

**Announcement of Funding Opportunity**  
**Title: 2023-2028 Clinically Rich Intensive Teacher Institute in**  
**Bilingual Education and English to Speakers of Other Languages**  
**(CR-ITI-BE/ESOL)**

<b>Purpose of Grant</b>	The New York State Education Department (NYSED) Office of Bilingual Education and World Languages (OBEWL) is seeking proposals for the creation of a Clinically Rich Intensive Teacher Institute (CR-ITI) in Bilingual Education (BE) and/or English to Speakers of Other Languages (ESOL) program, addressing the shortage of certified bilingual and ESOL teachers throughout New York State (NYS).
<b>Project Period</b>	The contract(s) resulting from this RFP will be for a term anticipated to begin July 1, 2023, and to end June 30, 2028.
<b>Eligible Applicants</b>	The eligible applicants are 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. The IHEs must collaborate with Local Education Agency (LEA) partners to select teacher candidates and/or mentor teachers to work with candidates.
<b>Amount of Funding</b>	Up to eight (8) Institutions of Higher Education (IHEs) around the state will be selected for this CR-ITI-BE/ESOL program: four (4) in NYC and four (4) in Rest of State (ROS). Each IHE will receive an award of \$137,500 per year for five years. It is expected that these funds will be available each year subject to continued funding by the NYSED Budget.
<b>Application Due Date and Submission Instructions</b>	<p>A complete electronic application in Microsoft Word (.docx) or portable document format (.pdf) must be sent to <a href="mailto:CRITIRFP@nysed.gov">CRITIRFP@nysed.gov</a> by no later than <b>5:00 p.m. Eastern Time on May 3, 2023</b>.</p> <p>Applicants must also mail in one original and two copies of the signed FS-10 budget.</p> <p>Mailing address for the FS-10:  New York State Education Department  Attn: Laura Arpey  Office of Bilingual Education and World Languages  301 EB  89 Washington Avenue  Albany, NY 12234</p>

<b>Questions and Answers</b>	All questions must be submitted via E-Mail to <a href="mailto:CRITIRFP@nysed.gov">CRITIRFP@nysed.gov</a> by <b>April 12, 2023</b> . A complete list of all Questions and Answers will be posted to <a href="#">P-12 Grant Opportunities website</a> no later than <b>April 19, 2023</b> .
<b>Pre-qualification Requirement</b>	Proposals received from nonprofit applicants that are not Prequalified in the Grants Gateway by 5:00 PM on the proposal due date of <b>May 3, 2023</b> cannot be evaluated. Such proposals will be disqualified from further consideration. Please see the “Prequalification Requirement” section for additional information.
<b>Non-Mandatory Notice of Intent</b>	The Notice of Intent (NOI) is not a requirement for submitting a complete application by the application date; however, NYSED strongly encourages all prospective applicants to submit an NOI to ensure a timely and thorough review and rating process. A non-profit applicant’s NOI will also help to facilitate timely review of their prequalification materials. The notice of intent is a simple email notice stating your organization’s (use the legal name) intent to submit an application for this grant. Please also include your organization’s NYS Vendor ID. The due date is <b>April 26, 2023</b> . Please send the NOI to <a href="mailto:CRITIRFP@nysed.gov">CRITIRFP@nysed.gov</a> .
<b>NYSED Designated Contacts</b>	Program: <b>Laura Arpey</b> Fiscal: <b>Tara Wildove</b> M/WBE: <b>Brian Hackett</b> <a href="mailto:CRITIRFP@nysed.gov">CRITIRFP@nysed.gov</a>

The State Education Department does not discriminate on the basis of race, creed, color, national origin, religion, age, sex, military, marital status, familial status, domestic violence victim status, carrier status, disability, genetic predisposition, sexual orientation and criminal record in its recruitment, educational programs, services, and activities. NYSED has adopted a web accessibility policy, and publications designed for distribution can be made available in an accessible format upon request. Inquiries regarding this policy of nondiscrimination should be directed to the Office of Human Resources Management, Room 528 EB, Education Building, Albany, New York 12234.

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

**Application Guidance**

**Background**

Students in New York State (NYS) are multilingual and multicultural. According to 2020-2021<sup>1</sup> school year data, of the approximately 2.5 million public school students in NYS, 10% are English Language Learners (ELLs) which is over 240,000 ELLs in NYS and of which 58.5% or 140,466 ELLs are in NYC. In NYS, the linguistic diversity of our families makes up over 200 languages. Multilingual Learners are a diverse group of students of different backgrounds, cultural context and academic experiences.

An essential element necessary for successful programs for ELL students, as well as a requirement of the Elementary & Secondary Education Act (ESEA)<sup>2</sup> is highly qualified bilingual and ESOL teachers. A shortage of properly certified bilingual and ESOL education teachers continues to be a challenge in NYS, particularly in New York City, in the Big Four school districts (Buffalo, Rochester, Syracuse, and Yonkers) and in school districts with large numbers of ELLs. The Department is committed to working with IHEs across the state to create increased opportunities for programs that aim to prepare teachers in the fields of BE and ESOL therefore addressing the shortage of teachers in these areas.

The CR-ITI-BE/ESOL program has provided the opportunity for many graduate students to receive certification in ESOL and to complete the requirements for the BE extension. 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).

Teacher preparation, programming, and instruction are a part of the New York State Education Department's (NYSED's) ongoing commitment to ELLs and a part of the Department's overarching and steadfast mission to ensure that all students attain the

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<sup>1</sup> New York Basic Educational Data System (BEDS) enrollment <http://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html>

<sup>2</sup> Every Student Succeeds Act (ESSA) reauthorizes the 1965 Elementary and Secondary Education Act (ESEA) and replaced No Child Left Behind (NCLB). New York State is working with the United States Department of Education to solidify a plan for the implementation of the new law.

highest level of academic success and language proficiency and become college and career ready.

### **Deliverables and/or Project Description**

In partnership with participating NYS IHEs, the Department will oversee the implementation of programs conducted by IHEs that lead to 20 graduate students per year/per IHE receiving ESOL certification or Bilingual extensions.

The IHE will develop a robust program to recruit qualified candidates. The IHE will also provide support and guidance to the selected candidates while they are working toward their certification.

NYSED is seeking programs that collaborate with LEA partners to select teacher candidates and/or mentor- teachers to work with candidates.

NYSED is seeking programs that offer online and/or hybrid options for the classes, to allow students to attend who may not have been able to in person.

The CR-ITI program leads to an Advanced Certificate for graduate level coursework. Eligible candidates are general education teachers who have already completed all of the pedagogical requirements to become certified New York State teachers. Upon completion of the CR-ITI program in either BE or ESOL, these teachers would be qualified to obtain additional certification.

Mentor-teachers should 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. Mentor-teachers must receive formal mentor training, including training in the New York State Mentoring Standards approved by the Board of Regents. Collaboration between the IHE and the LEA(s) will be required for the training process of the mentor teacher.

The successful applicants will work with staff of the NYS Education Department's Office of Teaching Initiatives, Office of Bilingual Education and World Languages (OBEWL), Regional Bilingual Education Resource Networks (RBERNs), Boards of Cooperative Educational Services (BOCES), Local Education Agencies (LEAs), the New York City Department of Education (NYCDOE) and other Institutions of Higher Education (IHEs) that participate in the program to ensure accomplishment of overall program goals.

### **Program Requirements**

Participating IHEs will provide clinically rich bilingual and/or ESOL programs. Research identifies the following components of a clinically rich teacher preparation program. SED has modeled its application on these components:

1. Establish a clinically rich program that includes the following components:  
Coursework, Summer Sessions (if applicable), Monthly Professional

Development / Mentoring Cohort Meetings, and practicum aligned to the New York State Next Generation P-12 Learning Standards.

2. Establish guidelines for the course work (curriculum) requirements to submit to Office of College and University Evaluation at NYSED for final approval (See Attachment B).
3. Rigorous recruitment of candidates and intensive candidate selection criteria. IHEs shall engage in outreach to the public, partnering school districts, Regional Bilingual Education Resource Networks (RBERNs), Boards of Cooperative Educational Services (BOCES), the New York City Department of Education (NYCDOE), etc., to identify and recruit qualified candidates;
4. Create a website to publicize the program and share relevant information with potential participants, school districts, and other stakeholders.
5. Establish guidelines for the nomination process for participants in the Bilingual and/or ESOL program. 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.
6. 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.
7. Collaboration for rigorous selection and training of the mentor-teacher.
8. Guided classroom practice through clinical experience with an effective educator.
9. Support of partnerships through on-going professional development for mentor-teachers.
10. Successful applicants must meet a 90% participating students completion rate (see Program Completer Target section).
11. Develop and maintain current data on all program related information and all participating students throughout the grant-contract period and report to NYSED on candidate progress, completion, and certification rates. This would include a survey of the students after program completion to identify where/if they are teaching and in what capacity.
12. Provide technical assistance to the participating candidates in the areas of certification, coursework requirements, and CR-ITI-BE/ESOL requirements;
13. Integration of technology.
14. Continued support to candidates for the first year upon successful completion of the program.
15. Participate in bi-annual meetings as prescribed by NYSED, with OBEWL staff.

### **Project Funding**

Up to eight (8) Institutions of Higher Education (IHEs) will be selected for this CR-ITI-BE/ESOL program: four (4) in NYC and four (4) in Rest of State (ROS). Each IHE will receive an award of \$137,500 per year for five years. It is expected that these funds will be available each year subject to continued funding by the NYSED Budget.

If new or additional funding becomes available, and NYSED chooses to distribute this funding to applicants of this current RFP, NYSED will allocate the funds in this order by:

1. Making whole any funded programs that have received a partial award;
2. Approving awards, in rank order, for eligible applicants who received passing scores, but who did not rank high enough to receive the initial funding; and
3. Allocating additional funds among already awarded programs. Maximum request amounts will be established by distributing funding proportionally (based on total annual budget) to those currently funded projects.

Such plan will be subject to review and approval by the Office of the State Comptroller.

A decrease in funding for any subsequent funding year will result in a proportional reduction to all funded projects based on total annual budget.

### **Project Period**

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

### **Eligible Applicants**

Each application must be submitted by an eligible Institution of Higher Education (IHE), as lead applicant, in partnership with at least one eligible Local Education Agency (LEA), as defined below.

Eligible IHEs with NYS certified programs in Bilingual Education leading to a bilingual extension, and/or English to Speakers of Other Languages (ESOL) program leading to a certification in ESOL.

Eligible LEA – For ROS programs, a public school district within NYS that had at least 100 English Language Learners enrolled in the 2021-2022 school year. For NYC programs, the 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 enrolled in the 2021-2022 school year (See Attachment A).

An **eligible partnership** is a partnership between an IHE and an eligible LEA or LEAs, and defined through a signed Memorandum of Understanding (MOU) (Attachment D).

An IHE may partner with more than one LEA. An eligible partnership may, ***in addition to the LEA partner***, include other not-for-profit organizations or Boards of Cooperative Educational Services (BOCES) with historical evidence of success in education that provide services supporting ESOL or Bilingual teacher certification and/or mentor-teacher development.

The applicant:

1. Must receive and administer the grant funds and submit the required reports to account for the use of grant funds
2. Must be an active member of the partnership, except where State University of New York (SUNY) or City University of New York (CUNY) Research Foundations are the applicant/fiscal agent. In such case, the SUNY or CUNY campus will be considered the active lead IHE
3. Cannot act as a flow-through for grant funds to pass to other partners and third parties
4. Is PROHIBITED from sub-granting funds to other recipients. A sub-grant occurs when the applicant delegates programmatic decision-making or responsibility for achieving program goals to a third party. The applicant is fully responsible for compliance with program requirements and achievement of program objectives.
5. Is permitted to sub-contract for services with other partners or consultants to provide services that the applicant cannot provide itself but are part of the program objective.
6. Shall take full responsibility for the acts and omissions of its partners and subcontractors. Nothing in the partnership agreement or subcontract shall impair the rights of NYSED under its agreement with the applicant. No contractual relationship shall be deemed to exist between the partner/subcontractor and NYSED.
7. Is responsible for the performance of any service provided by the partners, consultants, or other organizations and must plan and coordinate the roles and responsibilities of each participant.

### **Consortium Arrangements for CR-ITI-BE/ESOL Applications**

Eligible IHEs may form a consortium with each other to apply for this grant. In order to do so, consortium partners must sign an agreement with the fiscal agent that specifically outlines all services each consortium member agrees to provide, and the consortium must meet the following requirements:

1. The consortium must designate one of the eligible IHEs to serve as the applicant and fiscal agent for the grant. All other consortium members must be eligible IHE's.
2. In the event a grant is awarded to a consortium, the grant or grant contract will be prepared in the name of the applicant agency/fiscal agent, not the consortium, since the group is not a legal entity.
3. The applicant agency/fiscal agent must meet the following requirements:

- a. Must be an eligible grant recipient as defined by statute;
- b. Must receive and administer the grant funds and submit the required reports to account for the use of grant funds;
- c. Must require consortium partners to sign an agreement with the fiscal agent that specifically outlines all services each consortium member agrees to provide.
- d. Must be an active member of the partnership/consortium, except where SUNY or CUNY Research Foundations are the fiscal agent.
- e. Cannot act as a flow-through for grant funds to pass to other recipients.
- f. Is PROHIBITED from sub granting funds to other recipients. A sub-grant occurs when the applicant delegates programmatic decision-making or responsibility for achieving program goals to a third party. The applicant is fully responsible for compliance with program requirements and achievement of program objectives.
- g. The fiscal agent is permitted to contract for services with other consortium partners or consultants to provide services that the fiscal agent cannot provide itself but are part of the program objective.
- h. Must be responsible for the performance of any services provided by the consortium members, partners, consultants, or other organizations and must plan and coordinate the roles and responsibilities of each participant.

