

TLOP Educational Leadership Webinar Questions – 3/27/09

- 1) I am not clear on the LEA requirement. Can a partner LEA have 5 percent provisionally certified teachers? I am not sure what the NOTE means in attachment A (p. 53) regarding an explanation of provisional certification in NYS. (On Long Island we have virtually no LEAs with 5% of teachers teaching in subjects where they do not have training. We do have places that have at least 5 percent provisionally certified teachers, however.)

Yes, a partner school may have 5% provisionally certified teachers, however, that would not be the qualifying factor for the partner school since provisionally certified teachers in New York State have full certification status for beginning teachers. Therefore, in addition to number 1 under High-Need LEA, the LEA would have to meet the other condition: a high percentage of teachers who are not teaching in the academic subjects or at the grade levels for which they have training. See link at Attachment B for list of High-Need Schools.

We believe that on Long Island, in Nassau County there are at least four LEAs (Hempstead, Roosevelt, Freeport and Westbury) and six in Suffolk County (Copiague, Amityville, Wyandanch, William Floyd, Brentwood and Central Islip) that may meet that requirement.

- 2) If an applicant is interested in operating a program in two different, high-need LEAs in different parts of the State, should separate proposals be submitted for each LEA? Or can a consolidated application covering each LEA be submitted?

Applicants interested in operating a program in two different LEAs should submit a single (consolidated) application.

- 3) What is the definition of a high-needs school partner? I do not understand how “provisional” teaching status fits in with the high-needs designation?

The definition of High-need school partner is included in the RFP, Attachment A, Definitions. NYS provisional certification is considered a certification. IT does NOT count towards the 5%. If they were teaching out of their area for example, that would be a different situation. In the case of NYS, provisionally certified teachers working in their certification areas

A partner school may have 5% provisionally certified teachers, however, that would not be the qualifying factor for the partner school since provisionally certified teachers in New York State have full certification status for beginning teachers. Therefore, in addition to number 1 under High-need LEA, the LEA would have to meet the other condition: a high percentage of teachers who are not teaching in the academic subjects or at the grade levels for which they have training. See link at Attachment B for list of High-Need Schools.

- 4) What percentage of the project must involve high-needs schools?

As listed in the RFP, a high-need LEA needs to have at least 50% high-need schools and meet the definition in Attachment A.

- 5) How should we handle districts that are SURR but not classified as high-needs?

You must follow the Federal requirements which calls for High-Need.

- 6) If a potential partner district appears on the list of High-need School Districts that Attachment B is web-linked to, is it assured that that district meets both RFP criteria for being high-need (as defined on p. 2, #2)?

Yes, that will be assured.

- 7) It appears that we cannot partner with a school district unless at least 5% of the teaching staff are in positions for which they are not qualified. On Long Island, we have virtually no schools that fall into this category – unless I am not understanding this section of the RFP. Please clarify.

The RFP calls for having a high percentage of teachers not teaching in the academic subjects or at the grade levels for which they have training, or having a high percentage of teachers with emergency, temporary, or provisional certification or licensing. (See Attachment B for information on how to determine whether a specific LEA satisfies this criterion, and see the first page of Attachment A concerning the status of provisional certification.)

We believe that on Long Island, in Nassau County there are at least four LEAs (Hempstead, Roosevelt, Freeport and Westbury) and six in Suffolk County (Copiague, Amityville, Wyandanch, William Floyd, Brentwood and Central Islip) that may meet that requirement.

- 8) For the purposes of this RFP, is the entire NYCDOE considered a single LEA, or are the individual school districts considered separate LEAs?

NYCDOE is considered a single LEA, it is part of the Big 5. However, MOAs should be signed by the individual School District partner.

- 9) In Attachment A (p.53) of the RFP it appears that the partner school district must have at least 5% of their staff who are not teaching in the academic subjects or at the grade levels for which they have training or have emergency, temporary or provisional certification or licensing. I do not understand the reference to “provisional” status note found just below this explanation in Attachment A. If, in fact, we need to partner with school districts that have at least 5% of staff who do not possess the proper credentials, the grant is in effect leaving out all of Long Island, where virtually no districts are operating with such a deficit in personnel background. Please clarify.

