

To: CEOs/Presidents of Degree-Granting Institutions of Higher Education  
Offering Approved Teacher Preparation Programs in New York State

From: John L. D'Agati

Subject: Request for Proposal for Teacher Leadership Quality Partnership  
Educational Leadership Program Enhancement Project

I invite all degree-granting institutions of higher education offering teacher preparation programs approved by the New York State Education Department to apply for TLQP funding for fiscal years 2012-2015. Full proposals must be postmarked by June 14, 2012.

The program is scheduled to start on **September 1, 2012** and run through **August 31, 2015**.

**Funding for the Educational Leadership Program Enhancement Project program year of 2012-2013 will be \$1,300,000 as per the approved Federal appropriation.**

The Teacher/Leader Quality Partnerships program is intended to be a catalyst for the kind of collaboration that can generate significant and sustainable improvements in providing in-service teachers and administrators with professional development that responds to the needs of all schools and districts.

One original and three copies of the full proposal must be postmarked by Thursday, **June 14, 2012** and submitted to the addresses below. All requested information and all required signatures must be included if a proposal is to receive consideration. All questions should be submitted to: [TLQP@mail.nysed.gov](mailto:TLQP@mail.nysed.gov)

<b>Not-for-Profit Applicants</b>	<b>For-Profit Applicants</b>
New York State Education Department Office of Teaching Initiatives Teacher Development Programs 89 Washington Avenue – 5N Albany, New York 12234 (518) 474-4661	New York State Education Department TLQP – Educational Leadership Program Enhancement RFP Attn: Richard Duprey, GC#12-015 Contract Administration Unit Room 505W EB 89 Washington Avenue Albany, NY 12234

**Teacher Leader Quality Partnership Program  
Educational Leadership Program Enhancement Project  
2012-2015**

**Introduction:**

The No Child Left Behind Act of 2001 (NCLB) amends the Elementary and Secondary Education Act of 1965 (ESEA) by making significant changes in the major Federal programs supporting schools' efforts to educate their students. The New York State Department of Education is working to develop a Cohesive Leadership System in New York State. NYSED's plan for a Cohesive Leadership System in New York State is premised upon the recognition of a growing body of research that evidences the strong correlation between school leadership and improved student learning.

**Purpose/Goal:**

The Cohesive Leadership System brings together four interconnected strands, including: 1) adopting a common set of leadership standards; 2) professional development for educational leaders; 3) school leadership evaluation and assessment; and 4) professional development of certified teachers to become highly effective school principals or assistant principals in high-need schools.

The Educational Leadership Program Enhancement Project is intended to be a catalyst for the kind of collaboration that can generate significant and sustainable improvements in providing aspiring educational leaders with the knowledge and skills required to successfully lead in high needs schools.

The Educational Leadership Program Enhancement Project offers an opportunity to meet these ambitious goals by seeding model programs for the development of educational leaders.

See [Application Guidelines](#) for additional details.

**General Eligibility:**

Applicants include Institutions of Higher Education (IHE) working in partnership with eligible high need public school districts (see Appendix B). All applicants must be public or private institutions located in New York State currently offering registered Educational Leadership programs leading to New York State certification as a School Building Leader (SBL). All applicants must belong to a partnership that includes at least the following three partners:

- A. An institution of higher education and its school (or department) of education,
- B. A school of arts and sciences (see definition in Appendix A) or a department or division within a school of arts and sciences,

and

- C. A high-need LEA [at least 50 percent of all partner LEAs meet the federal definition of “high-need”] (see definition in Appendix A, and see Appendix B for instructions on how to determine which schools and districts meet this definition).

**Funding Projections  
for 2012-2015:**

Appropriations for the 2012 – 2013 programs are expected to be approximately **\$1.3 million**. Awards in each of the funding years will be determined by the level of funding provided by the Federal Government.

**Important Dates:**

Applications must be postmarked by **Thursday, June 14, 2012.**

A Power Point presentation outlining the application process will be posted at: <http://www.highered.nysed.gov/tcert/resteachers/tlqp.html> no later than **Thursday, May 17, 2012**

Questions regarding this grant must be e-mailed to [TLQP@mail.nysed.gov](mailto:TLQP@mail.nysed.gov) by **Thursday, May 24, 2012.**

A Question and Answers Summary will be posted at: <http://www.highered.nysed.gov/tcert/resteachers/tlqp.html> no later than **Thursday, May 31, 2012**

First Year Project Period: Projects for the first year may begin as early as **September 1, 2012**, and must be completed by **August 31, 2013**. Expenses incurred prior to September 1, 2012, or after August 31, 2013, will not be reimbursed.

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The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Office of Teaching Initiatives  
Teacher Development Programs Unit  
89 Washington Ave.  
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Albany, New York 12234

GUIDELINES  
for Submission of Proposals for

TITLE II, PART A, SUBPART 3 — HIGHER EDUCATION PARTNERSHIP GRANTS:  
TEACHER/LEADER QUALITY PARTNERSHIPS PROGRAM (TLQP)

**Educational Leadership Program Enhancement**

**PROPOSAL SUBMISSION DEADLINE**  
**Thursday, June 14, 2012**

Title II, Part A, Subpart 3  
No Child Left Behind Act of 2001  
P.L. 107-110

## **New York State Education Department Educational Leadership Program Enhancement Project**

### **Purpose**

The New York State Education Department (NYSED) is working to improve the quality of educational leadership programs across New York State. As part of this initiative NYSED is seeking applications for the Educational Leadership Program Enhancement Project. The purpose of this program is to develop centers of educational leadership excellence in institutions of higher education that will serve as model programs for developing highly effective School Building Leader(s) (**SBL**).

The New York State Education Department is seeking proposals from institutions of higher education to enhance and expand leadership programs with an emphasis on high quality clinical experiences that provide candidates with the depth and breadth of relevant experience to enable candidates to become highly effective school leaders.

Program proposals must include evidence-based practices for effective school leadership development and conform to standards originally developed by the Interstate School Leaders Licensure Consortium (ISLLC Standards), and include enhanced full time clinical internship experiences.

### **Eligible Applicants**

Applicants include Institutions of Higher Education (IHE) working in partnership with eligible high need public school districts (see Appendix B). All applicants must be public or private institutions located in New York State currently offering registered Educational Leadership programs leading to New York State certification as a School Building Leader (SBL). All applicants must belong to a partnership that includes at least the following three partners:

- A. An institution of higher education and its school (or department) of education,
- B. A school of arts and sciences (see definition in Appendix A) or a department or division within a school of arts and sciences, and
- C. A high-need LEA [at least 50 percent of all partner LEAs meet the federal definition of “high-need”] (see definition in Appendix A, and see Appendix B for instructions on how to determine which schools and districts meet this definition).

### **Funding**

Grants will be for three years, September 1, 2012 through August 31, 2015, depending upon the availability of federal funding. Awards will be made up to **\$250,000** per year. It is estimated that up to \$1.3 million will be available for these projects for funding year 2012-2013. The contract period will be from September 1, 2012 through August 31, 2015.

A Power Point presentation outlining the application process will be posted <http://www.highered.nysed.gov/tcert/resteachers/tlqp.html> no later than **Thursday, May 17, 2012**

Questions regarding this grant must be e-mailed to [TLQP@mail.nysed.gov](mailto:TLQP@mail.nysed.gov) **Thursday, May 24, 2012.**

A Question and Answers Summary will be posted <http://www.highered.nysed.gov/tcert/resteachers/tlqp.html> no later than **Thursday, May 31, 2012**

Project Period: Projects may begin as early as **September 1, 2012**, and must be completed by **August 31, 2013**. Expenses incurred prior to September 1, 2012, or after August 31, 2013, will not be reimbursed.

Interested institutions must submit **one original and three copies** of the application for funding. The applications must be **postmarked** no later than **June 14, 2012** sent to the following address:

<b>Not-for-Profit Applicants</b>	<b>For-Profit Applicants</b>
New York State Education Department Office of Teaching Initiatives Teacher Development Programs 89 Washington Avenue – 5N Albany, New York 12234 (518) 474-4661	New York State Education Department TLQP – Educational Leadership Program Enhancement RFP Attn: Richard Duprey, GC#12-015 Contract Administration Unit Room 505W EB 89 Washington Avenue Albany, NY 12234

(Facsimile copies of applications are NOT acceptable)

**The original must be clearly identified and signed in blue ink with the original signature of the Chief Executive Officer (or designee) of the institution. If these documents are signed by a designee, the CEO must submit a letter naming the designated signatory.**