### **Partnership Requirement**

**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). 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.**

### **CR-ITI-BE/ESOL Staffing Requirements, Qualifications and Responsibilities**

The applicant must designate a CR-ITI-BE/ESOL Program Director who will oversee implementation and management of all components of this program and serve as the liaison with the NYSED Office of Bilingual Education and World Languages (OBEWL) office. The Program Director must have a Master's degree or above in a field related to BE and/or ESOL education, with a minimum of six years of higher education experience in BE and/or ESOL education.

The staff will be the responsibility of the organization that is the grant recipient. Staff should have expertise in the education of English Language Learners and teacher certification in the areas of ESOL and/or bilingual education. They should also



understand the New York State Next Generation P-12 Learning Standards and content area subjects through native language and/or English as a New Language turnkey training. All staff should be knowledgeable about the State and federal laws and regulations affecting English Language Learners.

### **Allowable Expenditures**

\$300 per credit hour, for 15 credits per participant (See Attachment C) *Each IHE must serve 20 students per year (see Program Completer Target section below);*

The remaining \$47,500 per year is to be used for other costs to support successful program operation, such as:

- Additional tuition support above the \$300 per credit hour listed above
- Professional and non-professional salaries;
- Employee benefits;
- Purchased services. Please note that subcontracting costs for direct services are limited to 30% of the total budget (not including tuition assistance);
- Supplies, materials, and printing directly related to the project. All computer equipment and software must be compatible with Microsoft Office Suite;
- Travel expenses for employees and consultants (travel costs must adhere to the established New York State travel rates). Maximum allowable rates can be accessed at: <http://www.gsa.gov>; and
- Indirect cost (sum of direct costs x the applicant agency's indirect cost rate up to 8%. See the FS-10 form for additional information regarding indirect costs. Tuition should be excluded from the Modified Direct Cost Base.)

### **Reporting**

#### **A. Interim Report**

The interim report will be due on or before January 1 of each year. The interim report will be used to determine progress toward deliverables. The first interim report will be due on or before January 1, 2024. It must include the following information:

1. Summary of programmatic learning to date as it relates to training teachers in ESOL or Bilingual Education;
2. Number of teacher candidates and mentor-teachers who began each year;
3. Description of actual clinical experience as implemented and any program or curriculum changes made as described in original application
4. Evidence of teacher candidate learning using formative or summative assessments of skills and knowledge as described in original application;

5. Program improvement data for program reflection of year one that will be used to frame following years;
6. Program evaluation data as determined by NYSED and applicant;
7. Actual expenditures and anticipated final year expenditures;
8. Personnel changes; and/or
9. Faculty qualifications and loads.

## B. Final Report

The final report will be due on or before 90 days after the completion of each year, in compliance with required procedures and timelines as specified by OBEWL. The first final report will be due on or before September 30, 2023. The last final report will be due on or before September 30, 2028. Format and required information for the final year report will be similar to that of the interim report. NYSED reserves the right to require additional information. At a minimum, it must include the following information:

1. Summary of programmatic learning to date as it relates to training teachers in ESOL or Bilingual Education;
2. Number of candidates who completed the program each year;
3. Description of actual clinical experience as implemented and any program or curriculum changes made as described in original application
4. Evidence of teacher candidate learning using formative or summative assessments of skills and knowledge as described in original application;
5. Program improvement data for program reflection of year one that will be used to frame the following contractual year;
6. Program evaluation data as determined by NYSED and applicant;
7. Actual expenditures and final year expenditures;
8. Personnel changes; and/or
9. Faculty qualifications and loads.

The Program Director will be responsible for timely and accurate submission of all required reports. Payments to the applicants will be based upon successful completion of all required reports and deliverables as outlined in the application.

## Work Plan

The CR-ITI-BE/ESOL programs will be required to submit an annual work plan for each subsequent contractual year due on the last day of May prior to the beginning of each contract year.

The work plan will outline how CR-ITI-BE/ESOL will accomplish its goals and objectives. The proposed goals and objectives must be aligned with NYS's Regulations of the

Commissioner Parts 154-2 and 154-3, and the federal Elementary & Secondary Education Act (ESEA)<sup>3</sup>. The annual work plan must include:

- The project goals to which resources and activities will be directed;
- The year one work plan must cover the period from July 1, 2023, to June 30, 2024, and include specific measurable and quantifiable objectives for the first year's goals, and broad objectives for the following years;
- The certification (e.g. ESOL, bilingual, ESOL/Bilingual, ESOL/Special Education or Bilingual/Special Ed) projected number of persons who will be served by each activity and whether the activity will serve bilingual education teachers, ESOL teachers or both groups; and
- A timeline for the beginning and completion of each activity.

The interim and annual evaluation reports should describe the status of program implementation, and operate in compliance with any reporting requirements, as may be required or requested by NYSED.

### **Program Completer Target**

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.

For example: If the proposed program planned to enroll 20 candidates and at the end of the year 18 candidates completed the program that would satisfy the 90% program completer target requirement because 18 is 90% of 20. If, however, only 17 (85%) of the candidates completed the program, the final payment would be reduced by 5% (90% - 85%). Completion means students completing *all coursework* necessary for certification that is offered by the IHE in this registered CR-ITI program. So if the candidate takes a few courses but doesn't complete the courses required for certification SED will not pay for the courses for that candidate.

If the grantee fails to meet the 90% program completer target two years in a row, NYSED may terminate the contract. The foregoing is not meant to limit NYSED's termination rights in the contract.

### **Budget and Budget Narrative**

The CR-ITI-BE/ESOL programs will be required to submit budget and budget narrative for each subsequent contractual year due on the last day of May prior to the beginning of each contract year.

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<sup>3</sup> Every Student Succeeds Act (ESSA) reauthorizes the 1965 Elementary and Secondary Education Act (ESEA) and replaced No Child Left Behind (NCLB). New York State is working with the United States Department of Education to solidify a plan for the implementation of the new law.

The funds for this grant program are provided through State sources. Budgeted costs must be in compliance with applicable State and federal laws and regulations and the Department's Fiscal Guidelines. These guidelines, as well as the FS-10 form, are available on the [NYSED website](#). The FS-10 must bear the original signature of the Chief School/Administrative Officer.

Information about the categories of expenditures and general information on allowable costs, applicable cost principles and administrative regulations are available in the Fiscal Guidelines for Federal and State Aided Grants at [Fiscal Guidelines for Federal and State Aided Grants](#).

The budget should be reasonable and appropriate to cover program expenses. All budgets will be subject to review and modification in the grant-making process. Budgets must be submitted using whole dollar amounts only.

**Program Evaluation:**

Institutions shall agree to participate fully in any research-based evaluation conducted by NYSED or an external party authorized by NYSED.

**Program Collaboration with Other Entities**

NYSED/OBEWL will work collaboratively with selected IHEs in developing and implementing all activities to recruit highly qualified bilingual education and ESOL teachers who are knowledgeable and committed to promoting high academic standards for ELLs aligned to the New York State Next Generation P-12 Learning Standards. At minimum NYSED/OBEWL staff will:

- Review and approve IHE annual work plans and budgets to ensure that the work is consistent with the requirements;
- Meet approximately two (2) times a year as prescribed by NYSED, to update and evaluate plans;
- Review reports (Interim/Final);
- Participate in meetings; and
- Review professional development activities.

**Accessibility of Web-Based Information and Applications**

Any documents, web-based information and applications development, or programming delivered pursuant to the contract or procurement, will comply with New York State Education Department IT Policy NYSED-WEBACC-001, Web Accessibility Policy as such policy may be amended, modified or superseded, which requires that state agency web-based information, including documents, and applications are accessible to persons with disabilities. Documents, web-based information and applications must conform to NYSED-WEBACC-001 as determined by quality assurance testing. Such quality assurance testing will be conducted by NYSED employee or contractor and the

results of such testing must be satisfactory to NYSED before web-based information and applications will be considered a qualified deliverable under the contract or procurement.

### **Requirements of Education Law Section 2-d**

The Contractor agrees to comply with FERPA and New York State Education Law § 2-d. The NYS Education Department (NYSED) is required to ensure that all contracts with a third-party contractor that has access to or receives information include a Data Privacy and Security Plan, pursuant to Education Law § 2-d and § 121.6 of the Regulations of the Commissioner of Education. For every contract, the Contractor must complete the following or provide a plan that materially addresses its requirements, including alignment with the NIST Cybersecurity Framework, which is the standard for educational agency data privacy and security policies in New York state.

Pursuant to Education Law § 2-d and § 121.3 of the Regulations of the Commissioner of Education, NYSED is required to post information to its website about its contracts with third-party contractors that will receive Student PII and/or Teacher and/or Principal APPR data (“APPR Data”), collectively referred to as PII.

NYSED’s Data Privacy Appendix (Attachment R), annexed to this RFP, the terms of which are incorporated herein by reference, shall also be part of the Contract.

### **Application Submission Instructions**

#### **Technical Proposal/Narrative**

**(80 points)**

Provide a comprehensive description of the proposed project. Be clear, precise and adhere to the following required format. The narrative will be reviewed in accordance with the following points and according to the Technical Proposal/Narrative Rubric.

#### **PROGRAM NARRATIVE FORMAT**

The *Program Narrative* document must:

- present a cohesive document with each individual section related to all other sections
- respond to requirements of the program narrative below and have corresponding headings in the narrative
- not exceed 15 pages double spaced on all sides with 1” margins, on 8 ½” X 11” size pages (organization chart and other submission documents are not counted toward this page limit)
- be in Arial 12 font
- display the name of the institution in the top right corner of each page
- number all pages

The budget narrative and FS-10 for year one are not included in the 15 page technical proposal narrative. Organization charts and other submission documents are also not counted toward this page limit.

Technical Proposal/Narrative-- no more than 15 pages

If the Technical Proposal/Narrative and Budget exceed the page limit, the excess pages will not be read by the reviewers. Do not include any attachments or addenda that have not been specifically requested with the application.

## **Technical Proposal/Narrative**

**(80 Points)**

### 1). Program Summary (total 8 points)

Briefly summarize your proposed program including how the IHE and LEA will collaborate on this clinically rich teacher program to improve supply of effective ESOL and Bilingual Education teachers. Include details of how the program will improve effectiveness of teacher candidates in ESOL and Bilingual Education.

### 2). Program Elements (total 32 points)

#### 2A: Selection of teacher candidates (8 points):

- Describe how the admission requirements, standards and process will lead to recruitment and rigorous selection of a high-caliber, diverse group of candidates.
- Describe how the program will ensure that candidates are committed to completing the program and teaching for two years in ESOL or Bilingual Education.

#### 2B: Selection of mentor-teachers, and training of mentor-teachers (12 points):

- Describe the recruitment and selection of mentor-teachers, including assessing their teaching practice using the NYS Mentoring Standards, and ensuring that mentor-teachers have demonstrated positive impact on student achievement results in their own classrooms.
- Describe the initial training program of the mentor-teacher and tools used to ensure mentor-teachers improve their abilities to coach and develop other teachers. Include the roles of LEA and IHE and any other partners if applicable in this training program. Describe the on-going professional development that will be offered through the partnerships to mentor-teachers.
- In describing selection, training, and professional development of mentor-teachers, address each of the following:
  - How will the IHE and LEA ensure that mentor-teachers are implementing the New York State Next Generation P-12 Learning Standards in their own classrooms?

- How will the IHE and LEA ensure that mentor-teachers are skilled in using multiple forms of student assessment data to inform their lesson planning, and daily instruction?
- How will the IHE and LEA ensure that the mentor-teachers are skilled in special knowledge and skills for ESOL or Bilingual Education addressed by this program?

2C: Program Curriculum (12 points):

- Whether pre-existing or new coursework, describe how the coursework offered by the proposed program(s) will prepare teacher candidates to:
  - have positive impact on their students' learning;
  - use multiple sources of student learning data to inform instruction;
  - understand and implement the New York State Next Generation P-12 Learning Standards in their classrooms;
  - develop the knowledge and skills required for ESOL or Bilingual Education;
  - differentiate instruction based on needs, learning styles and cultural differences of their students;
  - engage constructively with parents and community members.
- Describe how technology will be incorporated into the program to prepare and enhance the practices of the candidates and to positively impact student learning. How is the IHE incorporating distance education instruction into their proposed program? How will the program incorporate video of teacher candidates practice and/or exemplary teacher practice into coaching and developing teacher candidates?
- Describe how the IHE will prepare candidates for the new Teacher Performance Assessment.