NYS provisional certification is considered a certification. If the teachers were teaching out of their area for example, that would be a different situation. In the case of NYS, provisionally certified teachers working in their certification areas, would not count as a “temporary license”.

I believe that on Long Island, in Nassau County there are at least four LEAs (Hempstead, Roosevelt, Freeport and Westbury) and six in Suffolk County (Copiague, Amityville, Wyandanch, William Floyd, Brentwood and Central Islip) that may meet that requirement.

- 10) We have in the past used % students on free and reduced lunch to define poverty, and I thought I heard it said at the webinar that this would still be OK. However the % in poverty that we get on clicking the census numbers that you suggest at the end of your RFP does not match the % free lunch at all. For instance, Buffalo has 70% free lunch and 8% reduced free lunch, whereas the Census figures of 17,224 students out of 49,179 give 35.0% poverty. Yonkers, one of the big five, comes out at 16.0% from the Census. Can we use % free lunch? I fear the Census figures will be so tight that it will be hard to meet the “High Need” criterion with them.

To meet the first requirement of the High Need Criteria a school district must have 10,000 students below the poverty line or 20% of their students from families below the poverty line. To determine poverty levels by school district, applicants may find the percent below poverty level by using either the Census Bureau data found at: <http://www.census.gov/hhes/www/saipe/district.html> or the New York State Report Card for districts Free Lunch data found at: <https://www.nystart.gov/publicweb/Home.do?year=2007>.

- 11) I would like to confirm if there are any specific limitations pertaining to the number of proposals submitted by a single institution? I would like to confirm if a single institution is indeed eligible to apply for both grants?

Yes, eligible applicants may apply for and submit separate applications for both the Educational Leadership and Professional Development programs. See RFP page 9 Section V11 Funding for specific limitation for the Education Leadership grant.

- 12) May a single IHE submit 2 TLQP grant applications: 1 for In-Service Professional Development, and 1 for Ed Leadership Program Enhancement?

See response for question 11 above.

- 13) Are institutions of higher education (IHE) the only type of organization that can serve as the applicant for this initiative? If not, what other organizations are eligible to apply as the lead agency/applicant?

Institutions of Higher Education (IHEs) are the only organizations that can serve as applicants.

- 14) What other types of organizations (besides IHEs) are eligible to serve as the primary applicant/grant recipient in this initiative? For example, if an organization is not registered to provide this educational leadership training, can they serve as a lead with an IHE partner that is accredited?

Institutions of Higher Education (IHEs) are the only organizations that can serve as primary applicants. If an organization is not registered to provide an educational leadership training program, they can serve as a lead with an IHE partner that is accredited. However, that organization must be an IHE that meets the definition in the RFP.

- 15) I understand that these are two different projects. For the TLQP Educational Leadership project – will there be up to only two grants awarded per region?

No, that is not a requirement in this proposal/project.

- 16) Charter Schools in NY are LEAs; charter schools in Buffalo (a high-needs district) are also high-needs LEAs. If a Buffalo charter school meets the criteria for a high-need LEA (i.e. at least 20% of families below the poverty line & more than 5% of teachers teaching out of subject or grade, or with provisional certification), can it be the primary LEA partner (among the IHE, School of Arts and Sciences, and high-needs LEA)?

A Charter School may function as an optional partner*. Charter Schools cannot function as the primary LEA because the primary LEA should be a School District meeting the High-Need criteria. (*An optional partner is an eligible partner that is not one of the required partners on page 2 of the RFP. Optional partners fall under 3& 4 under Partnership may include on page 2 of the RFP.)

- 17) In Western New York, area charter schools have formed the Western New York Charter School Coalition – a 501(c)(3) organization with representation from each school. Can this entity be the primary partner if 50% or more of its represented LEAs are high-need LEAs?

The Western New York Charter School Coalition is not a School District. The Coalition does not qualify as a primary partner. However, they can be an optional partner.

- 18) As I study the RFP for the TLQP Educational Leadership Program Enhancement, I am not clear – will the TLQP program continue? In the RFP it states that funding will support both initiatives, yet no dates are provided for a reapplication for TLQP. Can you clarify?