## TABLE OF CONTENTS

I.	BACKGROUND.....	1
II.	STATE AND NATIONAL CONTEXT.....	3
III.	MISSION AND PROGRAM PURPOSES.....	4
IV.	INSTITUTIONAL ELIGIBILITY.....	8
V.	PARTICIPANT ELIGIBILITY.....	8
VI.	PARTNERSHIP AGREEMENTS.....	8
VII.	FUNDING.....	10
VIII.	ACTIVITIES ELIGIBLE FOR FUNDING.....	10
IX.	REQUIREMENTS FOR FUNDING.....	11
X.	FUNDING PRIORITIES.....	12
XI.	OTHER CONSIDERATIONS IN ALLOCATING AWARDS.....	12
XII.	BUDGET.....	13
	A.    Use of Funds.....	13
	B.    Allowable Expenses.....	13
	C.    Indirect Expenses.....	14
	D.    Fringe Benefits.....	14
	E.    Transfer of Funds.....	15
	F.    Institutional Funds.....	15
	G.    Payment Schedule.....	16
XIII.	PROJECT SCHEDULE.....	18
	A.    Operation Dates.....	18
	B.    Required Reports.....	19
XIV.	FORMAT FOR APPLICATION.....	20
XV.	FORMAT FOR APPLICATION NARRATIVE.....	20
	A.    Project Abstract.....	21
	B.    Meeting Educational Leadership Needs of High-Need Schools and Districts.....	21
	C.    Program Plan.....	22
	F.    Project Staffing and Management .....	25
	H.    Budget/Budget Narrative .....	26
XVI.	PROPOSAL REVIEW .....	27
XVII.	PROPOSAL RATING, DEBRIEFING, AWARD PROTEST PROCEDURES CORRESPONDENCE .....	29

- Attachments:**
- I. Institution/Program Profile
  - II. Statement of Assurances
  - III. Drug-Free Workplace Certification
  - IV. Required Federal Certification for Debarment/Suspension and Lobbying for Federal Grants Administered by the New York State Education Department
  - V. Program Objectives, Strategies, Activities, Services, and Performance Measures/Data Sources Matrix
  - VI. TLQP 2012-2013 Proposed Budget

- Appendices:**
- A. Definitions
  - B. High-need Districts
    1. Instructions
    2. List of High-Need Districts
  - C. Schools Under Registration Review (SURR)
    1. New York City
    2. Upstate
  - D. New York State Professional Development
  - E. Teacher Center Directory
  - F. Form for Memorandum of Agreement

# **GUIDELINES FOR THE EDUCATIONAL LEADERSHIP PROGRAM ENHANCEMENT**

## **I. BACKGROUND**

The No Child Left Behind Act of 2001 (NCLB) amends the Elementary and Secondary Education Act of 1965 (ESEA) by making significant changes in the major Federal programs supporting schools' efforts to educate their students. As a whole, NCLB emphasizes greater flexibility and local control, more accountability for results, expanded options for parents, and an increased focus on effective teaching methods based on proven, scientifically based professional research. Part A of Title II authorizes Improving Teacher Quality State Grants, a state formula grant program.

The New York State Department of Education is working to develop a Cohesive Leadership System in New York State. The NYSED's plan for a Cohesive Leadership System in New York State is premised upon the recognition of a growing body of research that evidences the strong correlation between school leadership and improved student learning. The guiding vision for this Cohesive Leadership System is to create a world class system for school leadership to build upon a foundation of research-based practices to improve teaching and student learning at every phase within the leadership continuum. This partnership and process has been informed by the expertise of a number of professional organizations including:

- The School Administrators Association of New York State
- New York State Council of School Superintendents
- Council of School Supervisors and Administrators
- New York City Leadership Academy
- New York City Department of Education
- Collegiate Association for Developing Educational Administrators
- Metropolitan Council for Educational Administration Programs

The Cohesive Leadership System brings together four interconnected strands, including: 1) adopting a common set of leadership standards; 2) professional development for educational leaders; 3) school leadership evaluation and assessment; and 4) development of certified teachers to become highly effective school principals or assistant principals to serve in high-need schools.

### **Regents Reform Agenda**

The Educational Leadership Enhancement Project shall, to the extent practicable, bolster the entire Board of Regents Reform Agenda, but focus primarily on improving school leader preparation and effectiveness by emphasizing the following key skills and abilities:

1. leadership in an environment that supports instructional focus on the Common Core Standards and related new assessments;
2. an understanding of and implementation strategies for data-driven instruction; improvement of teacher effectiveness by recruiting, developing, and retaining effective teachers while utilizing New York State's rigorous new evaluation system in support of this goal; and
3. instructional leadership and support of learning for all students, including English language learners, students with disabilities and those far below grade level.

This **Educational Leadership Program Enhancement Project** Request for Proposal will focus on the development of certified teachers to become highly effective School Building Leaders to serve in high-need schools.

This competition places an emphasis on funding effective programs and practices that are grounded on “scientifically based research.” Research is considered “scientifically based” if it emphasizes constructing and testing theories by means of data obtained through observation and experimentation, presents studies with detail and clarity, and adheres to the principle that studies should not be “researcher-specific,” i.e., that other researchers should be able to build on or to replicate them (see Appendix A for a full definition).

Applicants include Institutions of Higher Education (IHE) working in partnership with eligible high need public school districts (see Appendix B). All applicants must be public or private institutions located in New York State currently offering registered Educational Leadership programs leading to New York State certification as a School Building Leader (SBL). All applicants must belong to a partnership that includes at least the following three partners:

- A An institution of higher education and its school (or department) of education,
- B A school of arts and sciences (see definition in Appendix A) or a department or division within a school of arts and sciences, and
- C A high-need LEA [at least 50 percent of all partner LEAs meet the federal definition of “high-need”] (see definition in Appendix A, and see Appendix B for instructions on how to determine which schools and districts meet this definition).

**All applications must include:**

Formal partnership agreements with:

1. a school of arts and sciences (for definition of “school of arts and sciences,” see Appendix A), and
2. a minimum of one high-need local education agency (LEA) that meets the following definition of “high-need”(see Appendix B):
  - serving not fewer than 10,000 children below the poverty line, or having at least 20 percent of the children served be from families below the poverty line; and
  - 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 Appendix B for information on how to determine whether a specific LEA satisfies this criterion, and see the first page of Appendix A concerning the status of provisional certification.)

**Partnerships may also include:**

3. Another LEA, a public charter school, an educational service agency, another IHE, a school of arts and sciences within this IHE, the school of education within this IHE, and other non-profit educational and cultural organizations.
4. Professional associations, community organizations, business, American Indian Nations, or other organizations.

Funded programs will provide innovative models to recruit and develop high quality educational leaders particularly in high-need schools and districts. These highly-qualified School Building Leaders when certified will be prepared to assist all students in meeting high performance standards in the core academic subject areas.

**II. STATE AND NATIONAL CONTEXT**

New York State, as most states, has a projected shortage of school leaders. However, simply increasing the number of individuals certified as school building leaders or school district leaders is not the answer. The question of quantity is secondary to the most important consideration, quality. A certified school administrator is not analogous to a qualified school leader. Quality matters most. Indeed, a growing body of research including a meta analysis of thirty years of educational research conducted by Mid-

continent Research for Education and Learning (McREL) has shown a substantial relationship between leadership and student achievement (Marzano, Waters, & McNulty, 2003).

Without highly qualified, committed, creative, and visionary educational leaders, our students will not meet the highest educational standards, furthermore they will not be prepared for the challenges and opportunities they will encounter in this highly competitive global economy. In the 21st century, more than ever before, our school leaders' knowledge and capabilities will be of critical importance. As we seek to prepare all students to reach rigorous learning standards, we must recognize the obstacles we face.

There are large numbers of teachers and School Building Leaders retiring across New York State. New teachers replacing those who retire, or those who leave the profession, will need leadership and support so that they can become highly effective educators who can help all of our students to reach challenging learning standards. In addition to the staffing needs, the external environment, most specifically the economic challenges that we will face as a state and as a nation, will put even greater pressures on our schools. Economic pressures will exacerbate poverty in already stressed communities and schools will see an increase in students with greater needs than ever before. In a time when the needs and challenges are many, educators will be asked to do more with less. The economic downturn will have an effect on school funding at the local, state, and national levels. These challenges will require talented, creative leaders with the vision and commitment to develop programs and resources to meet these challenges and help each student to be a successful learner and productive citizen.

These conditions provide a window of opportunity for making major improvements in the ways we recruit and prepare educational leaders for our schools and provide them with ongoing support and professional development. We need to identify and support effective leadership preparation practices and to benchmark these practices into Educational Leadership programs throughout the State.

### **III. MISSION AND PROGRAM PURPOSES**

**The mission of leadership education is to prepare and support educational leaders to help all students achieve high standards of learning.**

#### **PROGRAM PURPOSES**

The purpose of this **Educational Leadership Program Enhancement Project** will be to identify, cultivate, train, and support a new generation of educators to lead our schools into the future. Cultivating new, inspiring, and prepared leaders will require a

better understanding of what it means to be an effective school building leader and a fresh approach to support those looking to become educational leaders.

The **Educational Leadership Program Enhancement Project** is intended to be a catalyst for the kind of collaboration that can generate significant and sustainable improvements in providing aspiring educational leaders with the knowledge and skills required to successfully lead in high needs schools.

NYSED's goals for the Educational Leadership Program Enhancement Project are for program providers to select SBL candidates who have a demonstrated track record of success with high-need student populations, and are committed to careers as school leaders serving these students, and then place these candidates intensive clinical experiences with principals who have track records of success leading schools, particularly those with secondary grades, that have high-need populations (i.e., "achieving high-need schools"). Program providers must ensure that in addition to the clinical experience, SBL candidates will receive coursework and rich opportunities to reflect on their experiences together as a cohort of SBL candidates and subsequently build on these experiences in order to reinforce skill development and readiness for full-time leadership roles.