3. Organizational capacity and program sustainability (total 40 points)

3A: Year One Work Plan (8 points):

- Identify which entity within the IHE will administer the program and the resources (including contributions) that will be provided to build the capacity and sustain the program.
- Include the first year activities from July 1, 2023 to June 30, 2024. Describe timelines, responsibilities and milestones to be undertaken by each partner (IHE, LEA and partnering organization if applicable) to develop and launch the program.
- Describe the process for overseeing the project plan, adjusting activities and timelines as needed, and ensuring ongoing communication amongst partners and key staff.

3B: Overall Project Plan (8 points):

- Include all activities and milestones from July 1, 2023 through June 30, 2024. Describe timelines, responsibilities and milestones to be undertaken by each partner (IHE, LEA and partnering organization if applicable) to develop and launch the program.
- Describe the process for overseeing the project plan, adjusting activities and timelines as needed, and ensuring ongoing communication amongst partners and key staff.

3C: Demonstrated organizational capacity and track record of partners (20 points):

- Staff Organization Chart: Provide an organization chart that delineates the lines of authority among the members of the CR-ITI-BE/ESOL staff to each other. Include the position of CR-ITI-BE/ESOL within the host agency. Indicate the lines of supervision related to the overall agency staff.
- Program Staff: Provide a description for each staff position.
  1. Describe the qualifications for each position;
  2. Describe the duties and responsibilities for each staff member; and
  3. Provide qualifications and resume of persons employed for each position.
- Demonstrate track record including data or research evidence of the IHE's ability to produce candidates who enter full-time teaching with a high level of teaching skill and are able to have a positive impact on the achievement of their ELL/MLL students. Include evidence of candidates who have graduated from the IHE's program and have been teaching in their new ESOL or Bilingual certification for at least two years.
- Demonstrate track record of the LEA(s) of recruiting and developing new teachers to reach a high level of practice and have positive impact on student learning.
- Describe history of collaboration between (an) LEA(s) and the IHE around other initiatives to recruit, develop, retain or train effective teachers, especially in shortage certification areas. Provide evidence of the results of these initiatives.

3D: Program Assessment (4 points):

- Applicants will be required to provide data and narrative reports to NYSED about the program during and after the grant period to support an independent evaluation of all the programs awarded under this grant. In addition to NYSED's evaluation, describe how the IHE and LEA(s) will collaborate to gather data and assess the results of the program during and after the grant period.

**Budget**

**(20 Points)**

To illustrate plans for the use of grant funds, applicants must submit the following items:



- Budget Narrative for year one (July 1, 2023 through June 30, 2024) – no more than 3 pages
- An FS-10 budget for year one.

The budget narrative and FS-10 for year one are not included in the 15 page technical proposal narrative.

The budget narrative will include a complete description of how the CR-ITI-BE/ESOL will use the funding allocation to support the recruitment, retention, certification and increase of highly qualified certified Bilingual and ESOL teachers, as well as other necessary expenditures, such as administrative costs, equipment, travel and materials.

The budget narrative must describe any in-kind services that will be provided by the applicant.

The budget must provide a breakdown of all staffing, including title, full or part-time status, and the costs associated with staff salary and benefits.

The FS-10 should provide a projection of how the requested funds will be used and should demonstrate that the proposed expenditures are appropriate, reasonable and necessary to support the project activities and goals.

Budgeted items must be reasonable in cost and necessary for the project in order to receive the maximum points. Any non-allowable, excessive or inappropriate items in the budget will be eliminated. Grantees will not be allowed to substitute new items for those that have been eliminated. Further adjustments may be made to include negotiated reductions in specified program costs.

Budgeted costs must be in compliance with applicable State and federal laws and regulations and the Department's Fiscal Guidelines. These guidelines, as well as the FS-10 form, are available online at the [NYSED website](#). The FS-10 must bear the original signature of the Chief School Administrative Officer.

Information about the categories of expenditures and general information on allowable costs, applicable cost principles and administrative regulations are available in the [Fiscal Guidelines for Federal and State Aided Grants](#).

## **Review**

Each eligible proposal will be reviewed by at least two reviewers. Each reviewer will score the proposal according to the indicated point criteria in the Technical Proposal Narrative and the Budget using the Proposal Evaluation Rubric. If individual scores are more than 15 points apart, another reviewer will score the application. The two scores closest in numeric value will be averaged to calculate the final average score of the

application. If the third reviewer's score is equal to the average of the two original scores, the third reviewer's score will become the final score.

### **Method of Award**

Proposals that receive a final average score of 60 percent (60%) or more will be considered for funding. Proposals will be ranked by score from highest to lowest. Awards will be made to the four (4) highest ranking fundable applicants in NYC and to the four (4) highest ranking fundable applicants in ROS. In the event of a tie score, the application proposal with the higher cumulative score on section two "Program Elements" will be ranked higher.

Budgets will be adjusted to eliminate any non-allowable, excessive or inappropriate expenditure. Further adjustments may be made to include negotiated reductions in specified program costs.

### **Entities' Responsibility**

Projects must operate under the jurisdiction of the local board of education, or other appropriate governing body, and are subject to at least the same degree of accountability as all other expenditures of the local agency. The local board of education, or other appropriate governing body, is responsible for the proper disbursement of, and accounting for project funds. Written agency policy concerning wages, mileage and travel allowances, overtime compensation, or fringe benefits, as well as State rules pertaining to competitive bidding, safety regulations and inventory control must be followed. Supporting or source documents are required for all grant related transactions entered into the local agency's recordkeeping systems. Source documents that authorize the disbursement of grant funds consist of purchase orders, contracts, time and effort records, delivery receipts, vendor invoices, travel documentation and payment documents.

Supporting documentation for grants and grant contracts must be kept for at least six years after the last payment was made unless otherwise specified by program requirements. Additionally, audit or litigation will "freeze the clock" for records retention purposes until the issue is resolved. All records and documentation must be available for inspection by State Education Department officials or its representatives.

For additional information about grants, please refer to the [Fiscal Guidelines for Federal and State Aided Grants](#).

### **Requirements for Funding**

**Payee Information Form/NYSED Substitute W-9** – The [Payee Information Form](#) is a packet containing the Payee Information Form itself and an accompanying NYSED Substitute W-9. The NYSED Substitute W-9 may or may not be needed from your agency.

Please follow the specific instructions provided with the form. The Payee Information Form is used to establish the identity of the applicant organization and enables it to receive federal (and/or State) funds through the NYSED.

### **Prequalification Requirement**

Pursuant to the New York State Division of the Budget bulletin H-1032, not-for profit organizations must Prequalify to do business with New York State agencies before they can compete for State grants. The process allows nonprofits to address questions and concerns prior to entering a competitive bid process. Nonprofits are strongly encouraged to begin the Prequalification process as soon as possible.

To become prequalified, a nonprofit must register with Grants Gateway and complete an online Prequalification application. This includes completing a series of forms by answering basic questions regarding the organization and uploading key organizational documents.

Detailed information on how to register with the Grants Gateway and become prequalified is available on the [Grants Management](https://grantsmanagement.ny.gov/) website (<https://grantsmanagement.ny.gov/>).

**Disclaimer:** *New York State reserves 5-10 business days from the receipt of complete Prequalification applications to conduct its review. If supplementary information or updates are required, review times will be longer. Due to the length of time this process could take to complete, it is advised that nonprofits Prequalify as soon as possible. Failure to successfully complete the Prequalification process early enough may result in a grant application being disqualified.*

**Proposals received from nonprofit applicants that are not Prequalified in the Grants Gateway by 5:00 PM on the proposal due date of May 3, 2023 cannot be evaluated. Such proposals will be disqualified from further consideration.**

### **Debriefing Procedures**

All unsuccessful applicants may request a debriefing within fifteen (15) calendar days of receiving notice from NYSED. Bidders may request a debriefing letter on the selection process regarding this RFP by submitting a written request to the Fiscal Contact person at [CRITIRFP@nysed.gov](mailto:CRITIRFP@nysed.gov).

The Fiscal Contact person will make arrangements with program staff to provide a written summary of the proposal's strengths and weaknesses, as well as recommendations for improvement. Within ten (10) business days, the program staff will issue a written debriefing letter to the bidder.

### **Contract Award Protest Procedures**

Applicants who receive a notice of non-award or disqualification may protest the NYSED award decision subject to the following:

1. The protest must be in writing and must contain specific factual and/or legal allegations setting forth the basis on which the protesting party challenges the contract award by NYSED.

2. The protest must be filed within ten (10) business days of receipt of a debriefing or disqualification letter. The protest letter must be filed with [CRITIRFP@nysed.gov](mailto:CRITIRFP@nysed.gov).

3. The NYSED Contract Administration Unit (CAU) will convene a review team that will include at least one staff member from each of NYSED's Office of Counsel, CAU, and the Program Office. The review team will review and consider the merits of the protest and will decide whether the protest is approved or denied. Counsel's Office will provide the bidder with written notification of the review team's decision within ten (10) business days of the receipt of the protest. The original protest and decision will be filed with OSC when the contract procurement record is submitted for approval and CAU will advise OSC that a protest was filed.

4. The NYSED Contract Administration Unit (CAU) may summarily deny a protest that fails to contain specific factual or legal allegations, or where the protest only raises issues of law that have already been decided by the courts.

### **Minority and Women-Owned Business Enterprise (M/WBE) Participation Goals Pursuant to Article 15-A of the New York State Executive Law**

***The following M/WBE requirements apply when an applicant submits an application for grant funding that exceeds \$25,000 for the full grant period.***

***All forms referenced here can be found in the M/WBE Documents section at the end of this RFP.***

All applicants are required to comply with NYSED's Minority and Women-Owned Business Enterprises (M/WBE) policy. Compliance can be achieved by one of the three methods described below. Full participation by meeting or exceeding the M/WBE participation goal for this grant is the preferred method.

M/WBE participation includes services, materials, or supplies purchased from minority and women-owned firms certified with the NYS Division of Minority and Women Business Development. Not-for-profit agencies are not eligible for this certification. For additional information and a listing of currently certified M/WBEs, see the [NYS MWBE Directory](#).

The M/WBE participation goal for this grant is 30% of each applicant's total discretionary non-personal service budget each year of the grant. Discretionary non-

personal service budget is defined as total annual budget, excluding the sum of funds budgeted for:

1. direct personal services (i.e., professional and support staff salaries), fringe benefits, the portion of purchased services used for tuition; and
2. rent, lease, utilities and indirect costs, if these items are allowable expenditures.

The M/WBE Goal Calculation Worksheet is provided for use in calculating the dollar amount of the M/WBE goal for this grant application.

All requested information and documentation should be provided at the time of submission. If this cannot be done, the applicant will have to submit the necessary documents and respond satisfactorily to any follow-up questions from the Department. Failure to do so may result in loss of funding.

## **METHODS TO COMPLY**

An applicant can comply with NYSED's M/WBE policy by one of three methods:

**1.Full Participation** - This is the preferred method of compliance. Full participation is achieved when an applicant meets or exceeds the participation goals for this grant.

**COMPLETE FORMS:**

- M/WBE Goal Calculation Worksheet
- M/WBE Cover Letter
- M/WBE 100 Utilization Plan
- M/WBE 102 Notice of Intent to Participate
- EEO 100 Staffing Plan

**2. Partial Participation, Partial Request for Waiver** - This is acceptable only if good faith efforts to achieve full participation are made and documented, but full participation is not possible.

**COMPLETE FORMS:**

- M/WBE Goal Calculation Worksheet
- M/WBE Cover Letter
- M/WBE 100 Utilization Plan
- M/WBE 101 Request for Waiver
- M/WBE 102 Notice of Intent to Participate
- M/WBE 105 Contractor's Good Faith Efforts
- EEO 100 Staffing Plan

**3. No Participation, Request for Complete Waiver** - This is acceptable only if good faith efforts to achieve full or partial participation are made and documented, but do not result in any participation by M/WBE firm(s).

COMPLETE FORMS:

- M/WBE Goal Calculation Worksheet
- M/WBE Cover Letter
- M/WBE 101 Request for Waiver
- M/WBE 105 Contractor's Good Faith Efforts
- EEO 100 Staffing Plan

## **GOOD FAITH EFFORTS**

Applicants must make a good faith effort to solicit NYS certified M/WBE firms as subcontractors and/or suppliers to achieve the goals for this grant. Solicitations may include, but are not limited to: advertisements in minority and women-centered publications; solicitation of vendors found in the [NYS Directory of Certified Minority and Women-Owned Business Enterprises](#); and the solicitation of minority and women-oriented trade and labor organizations.

Good faith efforts include actions such as setting up meetings or announcements to make M/WBEs aware of supplier and subcontracting opportunities, identifying logical areas of the grant project that could be subcontracted to M/WBE firms, and utilizing all current lists of M/WBEs who are available for and may be interested in subcontracting or supplying goods for the project.

Applicants should document their efforts to comply with the stated M/WBE goals and submit this with their applications as evidence. Examples of acceptable documentation can be found in form M/WBE 105, Contractor's Good Faith Efforts. NYSED reserves the right to reject any application for failure to document "good faith efforts."

