Rico, would they be eligible for the program or must they already have earned NYS teacher certification in order to be eligible?

Answer: Yes, if the candidates have completed all of the pedagogical requirements to become certified New York State teachers. Please see page 4 of the RFP for information on candidate eligibility.

6. Is the CRITI program only for in-service teachers, with professional NYS certification?

Answer: This CR-ITI program is for general education teachers who have already completed all of the pedagogical requirements to become certified New York State teachers. Please see page 4 of the RFP for information on candidate eligibility.

7. Is the CRITI program only for the Certificate of Advanced Study candidates?

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.

8. If an IHE offers a BE program in Spanish, but there is interest in a LEA for candidates to earn the BE in another language- such as Nepali- would the IHE have to submit documentation for registration of a new program in order to offer the BE in Nepali?

Answer: Yes. BE programs in different languages are registered as different BE programs.

9. Must candidates who complete the program for ESOL be hired 100% as ESOL teachers? Elementary school teachers who hold childhood certification and add ESOL certification would be ideal candidates to provide Integrated ENL services and teach in sheltered English classrooms because they can provide appropriate instruction for both childhood curriculum and ESOL. The districts would likely need to designate the sheltered English classroom teachers as being 50% childhood education and 50% ESOL. If that is the case, would our completers be out of compliance? Likewise, Secondary content certified teachers would be eligible to provide Integrated ENL instruction for all or part of their work day. Would they be eligible candidates?

Answer: The RFP states on page 5 that IHEs must ensure that all participating students must have a signed agreement with a district to work for two years full-time as a BE or ESOL teacher after completing the CR-ITI-BE/ESOL program. This would include teachers who work full time in an Integrated ENL classroom, which according to CR Part 154 is "a unit in of study or its equivalent in which students receive core content area (i.e., English language arts, math, science or social studies) and English language development instruction."

10. Is it expected that candidates must already be affiliated with a district? If they are newly certified teacher candidates who have not yet been hired by a district, are they ineligible to participate?

Answer: The IHEs must collaborate with LEA partner(s) to select teacher candidates and/or mentor-teachers to work with candidates. A signed Memorandum of Understanding (MOU) is required to establish the partnership between the IHE and the collaborating LEA(s). For NYC, 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.

11. Must the LEA commit to hiring completers and keeping them on for 2 years? What if the candidate performs poorly or conducts a fireable offense? Is there any obligation to maintain

the candidate as an employee? Can districts include some kind of caveat language in their agreement to hire the candidates?

Answer: The RFP states on page 5 that IHEs ensure that candidates are committed to completing the program and teaching for two years in ESOL or Bilingual Education. Completers' performance evaluation and employment policies—including continuation of employment—are subject to the regulations of the LEA.

12. Would a signed agreement with candidates in which they commit to work for at least two years as a BE or ESOL teacher in NYS, rather than a specific LEA, be sufficient?

Answer: The RFP states on page 5 that IHEs must ensure that all participating students must have a signed agreement with a district to work for two years full-time as a BE or ESOL teacher after completing the CR-ITI-BE/ESOL program.

13. In the past, the CRI-ITI expectations included a structure to the coursework, with expectations for certain curricular content to be addressed in particular classes. The format didn't match the way that we offered our courses. Does this current iteration of the Grant allow for Institutions to maintain their current curricular structure and course offerings for the coursework?

Answer: The IHE must have NYS certified programs in Bilingual Education leading to a bilingual extension and/or ESOL program leading to a certification in ESOL. The required course titles and course descriptions can be found in Attachment B, starting on page 44, of the [RFP](#).

14. In stating that the program is intended to serve 20 teachers per year, does this mean that the intention is to have 20 teachers complete the certification in either BE or ESOL each year or do mentor teachers also count as teachers served by the program activities? Put differently, is the overall goal that at least 100 total certifications would be achieved by the end of the 5-year grant period?