High-quality leadership development requires strong collaboration among a number of different partners. Faculties in educational leadership programs must work closely with high needs school districts in their region to fully understand the strengths and challenges of the area schools, so that new leaders are ready to build upon those strengths and effectively address those challenges. This collaboration will ensure that educational leaders have the ability to support teachers to gain the deep content knowledge and strong teaching skills they need to help all students learn. Veteran teachers and principals need a strong voice in the way in which new principals are prepared, and college and university faculty need first-hand experience in today's schools. In addition to gaining a theoretical knowledge, aspiring school leaders must spend significant time in working in intensive full-time internship experiences in schools under the guidance of experienced principals and other educational leaders as their mentors. Aspiring educational leaders must use innovative strategies to solve complex, real-world problems at the school level during this internship phase so that they have the experience, judgment, and confidence to be ready to lead dynamic, safe, successful schools in which all students can reach the highest learning standards.

The **Educational Leadership Program Enhancement Project** offers an opportunity to meet these ambitious goals by seeding model programs for the development of educational leaders. Applicants are expected to use creatively their knowledge of research and best practices to improve school leaders' pedagogical skills and to design leadership preparation programs that will address the needs of high-need school

districts.

The **Educational Leadership Program Enhancement Project** supports improvements to educational leadership preparation programs so that they are more responsive to regional needs, and develop leaders focused on increasing student achievement. The elements identified below are seen as important quality indicators for effective preparation programs in Educational Leadership. **A successful Educational Leadership Program Enhancement Project:**

- A. Is focused on high quality teaching and improving student learning that incorporates activities and effective strategies that promote learning and future achievement for all students (Attachment V Goal # 1, 2, 3); and
- B. Is aligned with research-based best practices (Attachment V Goal # 2, 4); and
- C. Is aligned with ISLLC Standards as the program foundation (see <http://coe.fgcu.edu/faculty/valesky/isllcstandards.htm> for ISLLC Standards) (Attachment V Goal # 2, 5); and
- D. Is cooperatively developed and managed by the applicant IHE and partner school districts (LEAs) (Attachment V Goal # 3, 5)

Partnerships or consortiums must meet the following requirements:

- 1. The partnership or consortium must designate one of the applicants/participants to serve as the applicant and fiscal agent for the grant. The applicant agency must be an eligible grant recipient. All other consortium members must be eligible grant participants, as defined by the program statute or regulation.
- 2. In the event a grant is awarded to a partnership/consortium, the grant or grant contract will be prepared in the name of the applicant agency/fiscal agent, not the partnership/consortium, since the group may not be 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 partner 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. The range of direct cost services to be provided by the fiscal agent for this program should be between 25% and 50%.
  - f) Is PROHIBITED from sub-granting funds to other recipients. 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.
  - g) Must be responsible for the performance of any services provided by the partners, consultants, or other organizations and must coordinate how each plan to participate; and
- E. Is integrated with the systemic reform efforts of New York State's high need schools and school districts (Attachment V Goal # 1, 2, 3, 4, 5); and
  - F. Provides for an authentic, rigorous, full-time clinical internship (Attachment V Goal # 1, 3); and
  - G. Integrates theoretical and practical knowledge throughout all learning experiences (Attachment V Goal # 1, 2, 4, 5); and
  - H. Uses authentic measures to assess program candidates (Attachment V Goal # 3); and
  - I. Has faculty committed to and capable of delivering the program (Attachment V Goal # 2, 4, 5); and
  - J. Includes proactive activities to recruit highly effective certified teachers with leadership potential (Attachment V Goal # 1); and
  - K. Bases selection of candidates on demonstrated success (Attachment V Goal # 3); and
  - L. Ensures meaningful and active practitioner partnerships working closely with dedicated program faculty (Attachment V Goal # 3, 4, 5); and
  - M. Plans for sustainability of successful elements (Attachment V Goal # 5 ); and
  - N. Is evaluated using a variety of performance indicators (Attachment V Goal # 5); and
  - O. Promotes supportive learning structures for students (Attachment V Goal # 1, 2, 4); and
  - P. Is committed to sharing best practices with the field (Attachment V Goal # 2, 4).

#### **IV. INSTITUTIONAL ELIGIBILITY**

Applicants include Institutions of Higher Education (IHE) working in partnership with eligible high need public school districts (see Appendix B). All applicants must be public or private institutions located in New York State currently offering registered Educational Leadership programs leading to New York State certification as a School Building Leader (SBL). All applicants must belong to a partnership that includes at least the following three partners:

- A. An institution of higher education and its school (or department) of education,
- B. A school of arts and sciences (see definition in Appendix A) or a department or division within a school of arts and sciences, and
- C. A high-need LEA [at least 50 percent of all partner LEAs meet the federal definition of “high-need”] (see definition in Appendix A, and see Appendix B for instructions on how to determine which schools and districts meet this definition).

Funded projects should be conducted at facilities that will, to the greatest extent possible, meet the accessibility needs of individuals with disabilities who will participate in project activities. Help in meeting special accommodation needs, such as interpreters, assistive listening devices, large print or Braille materials can be obtained from the Section 504 Coordinator or the Coordinator of Services for Students with Disabilities at your college or university.

## **V. PARTICIPANT ELIGIBILITY**

Projects may offer professional development activities leading to NYS Building Leader Certification for elementary, middle, secondary, and vocational school teachers currently certified in New York State.

## **VI. PARTNERSHIP AGREEMENTS**

All applicants must belong to a partnership that includes **at least the following three partners:**

1. An institution of higher education and its school (or department) of education  
***An IHE School of Education or Department of Education that is operating under a corrective action plan may not function as a partner in the Educational Leadership Program Enhancement Project***
2. A school of arts and sciences (see definition in Appendix A) or a department or division within a school of arts and sciences. The School of Education and the college of arts and sciences may be within the same IHE, but need not be.

3. A high-need LEA (see Appendix B for instructions on how to determine which schools and districts meet this definition).

In addition, applicants are encouraged to establish partnerships with one or more of the following:

- a. Professional organizations or networks
- b. Community based organizations
- c. Business organizations
- d. American Indian Nations
- e. Other

Each of the three required partners in a **Educational Leadership Program Enhancement Project** must have a programmatic role, and a formal cooperative agreement, represented by a signed memorandum of agreement (MOA), is required for every partner—both required or principal partners and all additional partners—participating in each project. Each MOA must outline the roles and responsibilities of that particular partner, as well as the specific services, materials and/or fiscal resources to be provided. (The form to use for the MOAs is provided in Appendix F.)

Because a partnership must have at least the three primary partners to be eligible for a contract award, **all applications will contain at a minimum the following:**

- A memorandum of agreement (MOA) between the IHE school or department of education and at least one high-need school, or school district, and an IHE school of arts and sciences (see definition in Appendix A) or a department or division within a school of arts and sciences partner that will provide specific resources for the operation of a **Educational Leadership Program Enhancement Project**.
- These resources may include the cost of providing substitute teachers or of providing reimbursement for tuition expenses or tuition waivers or they may take the form of in-kind contributions such as release time for teachers or other school leaders, mentors for new teachers, classroom space and/or technology resources, etc.

## VII. FUNDING

Appropriations for the 2012 – 2013 programs are expected to be approximately **\$1.3 million**. Of this amount, \$250,000 is set-aside for for-profit institutions. Subsequent funding beyond the first program year is contingent upon demonstrated success in meeting program goals and objectives and continued availability of federal funding. The contract period is September 1, 2012 to August 31, 2015.

Individual annual awards are capped at \$250,000.

Only **one Educational Leadership Program Enhancement Project** will be funded at an institution.

**No one member** of the partnership may use **more than 50 percent** of the awarded funds.

Applicants must provide evidence of at **least a 10 percent match of the requested contract award** from institutional and other sources [see Attachment VI], in real costs and/or in-kind contributions (for information on forms that matching funds can take, see Section XII, F,1, below).

## VIII. ACTIVITIES ELIGIBLE FOR FUNDING

Funding under this **Educational Leadership Program Enhancement Project** includes activities such as:

- curriculum development for educational leadership courses
- funding for partner districts to cover the cost of replacement teachers to allow leadership program participants to participate in enhanced clinical internship experiences
- supervision of leadership program participants during clinical internships
- mentoring of leadership program participants
- conferences and symposia for leadership program participants
- project related travel for program directors as directed by the NYS Department of Education
- collaborative work between and among partners

- professional development for partnership members

## IX. REQUIREMENTS FOR FUNDING

**To be eligible for funding under the Educational Leadership Program Enhancement Project, proposals must:**

- A. document through Memoranda of Agreement (MOAs), that the project has the three required partners and demonstrate how it will meet the leadership development needs of at least one school and/or district that meets the federal definition of “high-need” (see Appendix A for definition of “high-need” and Appendices B and C for information on determining whether a school or district meets this definition; **attach a copy of the Comprehensive Report page that shows this LEA to be high-need**);

AND

- B. include **MOAs for all partners**, documenting through them that at least 50 percent of all partner LEAs meet the federal definition of “high-need” and providing corroboration by attaching the appropriate page(s) from the Comprehensive Report for each high-need LEA (see Instructions to Appendix B);

AND

- C. demonstrate that all project participants (Leadership Program Candidates) engage in all requisite course work to meet the criteria for taking the New York State School Building Leader or New York State School District Leaders Examination AND engage in a rigorous, relevant, full time clinical experience to fulfill all or part of their administrative internship requirement.