There are two TLQP programs: Educational Leadership Program Enhancement and In-Service Professional Development. Both programs are being funded. Grants for the TLQP program will be for three years, September 1, 2009 through August 31, 2012, depending upon the availability of federal funding. Awards will be made up to \$300,000 per year. It is estimated that up to \$1.5 million will be available for these projects for funding year 2009-2010. The initial contract period will be from September 1, 2009 through August 31, 2010 with the possibility of two one-year renewals depending upon the availability of federal funding. For fiscal year 2009-2010, the application deadline for both programs is April 27, 2009.

- 19) Funding: The guidelines indicate that no one “member” may use more than 50%. Does that refer to one individual or the “partner”? If the partner, is there any flexibility? We anticipate that much of the funds would be directed toward the participating school district and that might be problematic.

The guideline indication refers to one partner. There is no flexibility as this is a federal requirement.

- 20) Since the fiscal agent carries the 8% overhead, does this count toward the 50% grant limit per institution?

The 8% overhead/indirect cost is included in the 50% grant limit.

- 21) You’ve listed the college of arts & sciences as a separate partner; does that mean that the A&S and Education schools would be treated separately for purposes of the 50% limit on any one partner’s funding?

No one partner will receive more than the 50% maximum limit on funding.

- 22) Page 6 of the application indicates that the fiscal agent “cannot act as a flow through agent for grant funds to other recipients.” Does that mean that the grant funds for LEAs would go DIRECTLY to them, or just that we would CONTRACT with them for their services (and hold them accountable for fulfilling them)?

SED TLQP awards grants funds to IHEs. IHEs act as the fiscal agent, and are expected to provide direct services, as well as obtain services from partners. Services provided by each partner must be described in the MOA.

23) Is the \$50,000 per institution exclusive of the 8% overhead.

The 8% overhead or indirect cost is inclusive of the entire project budget. However, awards will be up to \$300,000 per year and no one member of the partnership may use more than 50% of the awarded funds.

24) Must ALL dollar amounts from the budget be repeated in MOAs or will narrative outline of roles and responsibilities suffice (for the MOAs)?

The dollar amounts are not required in the MOAs. The financial details should be clearly outlined in the budget narrative. The MOAs must be signed by the partners and be well documented.

25) Do you expect that most grants will be in the \$300,000 range?

NYSED will not have that information until the applications are received and awards are determined.

26) Courses: Since we are intending to modify the curriculum, will there be a waiver from the state regarding approved courses?

There will not be a waiver.

27) If we plan to develop specialized courses in instructional leadership for teacher leaders in our partner school districts, would tuition support for those teacher leaders count toward the LEA's funding limit, or toward the university's limit?

The charges should be directed to the partner receiving the benefits. It would seem that the University would receive the benefit through professional staff salaries. Also, remember that no one member of the partnership may use more than 50 percent of the awarded funds.

28) If awarded grant monies for Year #1, what PROPORTION of the requested funds will be available to spend on Sept. 1, 2009? For example, given likely funds-disbursement timing, will partner districts be able to plan on grant-funded replacement teachers for Day #1 of the school year?

When all requirements are met, 20% of the budget will be released. Reimbursements will be made to partner districts for the cost of replacement teachers to allow participants to engage in clinical internships meeting the requirements for NYS Certification as a School Building Leader. See allowable expense on page 12 of the RFP.

29) Are we filing for one year with automatic renewal, or do we have to apply in the 2nd and 3rd years?

You are filing for fiscal year 2009-2010 for 2010-2011 and 2011-2012. Reapplication guidelines will be issued each year for all funded programs. If the program fails to submit any of the required reports (interim and final) or problems are identified in the administration of the program, funding could be withheld until rectified.

30) Our model is for a two year program. Can we write the proposal with the assumption that we would be able to get the second year of funding?

Yes.

31) Up to 50% of funds may go to one partner...is that in each year or over the entire three years?

It is for each year of the grant.

32) What is the rationale for collaboration with the liberal arts faculty?