## **REQUEST FOR WAIVER**

When full participation cannot be achieved, applicants must submit a Request for Waiver (M/WBE 101). Requests for Waivers must be accompanied by documentation explaining the good faith efforts made and reasons they were unsuccessful in obtaining M/WBE participation.

NYSED reserves the right to approve the addition or deletion of subcontractors or suppliers to enable applicants to comply with the M/WBE goals, provided such addition or deletion does not impact the technical proposal and/or increase the total budget.

All payments to Minority and Women-Owned Business Enterprise subcontractor(s) should be reported to the NYSED M/WBE Program Unit using the M/WBE 104G

Quarterly M/WBE Compliance Report. This report should be submitted on a quarterly basis and can be requested at [MWBEGrants@nysed.gov](mailto:MWBEGrants@nysed.gov).

NYSED's M/WBE Coordinator is available to assist applicants in meeting the M/WBE goals. The Coordinator can be reached at [MWBEGrants@nysed.gov](mailto:MWBEGrants@nysed.gov).

### **Equal Employment Opportunity Reporting (EEO) Pursuant to Article 15-A of the New York State Executive Law**

Applicants must complete and submit form EEO 100: Staffing Plan.

### **Contract Terms and Conditions**

Grant awards to non-profit and for-profit organizations will require that the awardee enter into a grant contract, the form of which is contained in an attachment to this RFP. In addition to being signed by the awardee and NYSED Counsel, the contract will need to be submitted for review and approval by the NYS Attorney General and the Office of the State Comptroller. All provisions of this RFP are subordinate to the terms and conditions of the grant contract. The contents of this RFP, any subsequent correspondence related to final contract negotiations, and such other stipulations as agreed upon may be made a part of the final contract developed by NYSED.

### **NYSED's Reservation of Rights**

NYSED reserves the right to: (1) reject any or all proposals received in response to the RFP; (2) withdraw the RFP at any time, at the agency's sole discretion; (3) make an award under the RFP in whole or in part; (4) disqualify any bidder whose conduct and/or proposal fails to conform to the requirements of the RFP; (5) seek clarifications of proposals; (6) use proposal information obtained through site visits, management interviews and the state's investigation of a bidder's qualifications, experience, ability or financial standing, and any material or information submitted by the bidder in response to the agency's request for clarifying information in the course of evaluation and/or selection under the RFP; (7) prior to the bid opening, amend the RFP specifications to correct errors or oversights, or to supply additional information, as it becomes available; (8) prior to the bid opening, direct bidders to submit proposal modifications addressing subsequent RFP amendments; (9) change any of the scheduled dates; (10) waive any requirements that are not material; (11) negotiate with the successful bidder within the scope of the RFP in the best interests of the state; (12) conduct contract negotiations with the next responsible bidder, should the agency be unsuccessful in negotiating with the selected bidder; (13) utilize any and all ideas submitted in the proposals received; (14) unless otherwise specified in the solicitation, every offer is firm and not revocable for a period of 90 days from the bid opening; (15) require clarification at any time during the procurement process and/or require correction of arithmetic or other apparent errors for the purpose of assuring a full and complete understanding of an offerer's proposal and/or to determine an offerer's compliance with the requirements of the solicitation; (16) to request best and final offers.

## **Vendor Responsibility**

State law requires that the award of state contracts be made to responsible vendors. Before an award is made to a not-for-profit entity, a for-profit entity, a private college or university or a public entity not exempted by the Office of the State Comptroller, NYSED must make an affirmative responsibility determination. The factors to be considered include: legal authority to do business in New York State; integrity; capacity- both organizational and financial; and previous performance. Before an award of \$100,000 or greater can be made to a covered entity, the entity will be required to complete and submit a Vendor Responsibility Questionnaire. School districts, Charter Schools, BOCES, public colleges and universities, public libraries, and the Research Foundation for SUNY and CUNY are some of the exempt entities. For a complete list, see [OSC's website](#).

NYSED recommends that vendors file the required Vendor Responsibility Questionnaire online via the New York State VendRep System. To enroll in and use the New York State VendRep System, see the [VendRep System Instructions](#) or go directly to the [VendRep System online](#).

Vendors must provide their New York State Vendor Identification Number when enrolling. To request assignment of a Vendor ID or for VendRep System assistance, contact the Office of the State Comptroller's Help Desk at 866-370-4672 or 518-408-4672 or by email at [ITServiceDesk@osc.ny.gov](mailto:ITServiceDesk@osc.ny.gov).

Vendors opting to complete and submit a paper questionnaire can obtain the appropriate questionnaire from the [VendRep website](#) or may contact NYSED or the Office of the State Comptroller's Help Desk for a copy of the paper form.

### **Subcontractors:**

For vendors using subcontractors, a Vendor Responsibility Questionnaire and a NYSED vendor responsibility review are required for a subcontractor where:

- the subcontractor is known at the time of the contract award;
- the subcontractor is not an entity that is exempt from reporting by OSC; and
- the subcontract will equal or exceed \$100,000 over the life of the contract

## **Workers' Compensation Coverage and Debarment**

New York State Workers' Compensation Law (WCL) has specific coverage requirements for businesses contracting with New York State and additional requirements which provide for the debarment of vendors that violate certain sections of WCL. The WCL requires, and has required since introduction of the law in 1922, the heads of all municipal and State entities to ensure that businesses have appropriate workers' compensation and disability benefits insurance coverage *prior* to issuing any permits or licenses, or *prior* to entering into contracts.



Workers' compensation requirements are covered by WCL Section 57, while disability benefits are covered by WCL Section 220(8). The Workers' Compensation Benefits clause in Appendix A – STANDARD CLAUSES FOR NEW YORK STATE CONTRACTS states that in accordance with Section 142 of the State Finance Law, a contract shall be void and of no force and effect unless the contractor provides and maintains coverage during the life of the contract for the benefit of such employees as are required to be covered by the provisions of the WCL.

Under provisions of the 2007 Workers' Compensation Reform Legislation (WCL Section 141-b), any person, or entity substantially owned by that person: subject to a final assessment of civil fines or penalties, subject to a stop-work order, or convicted of a misdemeanor for violation of Workers' Compensation laws Section 52 or 131, is barred from bidding on, or being awarded, any public work contract or subcontract with the State, any municipal corporation or public body for one year for each violation. The ban is five years for each felony conviction.

## **PROOF OF COVERAGE REQUIREMENTS**

The Workers' Compensation Board has developed several forms to assist State contracting entities in ensuring that businesses have the appropriate workers' compensation and disability insurance coverage as required by Sections 57 and 220(8) of the WCL.

***Please note – an ACORD form is not acceptable proof of New York State workers' compensation or disability benefits insurance coverage.***

### **Proof of Workers' Compensation Coverage**

To comply with coverage provisions of the WCL, the Workers' Compensation Board requires that a business seeking to enter into a State contract submit appropriate proof of coverage to the State contracting entity issuing the contract. For each new contract or contract renewal, the contracting entity must obtain ONE of the following forms from the contractor and submit to OSC to prove the contractor has appropriate workers' compensation insurance coverage:

- **Form C-105.2** – Certificate of Workers' Compensation Insurance issued by private insurance carriers, or **Form U-26.3** issued by the State Insurance Fund; or
- **Form SI-12**– Certificate of Workers' Compensation Self-Insurance; or **Form GSI-105.2** Certificate of Participation in Workers' Compensation Group Self-Insurance; or
- **CE-200**– Certificate of Attestation of Exemption from NYS Workers' Compensation and/or Disability Benefits Coverage.

### **Proof of Disability Benefits Coverage**

To comply with coverage provisions of the WCL regarding disability benefits, the Workers' Compensation Board requires that a business seeking to enter into a State contract must submit appropriate proof of coverage to the State contracting entity issuing the contract. For each new contract or contract renewal, the contracting entity must obtain ONE of the following forms from the contractor and submit to OSC to prove the contractor has appropriate disability benefits insurance coverage:

- **Form DB-120.1** - Certificate of Disability Benefits Insurance; or
- **Form DB-155**- Certificate of Disability Benefits Self-Insurance; or
- **CE-200**– Certificate of Attestation of Exemption from New York State Workers' Compensation and/or Disability Benefits Coverage.

For additional information regarding workers' compensation and disability benefits requirements, please refer to the [New York State Workers' Compensation Board website](#). Alternatively, questions relating to either workers' compensation or disability benefits coverage should be directed to the NYS Workers' Compensation Board, Bureau of Compliance at (518) 486-6307.

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

**Application Cover Page**

**Agency Code**

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Name Applicant agency:		Name and Title of Contact Person:	
Address:		Telephone:	
City:		Fax:	
Zip Code:		E-Mail:	
County:			
<p>I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, and the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>			
Original Signature of Chief Administrative Officer		Typed Name of Chief Administrative Officer:	
Date:			

## Application Checklist

Listed below are the required documents for a complete application package, in the order that they should be submitted. Use this checklist to ensure that your application submission is complete and in compliance with application instructions.

Required Documents	Checked-Applicant	Checked –SED	
Application Cover Page with Original Signature of Chief Administrative Officer	<input type="checkbox"/>	<input type="checkbox"/>	
<a href="#">Payee Information Form</a> (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	
Application Checklist	<input type="checkbox"/>	<input type="checkbox"/>	
Signed MOU between IHE and LEA(s) (Attachment D)	<input type="checkbox"/>	<input type="checkbox"/>	
Proposal Narrative	<input type="checkbox"/>	<input type="checkbox"/>	
<a href="#">FS-10 Budget</a> (signature required)	<input type="checkbox"/>	<input type="checkbox"/>	
Budget Narrative	<input type="checkbox"/>	<input type="checkbox"/>	
Worker’s Compensation Documentation (encouraged)	<input type="checkbox"/>	<input type="checkbox"/>	
Disability Benefits Documentation (encouraged)	<input type="checkbox"/>	<input type="checkbox"/>	
Is the applicant prequalified, if required? (While no documentation is required with the application, the applicant may be required to prequalify in order to be eligible for this grant opportunity)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>M/WBE Documents Package (original signatures required)</b>			
<input type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
<b>Forms Required</b>			
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
Calculation of M/WBE Goal Amount	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE Cover Letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>M/WBE 100</b> Utilization Plan	<input type="checkbox"/>	<input type="checkbox"/>	N/A
<b>M/WBE 102</b> Notice of Intent to Participate	<input type="checkbox"/>	<input type="checkbox"/>	N/A
<b>M/WBE 105</b> Contractor’s Good Faith Efforts	N/A	<input type="checkbox"/>	<input type="checkbox"/>
<b>M/WBE 101</b> Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input type="checkbox"/>
<b>EE0 100</b> Staffing Plan and Instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SED Comments:**

Has the applicant complied with the application instructions?  Yes  No

SED Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

**M/WBE Documents**

**M/WBE Goal Calculation Worksheet**

**RFP Number and Title: GC23-011 Clinically Rich Intensive Teacher Institute**

**Applicant Name: \_\_\_\_\_**

The M/WBE participation goal is 30% of each grantee’s total discretionary non-personal service budget. Discretionary non-personal service budget is defined as the total budget, excluding the sum of funds budgeted for direct personal services (i.e., professional and support staff salaries); fringe benefits; the portion of the budget in purchased services representing tuition; indirect costs; rent, lease, and utilities, if these are allowable expenditures.

**Please complete the following table to determine the dollar amount of the M/WBE goal for the current project year.**

	<b>Budget Category</b>	<b>Amount budgeted for items excluded from M/WBE calculation</b>	<b>Totals (Current FS-10 totals)</b>
1.	<b>Total Budget</b>		
2.	<b>Professional Salaries</b>		
3.	<b>Support Staff Salaries</b>		
4.	<b>Fringe Benefits</b>		
5.	<b>Portion of Purchased Services used for Tuition</b>		
6.	<b>Indirect Costs</b>		
7.	<b>Rent/Lease/Utilities</b>		
8.	<b>Sum of lines 2, 3 ,4 ,5, 6 and 7</b>		
9.	<b>Line 1 minus Line 8</b>		
10.	<b>M/WBE Goal percentage (30%)</b>		<b>0.30</b>
11.	<b>Line 9 multiplied by Line 10 =M/WBE goal amount</b>		

**This form is only for use in the Clinically Rich Intensive Teacher Institute grants. It may not be used with any other grant program.**

**M/WBE COVER LETTER**  
**Minority & Women-Owned Business Enterprise Requirements**

**NAME OF GRANT PROGRAM** \_\_\_\_\_

**NAME OF APPLICANT** \_\_\_\_\_

In accordance with the provisions of Article 15-A of the NYS Executive Law, 5 NYCRR Parts 140-145, Section 163 (6) of the NYS Finance Law and Executive Order #8 and in fulfillment of the New York State Education Department (NYSED) policies governing Equal Employment Opportunity and Minority and Women-Owned Business Enterprise (M/WBE) participation, it is the intention of the New York State Education Department to provide real and substantial opportunities for certified Minority and Women-Owned Business Enterprises on all State contracts. It is with this intention the NYSED has assigned M/WBE participation goals to this contract.