AND

- D. demonstrate that the course work and clinical experience activities explicitly address increasing student achievement of the Common Core Standards and/or the State’s student assessment plan (for information on Learning Standards and assessments, see this Link: [www.p12.nysed.gov/cte/cdlearn](http://www.p12.nysed.gov/cte/cdlearn))

## X. FUNDING PRIORITIES

The following characteristics will be given strong consideration during the proposal review process:

- A. documentation of substantial collaboration among the three required partners, including the involvement of teachers, administrators, and the school and/or district professional development planning team in the planning, implementation, and evaluation of proposed activities
- B. detailed School Building Leader certification program participant selection process, including defined acceptance criteria and recommendations
- C. full-time authentic, rigorous, clinical internships meeting the requirements for NYS certification as a School Building Leader
- D. use of ISLLC Standards as program foundation (See <http://coe.fgcu.edu/faculty/valesky/isllcstandards.htm>)
- E. activities that are grounded on scientifically-based research (for definition, see Appendix A) and include substantial opportunities for active learning.
- F. integration of theoretical and practical knowledge throughout all learning experiences
- G. rigorous educational leadership program evaluation
- H. methods for sharing of best practices and dissemination of program result

#### **XI. OTHER CONSIDERATIONS IN ALLOCATING AWARDS**

In allocating awards, consideration will also be given to the following:

- A. overall quality and comprehensiveness of the proposed project;
- B. potential of the proposed project to serve as an effective model in preparing current and prospective educational leaders to meet the needs of a diverse student population;
- C. adherence to the format and program requirements delineated in the guidelines;
- D. reasonableness of the budget in relation to the proposed activities; and

- E. availability of funding through federal appropriation

## **XII. BUDGET**

### **A. Use of Funds**

1. Activities funded under an **Educational Leadership Program Enhancement Project** will be administered pursuant to a written agreement between the State Education Department and the applicant institution.
2. No **Educational Leadership Program Enhancement Project** funds may be used for purposes which have not been described in the proposal. Amendments to the proposal during the course of the year that involve changes in the manner in which **Educational Leadership Program Enhancement Project** funds are expended must have prior written approval from the New York State Education Department and other appropriate oversight agencies.

### **B. Allowable Expenses**

Allowable direct costs include the following:

1. Program administrative services, such as professional and nonprofessional salaries, fringe benefits, consultant fees, etc;
2. Costs to support certified teachers in meeting SBL certification requirements, provided that the professional development is designed to improve educational leadership skills and that participation is consistent with the LEA's overall plan for professional development;
3. Reimbursements 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;
4. Program and instructional supplies and materials;
5. **Educational Leadership Program Enhancement Project** - related travel expenditures;

6. Equipment purchases that support the professional development activities for participants;
7. Recruitment materials and activities;
8. Needs analysis and program evaluation materials and activities;
9. Stipends for participants, as appropriate and allowable by statute and regulation; and
10. Activities related to collaborative planning, clinical internship experiences, and mentoring prospective administrators.

**Note:** *The use of **Educational Leadership Program Enhancement Project** funds for honoraria to individuals who provide approved service funded by the **Educational Leadership Program Enhancement Project** is permitted; however, an honorarium may not be paid to an individual whose salary is either wholly or partially **supported by Educational Leadership Program Enhancement Project** funds.*

C. Indirect Expenses

1. The TLQP **Educational Leadership Program Enhancement Project** Indirect Cost may not exceed 8%. Equipment, tuition, stipends, honoraria, and consultant fees over \$25,000 per consultant cannot be included in the basis for computing Indirect Cost.
2. Indirect expenses provided by the institution may not exceed 20 percent of the matching funds contributed by the institution and other sources.

D. Fringe Benefits

The rate for fringe benefits cannot exceed the **actual rate** paid by the institution. The current cap for fringe benefits paid by the contract award is **42.67** percent.

E. Transfer of Funds

1. Prior written approval from SED is required if an amendment is sought to change expenditures between budget categories and the changes exceed ten percent (10%) of a category. The *FS-10-A*:

*Proposed Amendment of a Federal or State Project* form must be used to request budget amendments. Budget amendments must be submitted to New York State Education Department (NYSED) for approval. Additionally, all contract amendments require the approval of the Office of the State Comptroller.

2. Funds up to \$1,000 may be transferred between approved line categories without prior written approval. However, the New York State Education Department should be informed in writing of all amendments made to an approved budget.

**Note: *Failure to follow the procedures outlined above may result in the disallowance of all expenditures not previously approved.***

F. Institutional Funds

1. **Matching Funds**

A match of a minimum of 10% of the funding request is required.

Matching contributions may be applied from the institution's own resources; school resources, including other Title I & II professional development funds, or private sources. In-kind contributions such as release time, substitute teachers' per diem, equipment, laboratory and classroom space, staff and volunteer services, etc., may also be included. Other SED program funds such as grants from the Teacher Opportunity Corps or the Teachers of Tomorrow, may be used in this match, but may not duplicate services provided. All matching contributions must be used for activities related exclusively to the Educational Leadership Program Enhancement project, and institutional accounts must be structured to reflect this contribution by appropriate line item.

2. **Program Support**

The institutions participating in the partnership must provide sufficient space and resources for the effective operation of the program.

3. **Institutional Obligation**

Institutions approved for funding have an obligation to honor the institutional amount committed in support of the program in each budget category. This obligation will be reflected in the approved contract agreed to by the applicant institution. The budget, as a part of the contract, may be amended during the year only upon the written agreement of both parties, as stated in Section XII, E (Transfer of Funds).

#### 4. **Partnership Obligation**

All project partners must provide reasonable resources for the successful implementation of the program and have an obligation to honor the commitment outlined in a MOA. This obligation will be reflected in the approved budget agreed to by SED and the applicant institution; the budget should indicate each contribution made by the partners and identify it by the appropriate line item as given on the budget form.

#### G. Payment Schedule

1. Non-Profit Institutions: Funds will be distributed using the SED grant process. The first payment (20 percent of the proposed budget) will be generated upon the final approval of the grant contract by the Office of the State Comptroller. Thereafter, interim payments (up to 70% of the annual approved budget) are made upon submission of an *FS-25: Request for Funds for a Federal or State Project* form. The request may include actual expenditures to date plus anticipated expenditures for the next month. All *FS-25s* must be submitted **directly** to the State Education Department's **Grants Finance Office** at the address listed on the form.
2. For-Profit Institutions: Funds will be distributed using the SED grant contract process. For-profit institutions will not be advanced any payment until some work or service has been performed. Therefore, the applicant can receive interim payments (up to 90 percent of the grant contract), but only actual expenditures will be reimbursed.
3. All Institutions: A final payment for the balance of the grant contract (10 percent) will be made after an *FS-10-F: Final Expenditure Report for a State or Federal Project* is submitted to the Grants Finance Unit and approved forms are available electronically at

<http://www.oms.nysed.gov/cafe/forms/>

- \* **Note: The *FS-10: Proposed Budget for a Federal or State Project* is fully approved when it has been signed by the institution's Chief Executive Officer or designee and approved and signed by the State Education Department, and approved by the Attorney General's Office and the Office of State Comptroller.**

#### Payee ID Form

The Payee ID Form is used to establish an identifying number that enables organizations (e.g., community-based organizations) to receive funds from the State Education Department. The form is to be submitted with each proposal from applicants that are not a BOCES or public school district even if the organization already receives funds from the Department. (BOCES, public school districts and charter schools) have BEDS codes for this purpose.) The Payee ID Form may be accessed at [www.oms.nysed.gov/cafe/forms.html](http://www.oms.nysed.gov/cafe/forms.html).

#### 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: [http://www.osc.state.ny.us/vendrep/resources\\_docreq\\_agency.htm](http://www.osc.state.ny.us/vendrep/resources_docreq_agency.htm).

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 available at [http://www.osc.state.ny.us/vendrep/vendor\\_index.htm](http://www.osc.state.ny.us/vendrep/vendor_index.htm) or go directly to the VendRep System online at <https://portal.osc.state.ny.us>.

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 [ciohelpdesk@osc.state.ny.us](mailto:ciohelpdesk@osc.state.ny.us).

Vendors opting to complete and submit a paper questionnaire can obtain the appropriate questionnaire from the VendRep website [www.osc.state.ny.us/vendrep](http://www.osc.state.ny.us/vendrep) or may contact NYSED or the Office of the State Comptroller's Help Desk for a copy of the paper form.

**Partners/Subcontractors:**

For vendors using partner/ subcontractors, a Vendor Responsibility Questionnaire and a NYSED vendor responsibility review are required for a subcontractor where: the partner/subcontractor is known at the time of the contract award; and their receipts will equal or exceed \$100,000 over the life of the contract.