A School of Arts and Sciences is a required partner. The Core academic subjects are the focus of all Professional Development activities that are to be offered with TLQP funds. The School of Education typically will collaborate with Schools of Arts and Science to offer content area professional development imbedded in appropriate pedagogy.

33) If IHE is awarded grant funds for Year #1, may partner districts CHANGE/be added for Years #2 and/or #3?

You can't change the scope of services provided. If you request a new partner to provide the same services, this will be handled through a formal amendment request.

34) Can new partners be added to the grant after the start of the grant?

See response to Question #33.

35) Can you give us specific examples of your expectations regarding Arts and Science?

No.

36) Can we involve some non-high-needs districts?

Yes, they can be an optional partners. However, at least 50 percent of all partner LEAs must meet the federal definition of “high-need” (see definition in Attachment A, and see Attachment B for instructions on how to determine which schools and districts meet this definition).

37) Can a high-needs school district be the partner with participants from other districts in instructional program?

Yes.

38) Could you please provide some examples of how schools of arts & sciences would contribute to this program as partners?

No, the applicant is responsible for providing NYSED with that information.

39) Our university has a School of Liberal Arts and Sciences and a School of Science and Engineering, where the “hard” sciences and mathematics and computer science are housed. Both schools would like to be involved. Is including both schools allowed? The RFP refers to these partner schools only in the singular.

Yes, they can both be individual partners.

40) What do you see as role of Arts and Sciences as partners in this program?

Applicants are responsible for defining the Arts and Science role in their application.

41) Do the program candidates need to reflect the same percentage distribution of high-need/non-high-need partners (e.g. 50%)?

That is not a requirement for the program candidates. The candidates should adequately address the high-needs areas.

42) Are 3 districts required?

The requirements are for three partners: IHE, School of Arts and Sciences and high-need LEAs..

43) Or 3 partners?

See question (42) above.

44) Can we anticipate 3 year funding if first year is successful?

The funding for this RFP is for 2009-2010. If funded projects are successfully completed and the required reapplications are submitted in a timely manner, funding may be available for years 2 and 3. It is important to note that all funding will be contingent on the Federal appropriation.

45) This RFP must include (as one of the requirements) that a high percentage of teachers not teaching in the academic subjects or at the grade levels for which they have training, or having a high percentage of teachers with emergency, temporary, or provisional certification or licensing. The RFP refers to attachment B, and upon going to that attachment, one is then led to a link that says Buffalo and Lackawanna are eligible. However, going to www.emsc.nysed.gov/irts/reportcard/2007 notes that Buffalo and Lackawanna do not meet the high percentage of teachers... When checking all the larger urban districts none of them would be eligible or meet the requirements of this grant. I am trying to determine which link is correct, the one noted in the RFP or the 2007 report card.

All conditions of the RFP must be met, including the percentages of teachers stated. Buffalo and Lackawanna are high-need. Buffalo is one of the big five cities that are considered high-need and do not have to verify their eligibility. As a big five city it is automatic. The others are NYC, Rochester, Yonkers, and Syracuse. See link at Attachment B for list of High-Need Schools.

46) On p. 12 of RFP, does “Allowable Expenses” #2 include costs of TUITION & FEES for college coursework leading to SBL certification?

Yes.

47) Is the presentation available for downloading?

Yes, at:

<http://www.highered.nysed.gov/kiap/TEACHING/TLQP/TLQP/tlqpindex.htm>.

48) Do allowable expenses include costs of taking NYS SDL Leadership exams?

No.

49) What is the URL for the website?

It is: <http://www.highered.nysed.gov/kiap/TEACHING/TLQP/TLQP/tlqpindex.htm>.

50) Is supervising interns a programmatic role?

Yes.

51) Is using online technology considered a viable tool within program development?

Yes.

52) Do all programmatic roles need to be reflected in the grant funds or can they be reflected in the in-kind contribution?

Programmatic roles can be reflected in the grant funds and also in the in-kind contributions.

53) Who must write the proposal? Must the college do it, or may the LEA do it?

It is assumed to be a collaboration of partners. However, the Institute of Higher Education must submit the application and with the CEO signature attached in blue ink.

54) Can “links” to supporting documents be included in the application text?