Answer: The RFP states on page 5, that program requirements include “Enrollment of 20 candidates/year in rigorous graduate level course work leading to a Bilingual extension and/or ESOL certification that includes learning theory, research and content.” The intention is for the program to have 20 teachers complete the certification in either BE or ESOL each year. Mentor teachers do not count toward this number. The graduate students enrolled in the CR-ITI program are expected to complete the program in one year.

15. Since our proposal will include BE and ESOL, in a given year, if the same teacher earned both credentials could this count as two teachers served?

Answer: Yes, this could count as two candidate enrollments (one in each program) if the same teacher earned both credentials.

16. Does our cohort need to begin with 20 or can we work up to 20 in the first year?

Answer: The RFP states on page 5, that program requirements include “Enrollment of 20 candidates/year in rigorous graduate level course work leading to a Bilingual extension and/or ESOL certification that includes learning theory, research and content.” The intention is for the program to have 20 teachers complete the certification in either BE or ESOL each year.

17. For the purposes of this RFP can our cohort be comprised of students throughout the state in specific locations with different MOU partners or must our cohort be situated in one geographic location?

Answer: Yes, the cohort can be comprised of students throughout the state with different MOU partners. An IHE may partner with more than one LEA.

18. Do all five courses need to be completed in year one or could students complete in a year and half?

Answer: Yes, the graduate students enrolled in the CR-ITI program are expected to complete the program in one year.

19. Are students required to have intern practicum hours and what is that requirement?

Answer: 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.

20. Can our program begin in Fall 2023?

Answer: The contract(s) resulting from this RFP will be for a term anticipated to begin July 1, 2023 and to end June 30, 2028. The classes can begin in Fall 2023.

21. Regarding the MOU with our LEA partners, can we use one MOU template listing the participating school districts on the first page and signature lines for each participating district on the second page or do we need a separate MOU template for each partner? We plan to set this up electronically and need to know the acceptable format.

Answer: A separate MOU template for each partner is requested.

22. In the technical/ narrative report, section 2 asks us to "Describe how the IHE will prepare candidates for the new Teacher Performance Assessment." Can you clarify what you mean by "new Teacher Performance Assessment," since the grant seems to be aimed at tuition for candidates who are already practicing teachers, and not teachers seeking initial ESOL certification? Teachers with professional certification have already completed the EdTPA or its equivalent when they obtained initial certification. Or: can grant funds be used for teachers seeking initial certification in ESOL?

Answer: Yes, grant funds can be used for teachers seeking initial certification in ESOL who have already completed all of the pedagogical requirements to become certified New York State teachers and wish to earn their additional certification in either Bilingual Education or English to Speakers of other Languages, which may require completion of additional assessment(s).

23. In the RFP, it is stated: "Describe how the program will ensure that candidates are committed to completing the program and teaching for two years in ESOL or Bilingual Education." Can teacher- candidates complete the program and then continue in their current roles as classroom teachers, or is the expectation that they will leave their current positions to become ESOL/ Bilingual educators?

Answer: The CR-ITI-BE/ESOL program's main initiative is to provide English Language Learners with highly qualified and certified teachers in the areas of Bilingual Education (BE) and English as a New Language (ENL). IHEs must ensure that all participating students have a signed agreement with a district to work for two years full-time as a BE or ESOL teacher after completing the CR-ITI-BE/ESOL program.

24. In many school districts, when teachers change from classroom teaching to ENL teaching, their tenure clock begins again. We have seen this as a disincentive for teachers to change roles within their school districts. Is the aim of this grant to encourage classroom teachers to become ENL teachers, or is the aim of the grant to empower current classroom teachers with knowledge and capacity to better serve the linguistically and culturally diverse students in their current content or K- 6 classrooms?

Answer: The CR-ITI-BE/ESOL program's main initiative is to provide ELLs with highly qualified and certified teachers in the areas of Bilingual Education (BE) and English as a New Language (ENL).

25. In the RFP, it is stated: "The IHEs must collaborate with LEA partner(s) 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)." Is the MOU required with the application to be submitted by May 3, or will letters of support from LEA partners be sufficient for the application?

Answer: All MOUs must be signed before grant submission and included in your proposal.