In an effort to promote and assist in the participation of certified M/WBEs as subcontractors and suppliers on this project for the provision of services and materials, the bidder is required to comply with NYSED's participation goals through one of the three methods below. Please indicate which one of the following is included with the M/WBE Documents Submission:

- Full Participation – No Request for Waiver (PREFERRED)
- Partial Participation – Partial Request for Waiver
- No Participation – Request for Complete Waiver

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contractually.
Typed or Printed Name of Authorized Representative of the Firm
Typed or Printed Title/Position of Authorized Representative of the Firm
Signature/Date

## M/WBE UTILIZATION PLAN

**INSTRUCTIONS:** All bidders/applicants submitting responses to this procurement/project must complete this M/WBE Utilization Plan unless requesting a total waiver and submit it as part of their proposal/application. The plan must contain detailed description of the services to be provided by each Minority and/or Women-Owned Business Enterprise (M/WBE) identified by the bidder/applicant.

Bidder/Applicant's Name \_\_\_\_\_ Telephone/Email: \_\_\_\_\_/\_\_\_\_\_

Address \_\_\_\_\_ Federal ID No.: \_\_\_\_\_

City, State, Zip \_\_\_\_\_ RFP No.: \_\_\_\_\_

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of Subcontracts/Supplies/Services
NAME ADDRESS CITY, ST, ZIP PHONE/E-MAIL FEDERAL ID No.	NYS ESD Certified  MBE _____  WBE _____		\$ _____
NAME ADDRESS CITY, ST, ZIP PHONE/E-MAIL FEDERAL ID No.	NYS ESD Certified  MBE _____  WBE _____		\$ _____

PREPARED BY (Signature) \_\_\_\_\_ DATE \_\_\_\_\_

**SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER/APPLICANT'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-1, 5 NYCRR PART 143 AND THE ABOVE REFERENCE SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR PROPOSAL/APPLICATION DISQUALIFICATION.**

NAME AND TITLE OF PREPARER: \_\_\_\_\_  
*(print or type)*

TELEPHONE/E-MAIL \_\_\_\_\_

DATE \_\_\_\_\_

REVIEWED BY _____	DATE _____
UTILIZATION PLAN APPROVED YES/NO _____	DATE _____
NOTICE OF DEFICIENCY ISSUED YES/NO _____	DATE _____
NOTICE OF ACCEPTANCE ISSUED YES/NO _____	DATE _____



**M/WBE SUBCONTRACTORS AND SUPPLIERS  
NOTICE OF INTENT TO PARTICIPATE**

INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Applicant unless requesting a total waiver. Parts B & C of this form must be completed by MBE and/or WBE subcontractors/suppliers. The Bidder/Applicant must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal/application.

Bidder/Applicant Name: \_\_\_\_\_ Federal ID No.: \_\_\_\_\_

Address: \_\_\_\_\_ Phone No.: \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_ E-mail: \_\_\_\_\_

Signature of Authorized Representative of Bidder/Applicant's Firm \_\_\_\_\_  
Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm \_\_\_\_\_

Date: \_\_\_\_\_

**PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT/APPLICATION:**

Name of M/WBE: \_\_\_\_\_ Federal ID No.: \_\_\_\_\_

Address: \_\_\_\_\_ Phone No.: \_\_\_\_\_

City, State, Zip Code \_\_\_\_\_ E-mail: \_\_\_\_\_

**BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:**

**DESIGNATION:** \_\_\_ MBE Subcontractor \_\_\_ WBE Subcontractor \_\_\_ MBE Supplier \_\_\_ WBE Supplier

**PART C - CERTIFICATION STATUS (CHECK ONE):**

\_\_\_\_\_ The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).

**THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/APPLICANT CONDITIONED UPON THE BIDDER/APPLICANT'S EXECUTION OF A CONTRACT WITH THE NYS EDUCATION DEPARTMENT.**

The estimated dollar amount of the agreement \$ \_\_\_\_\_

\_\_\_\_\_  
Signature of Authorized Representative of M/WBE Firm

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed or Typed Name and Title of Authorized Representative

**M/WBE CONTRACTOR GOOD FAITH EFFORTS CERTIFICATION (FORM 105)**

PROJECT/CONTRACT # \_\_\_\_\_

I, \_\_\_\_\_  
(Bidder/Applicant)

\_\_\_\_\_ of \_\_\_\_\_  
(Title) (Company)

\_\_\_\_\_ (Address) (\_\_\_\_\_) \_\_\_\_\_  
(Telephone Number)

do hereby submit the following as *evidence* of our good faith efforts to retain certified minority- and women-owned business enterprises:

(1) Copies of its solicitations of certified minority- and women-owned business enterprises and any responses thereto;

(2) If responses to the contractor's solicitations were received, but a certified minority- or woman-owned business enterprise was not selected, the specific reasons that such enterprise was not selected;

(3) Copies of any advertisements for participation by certified minority- and women-owned business enterprises timely published in appropriate general circulation, trade and minority- or women-oriented publications, together with the listing(s) and date(s) of the publication of such advertisements;

(4) Copies of any solicitations of certified minority- and/or women-owned business enterprises listed in the directory of certified businesses;

(5) The dates of attendance at any pre-bid, pre-award, or other meetings, if any, scheduled by the State agency awarding the State contract, with certified minority- and women-owned business enterprises which the State agency determined were capable of performing the State contract scope of work for the purpose of fulfilling the contract participation goals;

(6) Information describing the specific steps undertaken to reasonably structure the contract scope of work for the purpose of subcontracting with, or obtaining supplies from, certified minority- and women-owned business enterprises.

(7) Describe any other action undertaken by the bidder to document its good faith efforts to retain certified minority - and women- owned business enterprises for this procurement

Submit additional pages as needed.

\_\_\_\_\_  
Authorized Representative Signature

\_\_\_\_\_  
Date

## M/WBE CONTRACTOR UNAVAILABLE CERTIFICATION

**RFP#/PROJECT NAME** \_\_\_\_\_

I, \_\_\_\_\_  
 (Authorized Representative) (Title) (Bidder/Applicant's Company)

\_\_\_\_\_  
 (Address) (\_\_\_\_\_) (Phone)

I certify that the following New York State Certified Minority/Women Business Enterprises were contacted to obtain a quote for work to be performed on the abovementioned project/contract.

List of date, name of M/WBE firm, telephone/e-mail address of M/WBEs contacted, type of work requested, estimated budgeted amount for each quote requested.

<u>DATE</u>	<u>M/WBE NAME</u>	<u>PHONE/EMAIL</u>	<u>TYPE OF WORK</u>	<u>ESTIMATED BUDGET</u>	<u>REASON</u>
1.					
2.					
3.					
4.					
5.					

To the best of my knowledge and belief, said New York State Certified Minority/Women Business Enterprise contractor(s) was/were not selected, unavailable for work on this project, or unable to provide a quote for the following reasons: Please check appropriate reasons given by each MBE/WBE firm contacted above.

- \_\_\_\_\_ **A.** Did not have the capability to perform the work
- \_\_\_\_\_ **B.** Contract too small
- \_\_\_\_\_ **C.** Remote location
- \_\_\_\_\_ **D.** Received solicitation notices too late
- \_\_\_\_\_ **E.** Did not want to work with this contractor
- \_\_\_\_\_ **F.** Other (give reason) \_\_\_\_\_

\_\_\_\_\_  
**Authorized Representative Signature** (Date) (Print Name)

**REQUEST FOR WAIVER FORM**

**BIDDER/APPLICANT NAME:**

**TELEPHONE:**

**ADDRESS:**

**EMAIL:**

**FEDERAL ID NO.:**

**CITY, STATE, ZIPCODE:**

**RFP#/PROJECT NO.:**

**INSTRUCTIONS:** By submitting this form and the required information, the bidder/applicant certifies that Good Faith Efforts have been taken to promote M/WBE participation pursuant to the M/WBE goals set forth under this RFP/Contract. Please see Page 2 for additional requirements and document submission instructions.

<b>BIDDER/APPLICANT IS REQUESTING (check all that apply):</b>			
<input type="checkbox"/> <b>MBE Waiver</b> - A waiver of the MBE goal for this procurement is requested.  <input type="checkbox"/> <b>Total</b> <input type="checkbox"/> <b>Partial</b> _____%	<input type="checkbox"/> <b>WBE Waiver</b> - A waiver of the WBE goal for this procurement is requested.  <input type="checkbox"/> <b>Total</b> <input type="checkbox"/> <b>Partial</b> _____%		

PREPARED BY (*Signature*): \_\_\_\_\_

DATE: \_\_\_\_\_

**SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER/APPLICANT'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-A, 5 NYCRR PART 143, AND THE ABOVE REFERENCED SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR PROPOSAL DISQUALIFICATION.**

NAME OF PREPARER:	<b>FOR AUTHORIZED USE ONLY</b>
TITLE OF PREPARER:  TELEPHONE:  EMAIL:	REVIEWED BY: _____  DATE: _____  <b>WAIVER GRANTED</b> <input type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b> <input type="checkbox"/> <b>TOTAL WAIVER</b> <input type="checkbox"/> <b>PARTIAL WAIVER</b> <input type="checkbox"/> <b>NOTICE OF DEFICIENCY</b> <input type="checkbox"/> <b>CONDITIONAL WAIVER</b> COMMENTS:

**M/WBE 101**

## REQUIREMENTS AND DOCUMENT SUBMISSION INSTRUCTIONS

**When completing the Request for Waiver Form, please check all boxes that apply. To be considered, the Request for Waiver Form must be accompanied by documentation for items 1-10, as listed below. Copies of the following information and all relevant supporting documentation must be submitted along with the request.**

1. A statement setting forth your basis for requesting a partial or total waiver.
2. The names of general circulation, trade association, and M/WBE-oriented publications in which you solicited certified M/WBEs for the purposes of complying with your participation goals.
3. A list identifying the date(s) that all solicitations for certified M/WBE participation were published in any of the above publications.
4. A list of all certified M/WBEs appearing in the NYS Directory of Certified Firms that were solicited for purposes of complying with your certified M/WBE participation levels.
5. Copies of notices, dates of contact, letters, and other correspondence as proof that solicitations were made in writing and copies of such solicitations, or a sample copy of the solicitation if an identical solicitation was made to all certified M/WBEs.
6. Provide copies of responses made by certified M/WBEs to your solicitations.
7. Provide a description of any contract documents, plans, or specifications made available to certified M/WBEs for purposes of soliciting their bids and the date and manner in which these documents were made available.
8. Provide documentation of any negotiations between you, the Bidder/Applicant and the M/WBEs undertaken for purposes of complying with the certified M/WBE participations goals.
9. Provide any other information you deem relevant which may help us in evaluating your request for a waiver.
10. Provide the name, title, address, telephone number and email address of the Bidder/Applicant's representative authorized to discuss and negotiate this waiver request.

**NOTE: Unless a Total Waiver has been granted, Bidder/Applicant will be required to submit all reports and documents pursuant to the provisions set forth in the procurement and/or contract, as deemed appropriate by NYSED, to determine M/WBE compliance.**

**EQUAL EMPLOYMENT OPPORTUNITY - STAFFING PLAN (Instructions on Page 2)**

Applicant Name: \_\_\_\_\_

Telephone: \_\_\_\_\_

Address: \_\_\_\_\_

Federal ID No.: \_\_\_\_\_

City, State, ZIP: \_\_\_\_\_

Project No: \_\_\_\_\_

Report includes:

Work force to be utilized on this contract OR

Applicant's total work force

**Enter the total number of employees in each classification in each of the EEO-Job Categories identified.**

EEO - Job Categories	Total Work Force	Race/Ethnicity - report employees in only one category																	
		Hispanic or Latino		Not-Hispanic or Latino															
				Male										Female					
		Male	Female	White	African-American or Black	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	White	African-American	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran
Executive/Senior Level Officials and Managers																			
First/Mid-Level Officials and Managers																			
Professionals																			
Technicians																			
Sales Workers																			
Administrative Support Workers																			
Craft Workers																			
Operatives																			
Laborers and Helpers																			
Service Workers																			
TOTAL																			

PREPARED BY (Signature): \_\_\_\_\_

DATE: \_\_\_\_\_

NAME AND TITLE OF PREPARER: \_\_\_\_\_

TELEPHONE/EMAIL: \_\_\_\_\_

## STAFFING PLAN INSTRUCTIONS

General Instructions: All Bidders/Applicants in the proposal/application must complete an EEO Staffing Plan (EEO 100) and submit it as part of the package. Where the work force to be utilized in the performance of the State contract/project can be separated out, the Bidder/Applicant shall complete this form only for the anticipated work force to be utilized on the State contract/project. Where the work force to be utilized in the performance of the State contract/project cannot be separated out, the Bidder/Applicant shall complete this form for Bidder/Applicant's total work force.

### Instructions for Completing:

1. Enter the Project number that this report applies to, along with the name, address, and federal ID number of the Bidder.
2. Check the appropriate box to indicate if the work force being reported is just for the contract/project or the Bidder/Applicant's total work force.
3. Check off the appropriate box to indicate if the Bidder completing the report is the contractor or subcontractor.
4. Enter the total work force by EEO job category.
5. Break down the total work force by gender and race/ethnic background and enter under the heading Race/Ethnicity. Contact the M/WBE Coordinator, [mwbegrants@nysed.gov](mailto:mwbegrants@nysed.gov), if you have any questions.
6. Enter the name, title, phone number and email address for the person completing the form. Sign and date the form in designated areas.