Yes, however, we cannot guarantee that links can be accessed by reviewers. This will be up to individual reviewers. All pertinent grant information should be in the narrative. Relying on information in web sites could cost points.

55) I am interested in a list of the current TLQP Projects. When I looked online, I printed out a page dated 2006-2007 with about 33 Projects listed. I understand there are in fact 42. I'm interested in knowing who is serving Yonkers School District at the moment.

That list is still valid. There are currently 33 funded projects. Yonkers is currently served by programs administered by Fordham University, Columbia Teachers College, and Manhattan College.

56) Usually the page limit (20 pages) does not include the Abstract. In this case, does it include the Abstract? Also, does it include the a) budget narrative and b) organizational charts?

Yes, the Abstract is included. The narrative may not exceed 30 double-spaced pages in a minimum 10 point font, and all information requested in this section (*excluding résumés, memoranda of agreement, letters of support, course descriptions, organization charts, and the TLQP 2009-10 Proposed Budget form and narrative*) must be contained within this portion of the proposal.

57) Can you please provide a very clear definition of the “full time” internship? Are we expected to actually provide full time salaries to release candidates five days of every week?

The intent of the RFP is to encourage creative thinking regarding the internship within the regulatory requirements. The interest in having internships become “full-time” is to ensure that candidates participate in a clinical experience that mirrors the real-life world of a school leader. While the internship might not be a full-time (every day) experience, it should ensure that each candidate in a funded program will gain insight and experience into the full experience of a school leader throughout a school year. To accomplish this, interns will need to be released from responsibilities other than those that constitute authentic leadership and administrative tasks and responsibilities. Grant funds as well as funding from grant partners and/or other funding sources may be used to cover costs associated with full-time internship designs.

58) Does the full-time internship need to take place during the first year of funding?

It may. The intent of the RFP is to encourage creative thinking regarding the internship within the regulatory requirements.

59) What is an acceptable number of full time internships expected in the proposal?

The number should be selected as part of the proposed plan. The proposal writers should identify the numbers of internships.

60) You indicate that an internship is full time five days per week. But is for 15 weeks similar to ELCC Standards, or a full year?

The intent of the RFP is to encourage creative thinking regarding the internship within the regulatory requirements. The interest in having internships become “full-time” is to ensure that candidates participate in a clinical experience that mirrors the real-life world of a school leader. While the internship might not be a full-time (every day) experience, it should ensure that each candidate in a funded program will gain insight and experience into the full experience of a school leader throughout a school year. To accomplish this, interns will need to be released from responsibilities other than those that constitute authentic leadership and administrative tasks and responsibilities. Grant funds as well as funding from grant partners and/or other funding sources may be used to cover costs associated with full-time internship designs.

61) If a full time internship does not imply a full year, what amount of time satisfies the definition? 400 hours?

The intent of the RFP is to encourage creative thinking regarding the internship within the regulatory requirements. The interest in having internships become “full-time” is to ensure that candidates participate in a clinical experience that mirrors the real-life world of a school leader. While the internship might not be a full-time (every day) experience, it should ensure that each candidate in a funded program will gain insight and experience into the full experience of a school leader throughout a school year.

62) I am wondering how we meet the intent of the RFP to promote full time internships which require a minimum of 12 hours in order to obtain an internship certificate when we will just be identifying teachers to begin the program in the fall. They cannot have the necessary number of hours until at least the end of the spring semester (6 sh in both the fall and spring) so the only options would be for full time summer internships next year given the timetable of the grant goes from 9/1/09-8/31/10.

The intent of the RFP is to encourage creative thinking regarding the internship within the regulatory requirements. The interest in having internships become “full-time” is to ensure that candidates participate in a clinical experience that mirrors the real-life world of a school leader. While the internship might not be a full-time (every day) experience, it should ensure that each candidate in a funded program will gain insight and experience into the full experience of a school leader throughout a school year. To accomplish this, interns will need to be released from responsibilities other than those that constitute authentic leadership and administrative tasks and responsibilities. Grant funds as well as funding from grant partners and/or other funding sources may be used to cover costs associated with full-time internship designs.