**XIII. PROJECT SCHEDULE**

A. Operation Dates

1. Full proposals must be postmarked by **Thursday, June 14, 2012.**
2. A Power Point presentation outlining the application process will be posted <http://www.highered.nysed.gov/tcert/resteachers/tlqp.html> no later than **Thursday, May 17, 2012**
3. Questions regarding this grant should be e-mailed to: [TLQP@mail.nysed.gov](mailto:TLQP@mail.nysed.gov) by **Thursday, May 24, 2012.**
4. A Question and Answers Summary will be posted at: <http://www.highered.nysed.gov/tcert/resteachers/tlqp.html> no later than **Thursday May 31, 2012.**
5. **Educational Leadership Program Enhancement Project** funding is approved on an annual basis. Projects may begin as early as September 1, 2012, and must be completed by August 31, 2013. Expenses incurred prior to September 1, 2012, or after August 31, 2013, will not be reimbursed.

B. Required Reports

During each year of the project, institutions receiving an **Educational Leadership Program Enhancement Project** will be required to submit an Interim Report and a Final Report to the New York State Education Department. The Interim Report is due by mid-March of each funded

year. The Final Report will provide information about all project operations and expenditures and identify project accomplishments for each program year. Annual Final Reports are due by October 31 of each year. A format for these Reports will be provided.

**XIV. FORMAT FOR APPLICATION**

Interested institutions must submit **one original and three copies** of the application for funding. **The original must be clearly identified.**

An application for funding requires the original signature of the Chief Executive Officer (or designee) of the applicant institution on

- A. the Institution/Program Profile (Attachment I),
- B. the Statement of Assurances (Attachment II),
- C. the Drug-Free Workplace Certification (Attachment III), and
- D. the Required Federal Certification for Debarment/Suspension and Lobbying for Federal Grants Administered by the New York State Education Department (Attachment IV).

If these documents are signed by a designee, the CEO must submit a letter naming the designated signatory. Applications for funding must be postmarked on or before **June 14, 2012** and mailed to:

<b>Not-for-Profit Applicants</b>	<b>For-Profit Applicants</b>
New York State Education Department Office of Teaching Initiatives Teacher Development Programs 89 Washington Avenue – 5N Albany, New York 12234 (518) 474-4661	New York State Education Department TLQP – Educational Leadership Program Enhancement RFP Attn: Richard Duprey, GC#12-015 Contract Administration Unit Room 505W EB 89 Washington Avenue Albany, NY 12234

An application for funding meets the deadline requirement if it has a legible postmark, shipping label, invoice, or receipt from the U.S. Postal Service or a commercial carrier bearing the date of **June 14, 2012**, or earlier. Private metered postmarks **will not** be accepted as proof of meeting the required deadline. Hand-delivered applications must be received at the office of NYSED, Teacher Development Program Unit by 5:00 p.m. on **June 14, 2012**. **Proposals**

**received after the deadline will not be considered.**

A complete application for funding consists of the following items in the order indicated:

- A. Institution/Program Profile (**Attachment I**)
- B. Statement of Assurances (**Attachment II**)
- C. Drug-free Workplace Certification (**Attachment III**)
- D. Required Federal Certification for Debarment/Suspension and Lobbying for Federal Grants Administered by the New York State Education Department (**Attachment IV**)
- E. Table of Contents
- F. Narrative that covers, in order, the information requested below in Section XV, Format for Application Narrative. The Application Review Panel will adhere to criteria established for the review process and will look for clarity, conciseness, and completeness in the proposal. Applications for Funding that do not follow the format described in this document or which fail to include all attachments or information requested under each major category will lose points. (**Attachment V for Evaluation Criteria**)
- G. **Educational Leadership Program Enhancement Project 2012-2013 Proposed Budget (Attachment VI) and Budget Narrative. For profits need to place the proposed budget/narrative in a separate envelope.**
- H. Proposal attachments, including a Memorandum of Agreement (MOA) for each partner involved in the proposed project and a copy of the Comprehensive Report page(s) **confirming that each high-need LEA meets the federal high-need criterion.**

**XV. FORMAT FOR APPLICATION NARRATIVE**

The proposal narrative should describe the proposed **2012-2015 Educational Leadership Program Enhancement Project** activities in full detail, including the overall goals, planning, implementation, and evaluation of all proposed activities. **The narrative may not exceed 30 double-spaced pages, using a 10 point font.** The **Educational Leadership Program Enhancement Project 2012-13 Proposed Budget form** must also be contained within this portion of the proposal. The narrative should be a cohesive document, with each individual section related to all other sections, and must adhere to the format indicated below. The page limitation *excludes résumés, memoranda of agreement, letters of support, course listings and/or descriptions, and organization charts.*

Although the information requested in Section C is included in the **30-page limit**, it must be provided on the forms given in **Attachment V**. Single-spacing may be used in Section C, provided that the typeface or font is at least **10 point size**.

The proposal narrative will contain the following:

**A. Project Abstract (2.5 Points)**

Provide a brief, concise statement of the purpose and goals of the proposed project and how, generally, these goals will be accomplished. Include the intended outcome(s) of the project (maximum length: two pages).

**B. Meeting Leadership Education Needs of Eligible High-Need Schools and School Districts (2.5 Points)**

1. Provide a comprehensive assessment of the Educational Leadership Program offered by your institution, including any needs for expansion, improvement or enhancement.  
*(Please use Institution Profile Form - Attachment 1 with additional narrative as needed – does not count toward 30 page limit)*
2. Describe the needs of partner school districts. This should include a clear description of leadership needs as they relate to student achievement and unique challenges and opportunities in the region.
3. Demonstrate how the improvements planned in your institution's Education Leadership program will meet the defined needs of the partner school district(s) and specifically how these improvements result in increased student achievement in the partner school district(s). Include any evidence of the success of current or past collaborations between your institution and the partner district(s).

**C. Program Plan (65 Points Total: Subtotals for each item A- P listed below)**

1. Describe major enhancements to your institution's Educational Leadership Program to address the specific needs of partner school districts. **(as an attachment, please include your planned course sequence, and course descriptions)**
2. Describe how activities planned in this project incorporate the

following best practices for developing highly effective educational leaders:

- A. Focused on high quality leadership that supports strategies for effective teaching and improving student learning that incorporates activities and effective strategies that promote learning and future achievement for all students **(4 points)** :
  - Describe how the focus on student achievement in high need partner schools and districts will be developed and maintained throughout your program (Attachment V Goal # 1, 2, 3)
  
- B. Aligned with research-based best practices **(4 points)**:
  - Describe where and how best practices will be incorporated within your program and how it will be kept up to date with regard to the latest research on effective leadership practice. (Attachment V Goal # 2, 4)
  
- C. Aligned with ISLLC Standards as the program foundation (see <http://coe.fgcu.edu/faculty/valesky/isllcstandards.htm> for ISLLC Standards) **(4 points)**:
  - Describe where and how ISLLC Standards have been incorporated into the program. (Attachment V Goal # 2, 5)
  
- D. Cooperatively developed and managed by the applicant IHE and partner school districts (LEAs) **(3 points)**:
  - Describe how partners will be involved in the development of the program as it relates to ongoing course/syllabi refinement, determining needs of school leaders and providing support to candidates. (Attachment V Goal # 3, 5)
  
- E. Integrated with the systemic reform efforts of New York State's high need schools and school districts **(4 points)**:
  - Describe how the program will enhance district/school improvement efforts related to New York State targets for Adequate Yearly Progress (AYP). (Attachment V Goal # 1, 2, 3, 4, 5)

- F. Provides for an full-time authentic, rigorous, clinical internships meeting the requirements for NYS Certification as a School Building Leader **(14 points)**:
- Describe how the program will ensure that participants engage in a meaningful, authentic and full time clinical experience as a requirement for completing the leadership program. (Attachment V Goal # 1, 3)
- G. Integrates theoretical and practical knowledge throughout all learning experiences **(4 points)**:
- Describe where and how “real-world” and “problem-based” realities of leadership are embedded into your program. (Attachment V Goal # 1, 2, 4, 5)
- H. Uses authentic measures to assess program candidates **(4 points)**:
- Describe how the program will determine the degree to which candidates are developing the skills necessary to make a positive difference as school leaders. (Attachment V Goal # 3)
- I. Has faculty committed to and capable of delivering the program **(3 points)**:
- Describe the expectations regarding faculty commitment and how the effectiveness of faculty will be evaluated. (Attachment V Goal # 2, 4, 5)
- J. Includes proactive recruitment activities **(3 points)**:
- Describe how potential candidates will be notified about the opportunity to participate in the program. (Attachment V Goal # 1)
- K. Bases selection of candidates on demonstrated success **(3 points)**:
- Describe how the selection process will ensure that highly committed, successful teachers who possess the dispositions of school leaders outlined in the ISLLC Standards will be selected to participate in your program. (Attachment V Goal # 3);

- L. Ensures meaningful and active practitioner partnerships working closely with dedicated program faculty **(3 points)**:
- Describe the scope and extent of involvement by the high need school and/or district partner(s). Indicate the project's capability for improving teaching and learning in partner school buildings through enhanced leadership development.
  - Describe the scope and extent of involvement by the School of Arts and Sciences partners as it relates to understanding and strengthening the role of leadership in the school improvement process.
  - Provide a description of the scope and extent of involvement in the project by any other partners. (Attachment V Goal # 3, 4, 5)
- M. Plans for sustainability of successful elements **(3 points)**:
- Describe the strategies planned to help ensure that program enhancements derived from this grant will continue beyond the funding period. (Attachment V Goal # 5)
- N. Evaluated using a variety of performance indicators and actively uses program evaluation data to improve the program **(3 points)**:
- Describe in detail how the efficacy of this project will be evaluated. Indicate who will be charged with reviewing data, and how program modifications or mid course corrections will be made to attain the stated goals. (Attachment V Goal # 5)
- O. Promotes supportive learning structures for participants **(3 points)**:
- Describe how program participants will be supported to ensure their success in gaining the skills and dispositions necessary to provide leadership in high need schools. (Attachment V Goal # 1, 2, 4)
- P. Is committed to sharing best practices with the field **(3 points)**:
- Describe the plan for disseminating and publishing best practices and lessons learned. (Attachment V Goal # 2, 4)

3. A signed memorandum of agreement (MOA) must be attached for **every participating partner** (see Section VII). MOAs should specify how each partner will contribute to the project, clearly indicating the roles and responsibilities of each, and must document substantive collaborations.