### RACE/ETHNIC IDENTIFICATION

For purposes of this form NYSED will accept the definitions of race/ethnic designations used by the federal Equal Employment Opportunity Commission (EEOC), as those definitions are described below or amended hereafter. (Be advised these terms may be defined differently for other purposes under NYS statutory, regulatory, or case law). Race/ethnic designations as used by the EEOC do not denote scientific definitions of anthropological origins. For the purposes of this report, an employee may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. The race/ethnic categories for this survey are:

- **Hispanic or Latino** - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.
- **White (Not Hispanic or Latino)** - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Black or African American (Not Hispanic or Latino)** - A person having origins in any of the black racial groups of Africa.
- **Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)** - A person having origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Asian (Not Hispanic or Latino)** - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **American Indian or Alaska Native (Not Hispanic or Latino)** - A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.
- **Two or More Races (Not Hispanic or Latino)** - All persons who identify with more than one of the above five races.
- **Disabled** - Any person who has a physical or mental impairment that substantially limits one or more major life activity; has a record of such an impairment; or is regarded as having such an impairment
- **Vietnam Era Veteran** - a veteran who served at any time between and including January 1, 1963 and May 7, 1975.

### EEO 100

## Attachment A

Districts in New York City with an enrollment of more than 500 English Language Learners and districts in ROS with an enrollment of more than 100 English Language Learners in the 2021-22 School Year<sup>4</sup>

### Districts with 100 or more ELLs & NYC districts with 500 or more 2021-22

Source: SIRS 2022

BEDS Code	District	# of ELLs
10100010000	ALBANY	1207
140201060000	AMHERST	151
580106030000	AMITYVILLE	703
270100010000	AMSTERDAM	277
131601060000	ARLINGTON	233
280210030000	BALDWIN	275
580501030000	BAY SHORE	836
660102060000	BEDFORD	711
280521030000	BETHPAGE	100
30200010000	BINGHAMTON	191
580512030000	BRENTWOOD	7159
480601060000	BREWSTER	420
260101060000	BRIGHTON	135
580203020000	BROOKHAVEN-COMSEWOGUE UFSO	312
140600010000	BUFFALO	5895
480102060000	CARMEL	238
580233020000	CENTER MORICHES	115
580513030000	CENTRAL ISLIP	2796
140701060000	CHEEKTOWAGA	213
500101060000	CLARKSTOWN	340
580507060000	CONNETQUOT	213
580105030000	COPIAGUE	982
580107030000	DEER PARK	341
130502020000	DOVER	143
60800010000	DUNKIRK	431
580301020000	EAST HAMPTON	460
260801060000	EAST IRONDEQUOIT	149
280203030000	EAST MEADOW	365
500402060000	EAST RAMAPO	5381
420401060000	EAST SYRACUSE MINOA	115
660301030000	EASTCHESTER	177
280216020000	ELMONT	426
660409020000	ELMSFORD	164
580401020000	ELWOOD	100
580912060000	ESTPRT-S MANOR CSD	106
261301060000	FAIRPORT	113
590501060000	FALLSBURG	382
280522030000	FARMINGDALE	309
280209030000	FREEPOR	1721

<sup>4</sup> New York Basic Educational Data System (BEDS) enrollment <http://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html>



260401060000	GATES CHILI	200
430700010000	GENEVA	213
280100010000	GLEN COVE	690
440601040000	GOSHEN	113
280407030000	GREAT NECK	342
260501060000	GREECE	584
660407060000	GREENBURGH	147
581010020000	GREENPORT	163
10802060000	GUILDERLAND	294
580405060000	HALF HOLLOW HILLS	249
580905020000	HAMPTON BAYS	661
580406060000	HARBORFIELDS	113
660501060000	HARRISON	401
580506030000	HAUPPAUGE	104
500201060000	HAVERSTRAW-STONY POINT	1273
280201030000	HEMPSTEAD	2881
660203060000	HENDRICK HUDSON	100
280409030000	HERRICKS	243
280214030000	HEWLETT WOODMERE	127
280517030000	HICKSVILLE	803
101300010000	HUDSON	173
580403030000	HUNTINGTON	1172
130801060000	HYDE PARK	169
220301060000	INDIAN RIVER	152
280226030000	ISLAND TREES	110
580502020000	ISLIP	221
610600010000	ITHACA	213
61700010000	JAMESTOWN	187
280515030000	JERICHO	202
31502060000	JOHNSON CITY	167
142601030000	KENMORE	214
620600010000	KINGSTON	579
441202020000	KIRYAS JOEL	586
141800010000	LACKAWANNA	323
662401060000	LAKELAND	147
280215030000	LAWRENCE	649
280205030000	LEVITTOWN	299
590901060000	LIBERTY	213
580104030000	LINDENHURST	514
421501060000	LIVERPOOL	279
280300010000	LONG BEACH	206
580212060000	LONGWOOD	749
480101060000	MAHOPAC	186
660701030000	MAMARONECK	286
140702030000	MARYVALE	224
581012020000	MATTITUCK	108
580211060000	MIDDLE COUNTRY	719
441000010000	MIDDLETOWN	1020

280410030000	MINEOLA	379
441201060000	MONROE WOODBURY	535
591401060000	MONTICELLO	199
660900010000	MOUNT VERNON	615
500108030000	NANUET	173
280405020000	NEW HYDE PARK	149
661100010000	NEW ROCHELLE	1454
441600010000	NEWBURGH	1986
400800010000	NIAGARA FALLS	136
530301060000	NISKAYUNA	147
580103030000	NORTH BABYLON	405
10623060000	NORTH COLONIE CSD	389
420303060000	NORTH SYRACUSE	205
131101040000	NORTHEAST	102
580404030000	NORTHPORT	176
500304030000	NYACK	244
310100010000	NYC GEOG DIST # 1 - MANHATTAN	1014
310200010000	NYC GEOG DIST # 2 - MANHATTAN	5683
310300010000	NYC GEOG DIST # 3 - MANHATTAN	1020
310400010000	NYC GEOG DIST # 4 - MANHATTAN	1332
310500010000	NYC GEOG DIST # 5 - MANHATTAN	1031
310600010000	NYC GEOG DIST # 6 - MANHATTAN	5679
320700010000	NYC GEOG DIST # 7 - BRONX	3045
320800010000	NYC GEOG DIST # 8 - BRONX	4489
320900010000	NYC GEOG DIST # 9 - BRONX	7892
321000010000	NYC GEOG DIST #10 - BRONX	11709
321100010000	NYC GEOG DIST #11 - BRONX	5274
321200010000	NYC GEOG DIST #12 - BRONX	4798
331300010000	NYC GEOG DIST #13 - BROOKLYN	1044
331400010000	NYC GEOG DIST #14 - BROOKLYN	1909
331500010000	NYC GEOG DIST #15 - BROOKLYN	4989
331700010000	NYC GEOG DIST #17 - BROOKLYN	2316
331800010000	NYC GEOG DIST #18 - BROOKLYN	1063
331900010000	NYC GEOG DIST #19 - BROOKLYN	3477
332000010000	NYC GEOG DIST #20 - BROOKLYN	13397
332100010000	NYC GEOG DIST #21 - BROOKLYN	8206
332200010000	NYC GEOG DIST #22 - BROOKLYN	5090
332300010000	NYC GEOG DIST #23 - BROOKLYN	595
342400010000	NYC GEOG DIST #24 - QUEENS	16780
342500010000	NYC GEOG DIST #25 - QUEENS	9202
342600010000	NYC GEOG DIST #26 - QUEENS	3454
342700010000	NYC GEOG DIST #27 - QUEENS	6055
342800010000	NYC GEOG DIST #28 - QUEENS	5365
342900010000	NYC GEOG DIST #29 - QUEENS	3077
343000010000	NYC GEOG DIST #30 - QUEENS	8537
353100010000	NYC GEOG DIST #31 - SI	5786
333200010000	NYC GEOG DIST #32 - BROOKLYN	3113
280211030000	OCEANSIDE	264

661401030000	OSSINING	869
280506060000	OYSTER BAY	151
580224030000	PATCHOGUE-MEDFORD	1364
131201040000	PAWLING	109
661500010000	PEEKSKILL	1041
440401060000	PINE BUSH	177
280504060000	PLAINVIEW	217
661904030000	PORT CHESTER-RYE	1887
280404030000	PORT WASHINGTON	484
131500010000	POUGHKEEPSIE	652
580602040000	RIVERHEAD	2080
261600010000	ROCHESTER	3961
580209020000	ROCKY POINT	138
280208030000	ROOSEVELT	1002
280403030000	ROSLYN	109
261701060000	RUSH HENRIETTA	459
580205060000	SACHEM	532
530600010000	SCHENECTADY	476
280252070000	SEWANHAKA	375
520302060000	SHENENDEHOWA	300
580801060000	SMITHTOWN	158
10601060000	SOUTH COLONIE	244
580235060000	SOUTH COUNTRY	718
580413030000	SOUTH HUNTINGTON	1278
500301060000	SOUTH ORANGETOWN	163
580906030000	SOUTHAMPTON	311
581005020000	SOUTHOLD	114
261001060000	SPENCERPORT	122
580304020000	SPRINGS	197
500401060000	SUFFERN	546
140207060000	SWEET HOME	220
280502060000	SYOSSET	269
421800010000	SYRACUSE	3436
660401030000	TARRYTOWN	554
580201060000	THREE VILLAGE	112
491700010000	TROY	124
280202030000	UNIONDALE	1729
412300010000	UTICA	1689
280213020000	VALLEY STREAM 13	152
280224020000	VALLEY STREAM 24	106
280230020000	VALLEY STREAM 30	147
280251070000	VALLEY STREAM CHS	217
31601060000	VESTAL	117
431701060000	VICTOR	125
132101060000	WAPPINGERS	317
440102060000	WASHINGTONVILLE	131
11200010000	WATERVLIET	123
261901060000	WEBSTER	208

580102030000	WEST BABYLON	255
420101060000	WEST GENESEE	106
280227030000	WEST HEMPSTEAD	164
260803060000	WEST IRONDEQUOIT	106
280401030000	WESTBURY	1601
580902020000	WESTHAMPTON BEACH	184
662200010000	WHITE PLAINS	1281
580232030000	WILLIAM FLOYD	983
140203060000	WILLIAMSVILLE	440
580109020000	WYANDANCH	888
662300010000	YONKERS	3288

## Attachment B

### CLINICALLY RICH INTENSIVE TEACHER INSTITUTE – Bilingual Education (CR-ITI-BE)

#### GENERAL EDUCATION TEACHERS:

#### BILINGUAL EDUCATION EXTENSION (15 credits)

	COURSE TITLES	COURSE DESCRIPTIONS
I	<b>Foundations, Theory and Practice of Bilingual General and Special Education</b> (3 credits)	Foundations, theory and practice of bilingual general and special education, multicultural perspectives in education, including an overview of linguistics and English grammar.
II	<b>Curriculum, Assessment and Methods of Teaching English as a Second Language in General and Special Education</b> (3 credits)	Methods, materials and assessment criteria used to teach English as a New Language to English Language Learners including those with disabilities, at the elementary and secondary levels to meet the New York State P-12 English Language Arts Learning Standards and assessment requirements in the state of New York.
III	<b>Curriculum, Assessment and Methods of Teaching Native Language Arts in General and Special Education</b> (3 credits)	Methods, materials and assessment criteria used to teach native language arts to English Language Learners including those with disabilities, at the elementary and secondary levels to meet the New York State P-12 English Language Arts Learning Standards and assessment requirements in the state of New York.
IV	<i>(Content Area – Level I)</i> <b>Second Language Acquisition and Literacy Development in Core Subject Areas for Second Language Learners</b> (3 credits)	Fundamentals of the second language acquisition process and its impact on literacy development in core subject areas, including interdisciplinary practices that incorporate the four basic skills: listening, speaking, reading, and writing in native language arts and in English through English to Speakers of Other Languages methodologies, with a focus on reading and writing in the core subjects of Mathematics, Science, and Social Studies, as indicated in the New York State P-12 Learning Standards.
V	<i>(Content Area – Level II)</i> <b>Methods of Teaching Core Subject Areas in the Native Language and English</b> (3 credits)	Methods, materials and assessment criteria used to teach core subject areas in the native language and English to English Language Learners including those with disabilities. Focus should be given to meet the language arts modalities (listening, speaking, reading and writing) for Native Language and English as a New Language instruction in the content areas of Mathematics, Science, and Social Studies, as indicated in the New York State P-12 Learning Standards.