63) Does full-time have to mean that candidates take the year off to “work” an internship?

No.

64) What does a Full-Time Internship mean?

The intent of the RFP is to encourage creative thinking regarding the internship within the regulatory requirements. The interest in having internships become “full-time” is to ensure that candidates participate in a clinical experience that mirrors the real-life world of a school leader. While the internship might not be a full-time (every day) experience, it should ensure that each candidate in a funded program will gain insight and *experience* into the full experience of a school leader throughout a school year. To accomplish this, interns will need to be released from responsibilities other than those that constitute authentic leadership and administrative tasks and responsibilities. Grant funds as well as funding from grant

partners and/or other funding sources may be used to cover costs associated with full-time internship designs.

65) What options are there if partner districts need School Board approval before signing an MOA & no timely Board meeting is expected to occur within the RFP deadlines?

There are no options. This is an issue that must be worked out at the local level.

66) The internship is not specifically defined in the RFP as being a full year internship – only full time. Is full year implied in the term, “full time?”

No, full year is not implied with full time. See question 26 for a definition of full time.

67) For the authentic assessment, related to goal 3, are you using the common professional definition that the assessment has to be a direct or indirect performance assessment in a real-world context, and then related to ISLLC standards?

Yes.

68) The body of the RFP consistently refers to a required 2009-10 Budget in Attachment VI (6). We could find no Attachment VI (6) in the pdf version of the RFP. Do we instead complete both the 2009-2012 and the 2009-2010 Budget forms labeled Attachment VII (7), or was something else intended to appear in the “missing” Attachment VI (6)?

Attachment VII is the Budget Attachment on page 49, 50 &51. It is two pages and you are required to complete both pages. The 2009-2012 heading is a typo. It should read 2009-2010.

69) Is Attachment VII (p.1 of Proposed Budget, p. 49 in PDF version) inadvertently mis-labeled as a 3-year budget rather than 1-year? The current label 2009-2012) does not seem congruent with the RFP instructions, nor with p. 2 of the Proposed Budget (p. 51 in PDF version), the latter which seems appropriately titled 2009-10? That is, shouldn't both

The proposed budget should be for one year: 2009-2010.

70) Budget forms center on Year #1 of the project?

Budget forms for 2009-2010 are centered on Year #1 of the project.

71) The RFP preface of Important Dates indicates that answers to our Qs will be available no later than April 13th. That would leave only about 2 weeks for potential applicants to complete their applications due April 27th. Given that a minimum of 3 district partners is required for this collaboration, why is NYSED considering 2 weeks a reasonable timeline?

NYSED believes that two weeks is a reasonable timeline for applicants to prepare and submit proposals after the Q&A summary has been posted on the website.

- 72) Because there is not enough time for Boards of Education (LEAs) to meet, discuss and vote on producing MOAs for proposals we are in the process of developing, are MOSs.

Memorandum of Statements are not allowed. The regulations call for Memorandum of Agreements only.

- 73) Is there a template for the Memorandum of Understanding?

We require a Memorandum of Agreement for this RFP. The template for the Memorandum of Agreement can be found in the RFP at Attachment F, pages 1-4.

- 74) Do all faculty that will be possibly teaching courses in the program be identified (selected) now? If yes, do you want CVs attached?

Yes. On page 84 Project Staffing and Management one point is awarded if A list is provided of all full-time and part-time instructors and other professionals to be assigned to the project, as well as résumés for each person listed.

- 75) Re: Funding Priorities (Page 11, Item H) to what extent will the NYSED assist contractors in sharing best practices and disseminating project results with other interested parties?

Based on the final report, NYSED will assist by collecting information from each of the funded projects to be shared statewide.

- 76) Last December, we attended a Webinar for a forthcoming RFP entitled “Developing a Cohesive Leadership System in New York State: a NYSED/Wallace Foundation Initiative.” Is this “Educational Leadership Program Enhancement” RFP the same competition referenced in that Webinar? If not, how does it differ?

The webinar in December was not a bidders’ conference. It was an informational webinar outlining the key components in a proposed cohesive leadership initiative in New York State. The Educational Leadership Program Enhancement RFP was one of the components referenced during the webinar.