Also, for each high-need school or district, provide as an attachment a copy of the Comprehensive Information Report page(s) showing that the school or district meets the Federal criteria for high-need. (See the Instructions for Appendix B.)

4. To complete section C. Program Plan, use the chart format included in Attachment V. Be sure to include clear, measurable objectives and specify a clear time frame for each outcome measure.

**D. Project Staffing and Management (5 points)**

1. Briefly describe all professional staff positions (full-time and part-time) that will be assigned directly to the project.
2. Describe a management plan that will assure the effective completion of project activities, given the fiscal and other resources available. Describe how partner districts will be involved in the ongoing management of the project.
3. Provide as an attachment a list of all full-time and part-time instructors and other professionals to be assigned to the project, including professionals providing services on an in-kind basis. Include in this attachment current résumés for each person listed.
4. Provide as an attachment an organizational chart that indicates the reporting lines within the project for the project director and all other project staff.
5. Provide as an attachment an organizational chart that indicates the structure and position of the project within the host institution(s).

**E. Budget, and Budget Narrative (25 Points)**

1. Indicate the plan for sustaining program activities beyond the funding period.
2. Indicate the proposed expenditures for the project on Attachment VI: Educational Leadership Program Enhancement Project **2012-2013** Proposed Budget.

**Note: Be sure to clearly demonstrate that no one member of the partnership may use more than 50 percent of the awarded funds.**

3. Provide a Budget Narrative that justifies all proposed expenditures, that includes details clarifying their nature, and that indicates the basis of calculation for each cost (i.e., how each cost has been calculated).
  - a) Each salaried position must be identified by the position title, the anticipated salary amount, and the time contribution. Any other related expenditure information should also be provided. The actual institutional percentage rate for each category of fringe benefits must be provided.
  - b) For each consultant identified under the Purchased Services category, the per diem or hourly rate must be indicated. For other services or items, the unit rate (or estimated average rate) must be provided.
  - c) For other expenditures, provide information that will allow the reviewer to clearly understand the basis of calculation for each proposed expenditure.
  - d) Include details that make clear the specific nature of each expenditure (e.g., instead of simply saying "Supplies," give information about the kind and quantity of supplies being purchased; or, add detail on "Travel" by indicating who will be traveling, the destination and purpose of the trip, and whether the trip will be by plane, train, automobile, or bus.)
4. The budget narrative expenditure descriptions (including descriptions of institutional and other source contributions) must follow the sequence of categories and code numbers on the **Educational Leadership Enhancement Project 2012-2013 Proposed Budget** (Attachment VI).

## XVI. PROPOSAL REVIEW

1. Proposals will undergo a **two-stage review**. They first will receive a **preliminary review** to determine whether the proposal satisfies the eligibility requirements stated in Section IX. Failure to meet any of these requirements will disqualify a proposal from further review.
2. Proposals that meet the eligibility requirements will go on to a **second stage of examination**, in which each proposal will be rated by two reviewers with experience in effective leadership preparation and professional development practices. Working separately, but using rating criteria aligned with purposes and priorities as described in this document, reviewers will evaluate proposal narratives for evidence that the proposed project: 1) adheres to the given guidelines, 2) includes strategies and activities that show a strong focus on the qualities described in Section IX: Program Priorities, 3) describes a comprehensive approach to reforming and improving teaching and learning for all students, 4) is of high quality, and 5) is capable, given sufficient time and resources, of achieving exemplary outcomes.

### Not-for-Profit Applicants

The proposals will be rated numerically, with a maximum possible score of 100 points to be awarded (as described in Section XV). The score awarded to a proposal will be the average of the scores given by the two reviewers. If, however, the two scores show a discrepancy of more than 20 points, the proposal will go to a third reviewer. The score for that proposal will then be the average of the two highest scores

The proposals will be rated numerically, with a maximum possible score of 100 points to be awarded (as described in Section XV). The score awarded to a proposal will be the average of the scores given by the two reviewers. If, however, the two scores show a discrepancy of more than 20 points, the proposal will go to a third reviewer. The score for that proposal will then be the average of the two highest scores given by the three reviewers.

Proposals receiving a minimum technical score of 70 will be considered to have passed the technical review and they will be ranked in order of score. After any adjustments are made to the budget for non-allowable or

inappropriate expenditures, awards will be made to applicants in order of rank until funds are insufficient to fund the next ranking applicant in full. The next ranked applicant will be given the opportunity to operate a smaller project using the remaining funds. In the event of tie scores, proposals with the highest score on item XV: C Program Plan will be the tie breaker. If still tied, the tie breaker will be decided in the following order: XV: E, XV: B and XV: D.

### **For-Profit Applicants**

Applications from for-profit organizations will be reviewed and ranked separately from all other applicants. Each accepted application from a for-profit organization will be reviewed and rated individually similar to not-for-profit applications except that the budget will be reviewed by the Contract Administration Unit. Applications which receive a score below 40 points on the technical portion of the application will **not** be eligible to receive an award. Applicant budgets will not be reviewed if not eligible for an award.

The budget will be evaluated by the New York State Education Department Contract Administration Unit. The submitted budget will be awarded points pursuant to a formula, which awards the highest score of twenty-five (25) points to the budget that reflects the lowest cost per teacher served. The remaining budgets will be awarded points based on a calculation that computes the relative difference of each proposal against the submitted proposal with the lowest cost per person served. The resulting percentage is then applied to the maximum point value of twenty-five (25) points.

The combined technical and cost will be calculated for each application received. The contract issued pursuant to this RFP will be awarded to the vendor whose aggregate technical and cost score is the highest among all the proposals rated.

In the event that more than one proposal obtains the highest aggregate score, the contract will be awarded to the vendor in that group of highest aggregate scores whose budget component reflects the lowest overall cost.

For for-profit grantees, budgets will be proportionally reduced to the extent the for-profit grantee does not achieve its enrollment goals.

## **XVII. PROPOSAL RATING, DEBRIEFING, AWARD PROTEST PROCEDURES**

### **Proposal Rating**

Proposals will be rated numerically with a maximum possible score of 100. The

applications will be reviewed and rated by two reviewers. A third review will be performed if there is a difference of at least 20 points between the two scores.

### **Debriefing Procedures**

All unsuccessful applicants may request a debriefing within five (5) business days of receiving notice from NYSED. Applicants may request a debriefing letter on the selection process regarding this RFP by submitting an email request to [tdqa@mail.nysed.gov](mailto:tdqa@mail.nysed.gov).

A written summary of the proposal's strengths and weaknesses, as well as recommendations for improvement will be emailed back to the applicant within ten (10) business days.

### **Contract Award Protest Procedures**

Applicants who receive a notice of non-award 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 letter. The protest letter must be filed with:

NYS Education Department  
Contract Administration Unit  
89 Washington Avenue  
Room 505W EB  
Albany, NY 12234

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 applicant with written notification of the review team's decision within seven (7) 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.

## **Required for Federal and State Discretionary Grant Programs**

### **APPENDIX A**

#### **STANDARD CLAUSES FOR NYS CONTRACTS**

The parties to the attached contract, license, lease, amendment or other agreement of any kind (hereinafter, "the contract" or "this contract") agree to be bound by the following clauses which are hereby made a part of the contract (the word "Contractor" herein refers to any party other than the State, whether a contractor, licensor, licensee, lessor, lessee or any other party):

**1. EXECUTORY CLAUSE.** In accordance with Section 41 of the State Finance Law, the State shall have no liability under this contract to the Contractor or to anyone else beyond funds appropriated and available for this contract.

**2. NON-ASSIGNMENT CLAUSE.** In accordance with Section 138 of the State Finance Law, this contract may not be assigned by the Contractor or its right, title or interest therein assigned, transferred, conveyed, sublet or otherwise disposed of without the State's previous written consent, and attempts to do so are null and void. Notwithstanding the foregoing, such prior written consent of an assignment of a contract let pursuant to Article XI of the State Finance Law may be waived at the discretion of the contracting agency and with the concurrence of the State Comptroller where the original contract was subject to the State Comptroller's approval, where the assignment is due to a reorganization, merger or consolidation of the Contractor's business entity or enterprise. The State retains its right to approve an assignment and to require that any Contractor demonstrate its responsibility to do business with the State. The Contractor may, however, assign its right to receive payments without the State's prior written consent unless this contract concerns Certificates of Participation pursuant to Article 5-A of the State Finance Law.