**CLINICALLY RICH INTENSIVE TEACHER INSTITUTE – Bilingual Education (CR-ITI-BE)**

**GENERAL EDUCATION TEACHERS:**

**TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (15 credits)**

	<b>COURSE TITLES</b>	<b>COURSE DESCRIPTIONS</b>
<b>I</b>	<b>Foundations, Theory and Practice of Bilingual General and Special Education</b> (3 credits)	Foundations, theory and practice of bilingual general and special education, multicultural perspectives in education, including an overview of linguistics and English grammar.
<b>II</b>	<b>Methods of Teaching English as a Second Language in General and Special Education</b> (3 credits)	Methods, materials and assessment criteria used to teach English as a New Language to English Language Learners including those with disabilities, at the elementary and secondary levels to meet the New York State P-12 English Language Arts Learning Standards and assessment requirements in the state of New York.
<b>III</b>	<b>Curriculum, Instruction and Assessment in English as a Second Language in General and Special Education</b> (3 credits)	In-depth study of the curriculum, instruction and assessment in English as a New Language instruction of English Language Learners including those with disabilities, to meet the New York State P-12 English Language Arts Learning Standards and assessment requirements in the state of New York.
<b>IV</b>	<i>(Content Area – Level I)</i> <b>Second Language Acquisition and Literacy Development in Core Subject Areas for Second Language Learners</b> (3 credits)	Fundamentals of the second language acquisition process and its impact on literacy development in core subject areas, including interdisciplinary practices that incorporate the four basic skills: listening, speaking, reading, and writing in English through English to Speakers of Other Languages methodologies, with a focus on reading and writing in the core areas of Mathematics, Science, and Social Studies, as indicated in the New York State P-12 Learning Standards.
<b>V</b>	<i>(Content Area – Level II)</i> <b>Methods of Teaching English as a Second Language in Core Subject Areas</b> (3 credits)	Methods, materials and assessment criteria used to teach core subject areas in English to English Language Learners/, including those with disabilities. Focus should be given to meet the language arts modalities (listening, speaking, reading and writing) for English as a New Language instruction in the content areas of Mathematics, Science, and Social Studies, as indicated in the New York State P-12 Learning Standards.

## Attachment C

**CLINICALLY RICH INTENSIVE TEACHER INSTITUTE IN  
BILINGUAL EDUCATION AND TEACHING ENGLISH TO SPEAKERS OF OTHER  
LANGUAGES  
(CR-ITI-BE/ESOL)**

**TUITION ASSISTANCE CHART PER PARTICIPANT BY PROGRAM TYPE**

<b>Type of ITI Program</b>	<b>Tuition Assistance</b>	<b>Number of Participating Students</b>	<b>Credits/Semesters Required</b>	<b>Total Amount Paid for Completion of Program</b>
<b>Graduate Level</b>	<b>\$300 per credit</b>	<b>20 per year</b>	<b>15 credits</b>	<b>\$90,000 per year</b>
<b>Operational Cost for each IHE</b>	<b>\$47,500 per year</b>	<b>20 per year</b>	<b>Coordination of Clinically Rich Program</b>	<b>\$47,500 per year</b>
				<b>\$137,500 per year for each IHE</b>

*The graduate level component of the CR-ITI-BE/ESOL program requires completion of a 15-credit sequence to obtain either a Bilingual Education extension or an ESOL certification. The CR-ITI-BE/ESOL pays \$300 per credit to the selected IHE for each candidate accepted into the program, or \$4,500 per student.*

# Attachment D

## Memorandum of Understanding (MOU)

INSTRUCTIONS: Provide a completed Attachment D with the application. 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). NYC based 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.

### *TEMPLATE*

**[INSERT Name of Sponsoring Institution(s)]**

and the participating partner for the

**Clinically Rich Intensive Teacher Institute in**

**[Bilingual (CR-ITI-BE) or ESOL (CR-ITI-ESOL)]**

**[INSERT name and address of each LEA partner]**

This cooperative agreement reflects the overall commitment of each of the partners, as well as details the specific roles and responsibilities, services, materials, and/or fiscal resources each partner will provide to enhance the preparation of graduate teachers. The purpose of this partnership is to prepare and support graduate teachers to help all students achieve high standards of learning and development.

This MOU must include the following:

- The roles of each partner in the recruitment, preparation, and mentoring of candidates;
- The selection and evaluation criteria and recruitment process for mentor-teachers;
- A commitment to actively recruit and select candidates who demonstrate excellence in content, and possess a sincere intent to serve as teachers; and
- The various types of assessments that will be used to evaluate candidates throughout the program, and how such assessments will be utilized to prescribe study and authentic, real-world experiences that will enable candidates to develop the knowledge, understanding, and skills necessary to successfully meet the requirements of the program, provide effective teaching in high-need schools, and to obtain certification upon completion of the program.

**[Insert name of Institution(s) of Higher Education (IHE)] and its school/department of education agree to:**



*[INSTRUCTION to IHE: Please summarize the roles and responsibilities of this partner in the design, implementation, and evaluation of the pilot program as described fully in the program narrative; as well as the specific services, materials, and/or fiscal resources to be provided by this partner. Provide a plan which shall include, but not be limited to, setting selection criteria, the recruitment and training processes for mentor-teachers, and developing plans to provide professional development programs based on research and best practices for mentors and teachers. Include a commitment for all candidates to complete a Teacher Performance Assessment.]*

**Partner(s) agree(s) to:**

*[INSTRUCTION to LEAs: Please summarize the roles and responsibilities of this partner in the design, implementation, and evaluation of the pilot program as described fully in the program narrative; as well as the specific services, materials, and/or fiscal resources to be provided by this partner.*

*Please include a plan to provide up to one continuous school year of mentored clinical experience by the assigned mentor-teacher for the candidate and support by a team comprised of program faculty, teachers and administrators at the school and, if applicable, the superintendent. The plan must include a commitment to enable all candidates to complete a Teacher Performance Assessment in the context of the clinical residency.]*

Institution Name \_\_\_\_\_

Name and Title \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Partner or LEA Name: \_\_\_\_\_

Principal or Authorized Administrator Name and Title:  
\_\_\_\_\_  
\_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**(Add signature lines for additional partners as necessary)**

**Proposal Evaluation Rubric**  
**2023-2028 Clinically Rich Intensive Teacher Institute in Bilingual Education**

<b><u>Applicant:</u></b>		<b><u>Date:</u></b>
<b><u>Reviewer Initials</u></b>	<b><u>Review Completed:</u></b>	<b><u>Total Score (out of 100):</u></b>

**Rating Guidelines:**

Very Good - Specific and comprehensive. Complete, detailed, and clearly articulated information as to how the criteria are met. Well-conceived and thoroughly developed ideas.

Good - General but sufficient detail. Adequate information as to how the criteria are met, but some areas are not fully explained and/or questions remain. Some minor inconsistencies and weaknesses.

Fair - Unclear and non-specific. Limited information is provided about approach and strategies. Lacks focus and detail.

Poor - Does not meet the criteria, fails to provide information, provides inaccurate information, or provides information that requires substantial clarification as to how the criteria are met.

<b><u>Eligibility for Scoring</u></b>	<b><u>Yes</u></b>	<b><u>No</u></b>
The IHEs must collaborate with LEA partners to select teacher candidates and/or mentor teachers to work with candidates.	<b><u>Eligible</u></b>	<b><u>Ineligible</u></b>

<b><u>Program Summary (total 8 points)</u></b>	<b><u>Very Good</u></b>	<b><u>Good</u></b>	<b><u>Fair</u></b>	<b><u>Poor</u></b>
<p><u>1) Program Summary</u></p> <p><u>The program summary describes the following:</u></p> <ul style="list-style-type: none"> <li>• <u>The collaboration between the IHE and LEA on this clinically rich teacher program to improve supply of effective ESOL and/or Bilingual Education teachers</u></li> <li>• <u>How the program will make efforts to improve effectiveness of teacher candidates in ESOL and/or Bilingual Education</u></li> </ul>	<p><u>4</u></p> <p><u>4</u></p>	<p><u>3</u></p> <p><u>3</u></p>	<p><u>2</u></p> <p><u>2</u></p>	<p><u>1</u></p> <p><u>1</u></p>
<p><b>Comments:</b> _____ <b>Score ( ) out of 8</b></p>				

<b><u>Program Elements (total 32 points)</u></b>	<b><u>Very Good</u></b>	<b><u>Good</u></b>	<b><u>Fair</u></b>	<b><u>Poor</u></b>
<p><u>2A) Selection of teacher candidates</u></p> <ul style="list-style-type: none"> <li>• <u>The applicant describes how the admission requirements, standards and process will lead to recruitment and rigorous selection of a high-caliber, diverse group of candidates.</u></li> <li>• <u>The applicant describes how the program will ensure that candidates are committed to completing the program and teaching for two years in ESOL or Bilingual Education.</u></li> </ul>	<p><u>4</u></p> <p><u>4</u></p>	<p><u>3</u></p> <p><u>3</u></p>	<p><u>2</u></p> <p><u>2</u></p>	<p><u>1</u></p> <p><u>1</u></p>
<p><u>2B) Selection of mentor-teachers, and training of mentor-teachers</u></p> <ul style="list-style-type: none"> <li>• <u>The applicant describes the recruitment and selection of mentor-teachers.</u></li> </ul>				

<p><u>including assessing their teaching practice using the NYS Mentoring Standards, and ensuring that mentor-teachers have demonstrated positive impact on student achievement results in their own classrooms.</u></p> <ul style="list-style-type: none"> <li>• <u>The initial training program of the mentor-teacher and tools used to ensure mentor-teachers improve their abilities to coach and develop other teachers is described. The applicant describes the on-going professional development that will be offered through the partnerships to mentor-teachers. The roles of LEA and IHE and any other partners if applicable in this training program are described.</u></li> <li>• <u>The applicant addresses each of the following:</u> <ul style="list-style-type: none"> <li>○ <u>How the IHE and LEA will ensure that mentor-teachers are implementing the New York State Next Generation P-12 Learning Standards in their own classrooms</u></li> <li>○ <u>How the IHE and LEA will ensure that mentor-teachers are skilled in using multiple forms of student assessment data to inform their lesson planning, and daily instruction</u></li> <li>○ <u>How the IHE and LEA will ensure that the mentor-teachers are skilled in special knowledge and skills for ESOL or Bilingual Education addressed by this program</u></li> </ul> </li> </ul>	4	3	2	1
<p><u>2C) Program Curriculum</u></p> <ul style="list-style-type: none"> <li>• <u>The applicant describes how pre-existing or new coursework offered by the proposed program(s) will prepare teacher candidates to:</u> <ul style="list-style-type: none"> <li>○ <u>have positive impact on their students' learning;</u></li> <li>○ <u>use multiple sources of student learning data to inform instruction;</u></li> </ul> </li> </ul>	4	3	2	1

<ul style="list-style-type: none"> <li>○ <u>understand and implement the New York State Next Generation P-12 Learning Standards in their classrooms;</u></li> <li>○ <u>develop the knowledge and skills required for ESOL or Bilingual Education;</u></li> <li>○ <u>differentiate instruction based on needs, learning styles and cultural differences of their students;</u></li> <li>○ <u>engage constructively with parents and community members.</u></li> </ul> <ul style="list-style-type: none"> <li>● <u>The applicant describes how technology will be incorporated into the program to prepare and enhance the practices of the candidates and to positively impact student learning. The applicant describes how the program incorporates video of teacher candidates practice and/or exemplary teacher practice into coaching and developing teacher candidates.</u></li> <li>● <u>The applicant describes how the IHE will prepare candidates for the Teacher Performance Assessment.</u></li> </ul>	4	3	2	1
<p><b>Comments:</b></p>	<b>Score (     ) out of 32</b>			

<b><u>Organizational Capacity and Program Sustainability (total 40 points)</u></b>	<b><u>Very Good</u></b>	<b><u>Good</u></b>	<b><u>Fair</u></b>	<b><u>Poor</u></b>
<p><b><u>3A) Year One Work Plan</u></b></p> <ul style="list-style-type: none"> <li>● <u>The applicant includes the first year activities from July 1, 2023 to June 30, 2024 to The applicant describes timelines, responsibilities and milestones to be undertaken by each partner (IHE, LEA and partnering organization if applicable) to develop and launch the program. The applicant identifies which entity within the IHE will administer the</u></li> </ul>	4	3	2	1

<p><u>program and the resources (including contributions) that will be provided to build the capacity and sustain the program.</u></p> <ul style="list-style-type: none"> <li>• <u>The applicant describes the process for overseeing the project plan, adjusting activities and timelines as needed, and ensuring ongoing communication amongst partners and key staff.</u></li> </ul>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<p><u>3B) Overall Project Plan</u></p> <ul style="list-style-type: none"> <li>• <u>The plan includes all activities and all milestones from July 1, 2023 through June 30, 2028. The applicant describes timelines, responsibilities and milestones to be undertaken by each partner (IHE, LEA and partnering organization if applicable) to develop and launch the program.</u></li> <li>• <u>The applicant describes the process for overseeing the project plan, adjusting activities and timelines as needed, and a plan for ensuring ongoing communication amongst partners and key staff.</u></li> </ul>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>