**3. COMPTROLLER'S APPROVAL.** In accordance with Section 112 of the State Finance Law (or, if this contract is with the State University or City University of New York, Section 355 or Section 6218 of the Education Law), if this contract exceeds \$50,000 (or the minimum thresholds agreed to by the Office of the State Comptroller for certain S.U.N.Y. and C.U.N.Y. contracts), or if this is an amendment for any amount to a contract which, as so amended, exceeds said statutory amount, or if, by this contract, the State agrees to give something other than money when the value or reasonably estimated value of such consideration exceeds \$10,000, it shall not be valid, effective or binding upon the State until it has been approved by the State Comptroller and filed in his office. Comptroller's approval of contracts let by the Office of General Services is required when such contracts exceed \$85,000 (State Finance Law Section 163.6.a).

**4. WORKERS' COMPENSATION BENEFITS.** In accordance with Section 142 of the State Finance Law, this contract shall be void and of no force and effect unless the Contractor shall provide and maintain coverage during the life of this contract for the benefit of such employees as are required to be covered by the provisions of the Workers' Compensation Law.

**5. NON-DISCRIMINATION REQUIREMENTS.** To the extent required by Article 15 of the Executive Law (also known as the Human Rights Law) and all other State and Federal statutory and constitutional non-discrimination provisions, the Contractor will not discriminate against any employee or applicant for employment because of race, creed, color, sex, national origin, sexual orientation, age, disability, genetic predisposition or carrier status, or marital status. Furthermore, in accordance with Section 220-e of the Labor Law, if this is a contract for the construction, alteration or repair of any public building or public work or for the manufacture, sale or distribution of materials, equipment or supplies, and to the extent that this contract shall be performed within the State of New York, Contractor agrees that neither it nor its subcontractors shall, by reason of race, creed, color, disability, sex, or national origin: (a) discriminate in hiring against any New York State citizen who is qualified and available to perform the work; or (b) discriminate against or intimidate any employee hired for the performance of

work under this contract. If this is a building service contract as defined in Section 230 of the Labor Law, then, in accordance with Section 239 thereof, Contractor agrees that neither it nor its subcontractors shall by reason of race, creed, color, national origin, age, sex or disability: (a) discriminate in hiring against any New York State citizen who is qualified and available to perform the work; or (b) discriminate against or intimidate any employee hired for the performance of work under this contract. Contractor is subject to fines of \$50.00 per person per day for any violation of Section 220-e or Section 239 as well as possible termination of this contract and forfeiture of all moneys due hereunder for a second or subsequent violation.

**6. WAGE AND HOURS PROVISIONS.** If this is a public work contract covered by Article 8 of the Labor Law or a building service contract covered by Article 9 thereof, neither Contractor's employees nor the employees of its subcontractors may be required or permitted to work more than the number of hours or days stated in said statutes, except as otherwise provided in the Labor Law and as set forth in prevailing wage and supplement schedules issued by the State Labor Department. Furthermore, Contractor and its subcontractors must pay at least the prevailing wage rate and pay or provide the prevailing supplements, including the premium rates for overtime pay, as determined by the State Labor Department in accordance with the Labor Law. Additionally, effective April 28, 2008, if this is a public work contract covered by Article 8 of the Labor Law, the Contractor understands and agrees that the filing of payrolls in a manner consistent with Subdivision 3-a of Section 220 of the Labor Law shall be a condition precedent to payment by the State of any State approved sums due and owing for work done upon the project.

**7. NON-COLLUSIVE BIDDING CERTIFICATION.** In accordance with Section 139-d of the State Finance Law, if this contract was awarded based upon the submission of bids, Contractor affirms, under penalty of perjury, that its bid was arrived at independently and without collusion aimed at restricting competition. Contractor further affirms that, at the time Contractor submitted its bid, an authorized and responsible person executed and delivered to the State a non-collusive bidding certification on Contractor's behalf.

**8. INTERNATIONAL BOYCOTT PROHIBITION.** In accordance with Section 220-f of the Labor Law and Section 139-h of the State Finance Law, if this contract exceeds \$5,000, the Contractor agrees, as a material condition of the contract, that neither the Contractor nor any substantially owned or affiliated person, firm, partnership or corporation has participated, is participating, or shall participate in an international boycott in violation of the federal Export Administration Act of 1979 (50 USC App. Sections 2401 et seq.) or regulations thereunder. If such Contractor, or any of the aforesaid affiliates of Contractor, is convicted or is otherwise found to have violated said laws or regulations upon the final determination of the United States Commerce Department or any other appropriate agency of the United States subsequent to the contract's execution, such contract, amendment or modification thereto shall be rendered forfeit and void. The Contractor shall so notify the State Comptroller within five (5) business days of such conviction, determination or disposition of appeal (2NYCRR 105.4).

**9. SET-OFF RIGHTS.** The State shall have all of its common law, equitable and statutory rights of set-off. These rights shall include, but not be limited to, the State's option to withhold for the purposes of set-off any moneys due to the Contractor under this contract up to any amounts due and owing to the State with regard to this contract, any other contract with any State department or agency, including any contract for a term commencing prior to the term of this contract, plus any amounts due and owing to the State for any other reason including, without limitation, tax delinquencies, fee delinquencies or monetary penalties relative thereto. The State shall exercise its set-off rights in accordance with normal State practices including, in cases of set-off pursuant to an audit, the finalization of such audit by the State agency, its representatives, or the State Comptroller.

**10. RECORDS.** The Contractor shall establish and maintain complete and accurate books, records, documents, accounts and other evidence directly pertinent to performance under this contract (hereinafter, collectively, "the Records"). The Records must be kept for the balance of the calendar year in which they were made and for six (6)

additional years thereafter. The State Comptroller, the Attorney General and any other person or entity authorized to conduct an examination, as well as the agency or agencies involved in this contract, shall have access to the Records during normal business hours at an office of the Contractor within the State of New York or, if no such office is available, at a mutually agreeable and reasonable venue within the State, for the term specified above for the purposes of inspection, auditing and copying. The State shall take reasonable steps to protect from public disclosure any of the Records which are exempt from disclosure under Section 87 of the Public Officers Law (the "Statute") provided that: (i) the Contractor shall timely inform an appropriate State official, in writing, that said records should not be disclosed; and (ii) said records shall be sufficiently identified; and (iii) designation of said records as exempt under the Statute is reasonable. Nothing contained herein shall diminish, or in any way adversely affect, the State's right to discovery in any pending or future litigation.

**11. IDENTIFYING INFORMATION AND PRIVACY NOTIFICATION.** (a) Identification Number(s). Every invoice or New York State Claim for Payment submitted to a New York State agency by a payee, for payment for the sale of goods or services or for transactions (e.g., leases, easements, licenses, etc.) related to real or personal property must include the payee's identification number. The number is any or all of the following: (i) the payee's Federal employer identification number, (ii) the payee's Federal social security number, and/or (iii) the payee's Vendor Identification Number assigned by the Statewide Financial System. Failure to include such number or numbers may delay payment. Where the payee does not have such number or numbers, the payee, on its invoice or Claim for Payment, must give the reason or reasons why the payee does not have such number or numbers.

(b) Privacy Notification. (1) The authority to request the above personal information from a seller of goods or services or a lessor of real or personal property, and the authority to maintain such information, is found in Section 5 of the State Tax Law. Disclosure of this information by the seller or lessor to the State is mandatory. The principal purpose for which the information is collected is to enable the State to identify individuals, businesses and others who have been delinquent in filing tax returns or may have understated their tax liabilities and to generally identify persons affected by the taxes administered by the Commissioner of Taxation and Finance. The information will be used for tax administration purposes and for any other purpose authorized by law. (2) The personal information is requested by the purchasing unit of the agency contracting to purchase the goods or services or lease the real or personal property covered by this contract or lease. The information is maintained in the Statewide Financial System by the Vendor Management Unit within the Bureau of State Expenditures, Office of the State Comptroller, 110 State Street, Albany, New York 12236.

**12. EQUAL EMPLOYMENT OPPORTUNITIES FOR MINORITIES AND WOMEN.** In accordance with Section 312 of the Executive Law and 5 NYCRR 143, if this contract is: (i) a written agreement or purchase order instrument, providing for a total expenditure in excess of \$25,000.00, whereby a contracting agency is committed to expend or does expend funds in return for labor, services, supplies, equipment, materials or any combination of the foregoing, to be performed for, or rendered or furnished to the contracting agency; or (ii) a written agreement in excess of \$100,000.00 whereby a contracting agency is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon; or (iii) a written agreement in excess of \$100,000.00 whereby the owner of a State assisted housing project is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon for such project, then the following shall apply and by signing this agreement the Contractor certifies and affirms that it is Contractor's equal employment opportunity policy that:

(a) The Contractor will not discriminate against employees or applicants for employment because of race, creed, color, national origin, sex, age, disability or marital status, shall make and document its conscientious and active efforts to employ and utilize minority group members and women in its work force on State contracts and will undertake or continue existing programs of affirmative action to ensure that minority group members and women

are afforded equal employment opportunities without discrimination. Affirmative action shall mean recruitment, employment, job assignment, promotion, upgradings, demotion, transfer, layoff, or termination and rates of pay or other forms of compensation;

(b) at the request of the contracting agency, the Contractor shall request each employment agency, labor union, or authorized representative of workers with which it has a collective bargaining or other agreement or understanding, to furnish a written statement that such employment agency, labor union or representative will not discriminate on the basis of race, creed, color, national origin, sex, age, disability or marital status and that such union or representative will affirmatively cooperate in the implementation of the Contractor's obligations herein; and

(c) the Contractor shall state, in all solicitations or advertisements for employees, that, in the performance of the State contract, all qualified applicants will be afforded equal employment opportunities without discrimination because of race, creed, color, national origin, sex, age, disability or marital status.