<u>3C) Demonstrated Organizational Capacity and Track Record of Partners</u>				
<ul style="list-style-type: none"> <li>• <u>The applicant included an Organization Chart that delineates the lines of authority among the members of the CR-ITI-BE/ESOL staff to each other. This chart includes the position of CR-ITI-BE/ESOL within the host agency, and indicates the lines of supervision related to the overall agency staff.</u></li> </ul>	4	3	2	1
<ul style="list-style-type: none"> <li>• <u>The applicant included the description for each staff position, the duties and responsibilities for each staff member, and the qualifications and resume of persons employed for each position.</u></li> </ul>	4	3	2	1
<ul style="list-style-type: none"> <li>• <u>The application demonstrated their track record including data or research evidence of the IHE's ability to produce candidates who enter full-time teaching with a high level of teaching skill and are able to have a positive impact on the achievement of their ELL students. The proposal includes evidence of candidates who have graduated from the IHE's program and have been teaching in their new ESOL or Bilingual certification for at least two years.</u></li> </ul>	4	3	2	1
<ul style="list-style-type: none"> <li>• <u>This section demonstrates track record of the LEA of recruiting and developing new teachers to reach a high level of practice and have positive impact on student learning.</u></li> </ul>	4	3	2	1
<ul style="list-style-type: none"> <li>• <u>The applicant describes a history of collaboration between an LEA(s) and the IHE around other initiatives to recruit, develop, retain or train effective teachers, especially in shortage certification areas. The applicant provides evidence of the results of these initiatives.</u></li> </ul>	4	3	2	1
<u>3D) Program Assessment</u>				

<u>Applicant described how the IHE and LEA(s) will collaborate to gather data and assess the results of the program during and after the grant period.</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<b>Comments:</b> _____ <b>Score (            ) out of 40</b>				

<b><u>Budget (total 20 points)</u></b>				
<i><u>This section describes proposed expenditures that are appropriate, reasonable and necessary to support the project activities and goals. The expenditures and activities are supplemental to and do not supplant or duplicate services currently provided.</u></i>				
<b><u>Criteria</u></b>	<b><u>Very Good</u></b>	<b><u>Good</u></b>	<b><u>Fair</u></b>	<b><u>Poor</u></b>
<u>Expenditures are reasonable and necessary to support the recruitment, retention, certification and increase of highly qualified certified Bilingual and ESOL teachers, as well as other necessary expenditures, such as administrative costs, equipment, travel and materials.</u>	<u>5-4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<u>The budget provides a breakdown of all staffing, including title, full or part-time status, and the costs associated with staff salary and benefits. It describes any in-kind services that will be provided by the applicant.</u>	<u>5-4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<u>The budget items are clear and obvious about how the proposed expenditures will be used to support the project activities and contribute to the program goals.</u>	<u>5-4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<u>Budget items are supplemental to and do not supplant expenses and activities supported by other funding sources.</u>	<u>5-4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<b>Comments:</b> _____ <b>Score (            ) out of 20</b>				



**Total Score Technical Proposal/Narrative: \_\_\_\_\_ Score (     ) out of 80**

**Total Score Budget/Narrative: \_\_\_\_\_ Score (     ) out of 20**

**Total Proposal Score: \_\_\_\_\_ (     ) out of 100**

## Required Assurances and Certifications

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The following assurances and certifications are a component of your application. *By signing the certification on the application cover page, you are ensuring accountability and compliance with applicable State and federal laws, regulations, and grants management requirements.*

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### Sexual Harassment Prevention Certification

By submission of this application, each applicant and each person signing on behalf of any applicant certifies, and in the case of a joint application each party thereto certifies its own organization, under penalty of perjury, that the applicant has and has implemented a written policy addressing sexual harassment prevention in the workplace and provides annual sexual harassment prevention training to all of its employees. Such policy shall, at a minimum, meet the requirements of section two hundred one-g of the labor law.

Appendix R  
NEW YORK STATE EDUCATION DEPARTMENT'S  
DATA PRIVACY APPENDIX FOR GRANT CONTRACTS

ARTICLE I: DEFINITIONS

As used in this Data Privacy Appendix ("DPA"), the following terms shall have the following meanings:

1. **Access:** The ability to view or otherwise obtain, but not copy or save, data arising from the on-site use of an information system or from a personal meeting.
2. **Breach:** The unauthorized Access, acquisition, use, or Disclosure of Personal Information that is (a) accomplished in a manner not permitted by New York State and federal laws, rules, and regulations, or in a manner that compromises its security or privacy, (b) executed by or provided to a person not authorized to acquire, access, use, or receive it, or (c) a Breach of Contractor's or Subcontractor's security that leads to the accidental or unlawful destruction, loss, alteration, Access to or Disclosure of, Personal Information.
3. **Disclose or Disclosure:** The intentional or unintentional release, transfer, or communication of Personal Information by any means, including oral, written, or electronic.
4. **Personal Information:** Information concerning a natural person which, because of name, number, personal mark, or other identifier, can be used to identify such natural person.
5. **Services:** Services provided by Contractor pursuant to this Contract with the New York State Education Department ("NYSED") to which this DPA is attached and incorporated.
6. **Subcontractor:** Contractor's non-employee agents, consultants, volunteers, including student interns, who is engaged in the provision of Services pursuant to an agreement with or at the direction of the Contractor.

ARTICLE II: PRIVACY AND SECURITY OF PERSONAL INFORMATION

1. **Compliance with Law.**

When providing Services pursuant to this Contract, Contractor may receive and/or have Access to Personal Information regulated by one or more New York and/or federal laws and regulations, including, but not limited to, the Family Educational Rights and Privacy Act at 12 U.S.C. § 1232g (34 CFR Part 99); Children's Online Privacy Protection Act at 15 U.S.C. §§ 6501-6502 (16 CFR Part 312); Protection of Pupil Rights Amendment at 20 U.S.C. § 1232h (34 CFR Part 98); the Individuals with Disabilities Education Act at 20 U.S.C. § 1400 et seq. (34 CFR Part 300); the New York Education Law at § 2-d (8 NYCRR Part 121); the New York General Business Law at article 39-F; and the New York Personal Privacy Protection Law at Public Officers Law article 6-A. Contractor agrees to maintain the confidentiality and security of Personal Information in accordance with applicable New York, federal and local laws, rules and regulations.

## **2. Data Privacy and Security.**

- (a) Contractor agrees and understands that Contractor has no property, licensing, or ownership rights or claims to Personal Information Accessed by or Disclosed to Contractor for the purpose of providing Services, and Contractor shall not use Personal Information for any purpose other than to provide Services. Contractor will ensure that its Subcontractors agree and understand that neither the Subcontractor nor Contractor has any property, licensing or ownership rights or claims to Personal Information received or Accessed by or Disclosed to Subcontractor for the purpose of assisting Contractor in providing Services.
- (b) Contractor shall adopt and maintain reasonable safeguards to protect the security, confidentiality, and integrity of Personal Information in a manner that complies with General Business Law section 899-bb and other applicable New York State, federal and local laws, rules and regulations.
- (c) Upon NYSED's request, Contractor may be required to undergo an audit of its privacy and security safeguards, measures, and controls, or in lieu of performing an audit, provide NYSED with an industry standard independent audit report on Contractor's privacy and security practices that is no more than twelve months old.

## **3. Contractor's Employees and Subcontractors.**

- (a) Access to or Disclosure of Personal Information shall only be provided to Contractor's employees and Subcontractors who need to know the Personal Information to provide the Services and such Access and/or Disclosure of Personal Information shall be limited to the extent necessary to provide such Services. Contractor shall ensure that all such employees and Subcontractors comply with the terms of this DPA.
- (b) Contractor must ensure that each Subcontractor performing Services where the Subcontractor will have Access to and/or receive Disclosed Personal Information is contractually bound by a written agreement that includes confidentiality and data security obligations equivalent to, consistent with, and no less protective than, those found in this DPA.
- (c) Contractor shall examine the data privacy and security measures of its Subcontractors. If at any point a Subcontractor fails to materially comply with the requirements of this DPA, Contractor shall (i) notify NYSED, (ii) as applicable, remove such Subcontractor's Access to Personal Information; and (iii) as applicable, retrieve all Personal Information received or stored by such Subcontractor and/or ensure that such Personal Information has been securely deleted or securely destroyed in accordance with this DPA. In the event there is an incident in which Personal Information held, possessed, or stored by the Subcontractor is compromised, unlawfully Accessed, or unlawfully Disclosed, Contractor shall follow the Data Breach reporting requirements set forth in Section 5 of this DPA.
- (d) Contractor shall take full responsibility for the acts and omissions of its employees and Subcontractors.

- (e) Other than Contractor's employees and Subcontractors who have a need to know the Personal Information, Contractor must not provide Access to or Disclose Personal Information to any other party unless such Disclosure is required by statute, court order or subpoena, and Contractor notifies NYSED of the court order or subpoena no later than the time the Personal Information is Disclosed, unless such Disclosure to NYSED is expressly prohibited by the statute, court order or subpoena. Notification shall be made in accordance with the Notice provisions of this r Contract and shall also be provided to the Office of the Chief Privacy Officer, NYS Education Department, 89 Washington Avenue, Albany, New York 12234.
- (f) Contractor shall ensure that its Subcontractors know that they cannot provide Access to or Disclose Personal Information to any other party unless such Disclosure is required by statute, court order or subpoena. If a Subcontractor is required to provide Access to or Disclose Personal Information pursuant to a court order or subpoena, the Subcontractor shall, unless prohibited by statute, court order or subpoena, notify Contractor no later than two (2) days before any Personal Information is Disclosed. Upon receipt of notice from a Subcontractor, Contractor shall provide notice to NYSED no later than the time that the Subcontractor is scheduled to provide Access to or Disclose the Personal Information.
- (g) Contractor shall ensure that all its employees and Subcontractors who will receive Personal Information will be trained on the federal and state laws governing confidentiality of such data prior to receipt.

**4. Data Return and Destruction of Data.**

- (a) Contractor is prohibited from retaining Disclosed Personal Information or continuing to Access Personal Information, including any copy, summary or extract of Personal Information, on any storage medium (including, without limitation, hard copies, and storage in secure data centers and/or cloud-based facilities) beyond the term of the this Contract unless such retention is expressly authorized by the this Contract, necessary for purpose of facilitating the transfer of Personal Information to NYSED, or expressly required by law. As applicable, upon expiration or termination of this Contract, Contractor shall transfer Personal Information to NYSED in a format agreed to by the Parties.
- (b) When the purpose that necessitated Contractor's Access to and/or Disclosure of Personal Information has been completed or Contractor's authority to have Access to Personal Information and/or retain Disclosed Personal Information has expired, Contractor shall ensure that, as applicable, (1) all privileges providing Access to Personal Information are revoked, and (2) all Personal Information (including without limitation, all hard copies, archived copies, electronic versions, electronic imaging of hard copies) retained by Contractor and/or its Subcontractors, including all Personal Information maintained on behalf of Contractor or its Subcontractors in a secure data center and/or cloud-based facilities is securely deleted and/or destroyed in a manner that does not allow it to be retrieved or retrievable, read, or

reconstructed. Hard copy media must be shredded or destroyed such that Personal Information cannot be read, or otherwise reconstructed, and electronic media must be securely cleared, purged, or destroyed such that the Personal Information cannot be retrieved, read, or reconstructed. When Personal Information is held in paper form, destruction of such Personal Information, and not redaction, will satisfy the requirements for data destruction. Redaction is specifically excluded as a means of data destruction.

- (c) Upon request by NYSED, Contractor may be required to provide NYSED with a written certification of (1) revocation of Access to Personal Information granted by Contractor and/or its Subcontractors, and (2) the secure deletion and/or secure destruction of Personal Information held by the Contractor or Subcontractors, at the address for notifications set forth in this Contract.
- (d) To the extent that Contractor and/or its Subcontractors continue to be in possession of any de-identified data (i.e., data that has had all direct and indirect identifiers removed), Contractor agrees that it will not attempt to re-identify de-identified data and/or transfer de-identified data to any person or entity, except as provided in subsection (a) of this section and that it will prohibit its Subcontractors from the same.

#### **5. Breach.**

- (a) Contractor shall promptly notify NYSED of any Breach of Personal Information, regardless of whether the Contractor or a Subcontractor suffered the Breach, without delay and in the most expedient way possible, but in no circumstance later than seven (7) calendar days after discovery of the Breach. Notifications shall be made in accordance with the notice provisions of this contract and shall also be provide to the office of the Chief Privacy Officer, NYS Education Department, 89 Washington Avenue, Albany, New York 12234 and must include a description of the Breach that identifies the date of the incident, the date of discovery, the types of Personal Information affected and the number of records affected; a description of Contractor's investigation; and the name of a point of contact.
- (b) Contractor and its Subcontractors will cooperate with NYSED, and law enforcement where necessary, in any investigations into a Breach. Any costs incidental to the required cooperation or participation of the Contractor or its Subcontractors will be the sole responsibility of the Contractor if such Breach is attributable to Contractor or its Subcontractors.
- (c) Contractor shall promptly notify the affected individuals of any Breach, regardless of whether Contractor or a Subcontractor suffered the Breach. Such notice shall be made using one of the methods prescribed by § 899-aa (5) of the New York General Business Law. If Contractor requires information from NYSED to perform such notifications, Contractor shall reimburse NYSED for the cost of assembling and providing such information to Contractor.

**6. Termination.**

The confidentiality and data security obligations of Contractor under this DPA shall survive any termination of this Contract to which this DPA is attached and shall continue for as long as Contractor or its Subcontractors retain Access to Personal Information.