Contractor will include the provisions of "a", "b", and "c" above, in every subcontract over \$25,000.00 for the construction, demolition, replacement, major repair, renovation, planning or design of real property and improvements thereon (the "Work") except where the Work is for the beneficial use of the Contractor. Section 312 does not apply to: (i) work, goods or services unrelated to this contract; or (ii) employment outside New York State. The State shall consider compliance by a contractor or subcontractor with the requirements of any federal law concerning equal employment opportunity which effectuates the purpose of this section. The contracting agency shall determine whether the imposition of the requirements of the provisions hereof duplicate or conflict with any such federal law and if such duplication or conflict exists, the contracting agency shall waive the applicability of Section 312 to the extent of such duplication or conflict. Contractor will comply with all duly promulgated and lawful rules and regulations of the Department of Economic Development's Division of Minority and Women's Business Development pertaining hereto.

**13. CONFLICTING TERMS.** In the event of a conflict between the terms of the contract (including any and all attachments thereto and amendments thereof) and the terms of this Appendix A, the terms of this Appendix A shall control.

**14. GOVERNING LAW.** This contract shall be governed by the laws of the State of New York except where the Federal supremacy clause requires otherwise.

**15. LATE PAYMENT.** Timeliness of payment and any interest to be paid to Contractor for late payment shall be governed by Article 11-A of the State Finance Law to the extent required by law.

**16. NO ARBITRATION.** Disputes involving this contract, including the breach or alleged breach thereof, may not be submitted to binding arbitration (except where statutorily authorized), but must, instead, be heard in a court of competent jurisdiction of the State of New York.

**17. SERVICE OF PROCESS.** In addition to the methods of service allowed by the State Civil Practice Law & Rules ("CPLR"), Contractor hereby consents to service of process upon it by registered or certified mail, return receipt requested. Service hereunder shall be complete upon Contractor's actual receipt of process or upon the State's receipt of the return thereof by the United States Postal Service as refused or undeliverable. Contractor must promptly notify the State, in writing, of each and every change of address to which service of process can be made. Service by the State to the last known address shall be sufficient. Contractor will have thirty (30) calendar days after service hereunder is complete in which to respond.

**18. PROHIBITION ON PURCHASE OF TROPICAL HARDWOODS.** The Contractor certifies and warrants

that all wood products to be used under this contract award will be in accordance with, but not limited to, the specifications and provisions of Section 165 of the State Finance Law, (Use of Tropical Hardwoods) which prohibits purchase and use of tropical hardwoods, unless specifically exempted, by the State or any governmental agency or political subdivision or public benefit corporation. Qualification for an exemption under this law will be the responsibility of the contractor to establish to meet with the approval of the State.

In addition, when any portion of this contract involving the use of woods, whether supply or installation, is to be performed by any subcontractor, the prime Contractor will indicate and certify in the submitted bid proposal that the subcontractor has been informed and is in compliance with specifications and provisions regarding use of tropical hardwoods as detailed in §165 State Finance Law. Any such use must meet with the approval of the State; otherwise, the bid may not be considered responsive. Under bidder certifications, proof of qualification for exemption will be the responsibility of the Contractor to meet with the approval of the State.

**19. MACBRIDE FAIR EMPLOYMENT PRINCIPLES.** In accordance with the MacBride Fair Employment Principles (Chapter 807 of the Laws of 1992), the Contractor hereby stipulates that the Contractor either (a) has no business operations in Northern Ireland, or (b) shall take lawful steps in good faith to conduct any business operations in Northern Ireland in accordance with the MacBride Fair Employment Principles (as described in Section 165 of the New York State Finance Law), and shall permit independent monitoring of compliance with such principles.

**20. OMNIBUS PROCUREMENT ACT OF 1992.** It is the policy of New York State to maximize opportunities for the participation of New York State business enterprises, including minority and women-owned business enterprises as bidders, subcontractors and suppliers on its procurement contracts.

Information on the availability of New York State subcontractors and suppliers is available from:

NYS Department of Economic Development  
Division for Small Business  
30 South Pearl St -- 7<sup>th</sup> Floor  
Albany, New York 12245  
Telephone: 518-292-5220  
Fax: 518-292-5884  
<http://www.empire.state.ny.us>

A directory of certified minority and women-owned business enterprises is available from:

NYS Department of Economic Development  
Division of Minority and Women's Business Development  
30 South Pearl St -- 2nd Floor  
Albany, New York 12245  
Telephone: 518-292-5250  
Fax: 518-292-5803  
<http://www.empire.state.ny.us>

The Omnibus Procurement Act of 1992 requires that by signing this bid proposal or contract, as applicable, Contractors certify that whenever the total bid amount is greater than \$1 million:

(a) The Contractor has made reasonable efforts to encourage the participation of New York State Business Enterprises as suppliers and subcontractors, including certified minority and women-owned business enterprises, on

this project, and has retained the documentation of these efforts to be provided upon request to the State;

(b) The Contractor has complied with the Federal Equal Opportunity Act of 1972 (P.L. 92-261), as amended;

(c) The Contractor agrees to make reasonable efforts to provide notification to New York State residents of employment opportunities on this project through listing any such positions with the Job Service Division of the New York State Department of Labor, or providing such notification in such manner as is consistent with existing collective bargaining contracts or agreements. The Contractor agrees to document these efforts and to provide said documentation to the State upon request; and

(d) The Contractor acknowledges notice that the State may seek to obtain offset credits from foreign countries as a result of this contract and agrees to cooperate with the State in these efforts.

**21. RECIPROCITY AND SANCTIONS PROVISIONS.** Bidders are hereby notified that if their principal place of business is located in a country, nation, province, state or political subdivision that penalizes New York State vendors, and if the goods or services they offer will be substantially produced or performed outside New York State, the Omnibus Procurement Act 1994 and 2000 amendments (Chapter 684 and Chapter 383, respectively) require that they be denied contracts which they would otherwise obtain. NOTE: As of May 15, 2002, the list of discriminatory jurisdictions subject to this provision includes the states of South Carolina, Alaska, West Virginia, Wyoming, Louisiana and Hawaii. Contact NYS Department of Economic Development for a current list of jurisdictions subject to this provision.

**22. COMPLIANCE WITH NEW YORK STATE INFORMATION SECURITY BREACH AND NOTIFICATION ACT.** Contractor shall comply with the provisions of the New York State Information Security Breach and Notification Act (General Business Law Section 899-aa; State Technology Law Section 208).

**23. COMPLIANCE WITH CONSULTANT DISCLOSURE LAW.** If this is a contract for consulting services, defined for purposes of this requirement to include analysis, evaluation, research, training, data processing, computer programming, engineering, environmental, health, and mental health services, accounting, auditing, paralegal, legal or similar services, then, in accordance with Section 163 (4-g) of the State Finance Law (as amended by Chapter 10 of the Laws of 2006), the Contractor shall timely, accurately and properly comply with the requirement to submit an annual employment report for the contract to the agency that awarded the contract, the Department of Civil Service and the State Comptroller.

**24. PROCUREMENT LOBBYING.** To the extent this agreement is a "procurement contract" as defined by State Finance Law Sections 139-j and 139-k, by signing this agreement the contractor certifies and affirms that all disclosures made in accordance with State Finance Law Sections 139-j and 139-k are complete, true and accurate. In the event such certification is found to be intentionally false or intentionally incomplete, the State may terminate the agreement by providing written notification to the Contractor in accordance with the terms of the agreement.

**25. CERTIFICATION OF REGISTRATION TO COLLECT SALES AND COMPENSATING USE TAX BY CERTAIN STATE CONTRACTORS, AFFILIATES AND SUBCONTRACTORS.**

To the extent this agreement is a contract as defined by Tax Law Section 5-a, if the contractor fails to make the certification required by Tax Law Section 5-a or if during the term of the contract, the Department of Taxation and Finance or the covered agency, as defined by Tax Law 5-a, discovers that the certification, made under penalty of perjury, is false, then such failure to file or false certification shall be a material breach of this contract and this contract may be terminated, by providing written notification to the Contractor in accordance with the terms of the agreement, if the covered agency determines that such action is in the best interest of the State.

December 2011

APPENDIX A-1 G

**General**

- A. In the event that the Contractor shall receive, from any source whatsoever, sums the payment of which is in consideration for the same costs and services provided to the State, the monetary obligation of the State hereunder shall be reduced by an equivalent amount provided, however, that nothing contained herein shall require such reimbursement where additional similar services are provided and no duplicative payments are received.
- B. This agreement is subject to applicable Federal and State Laws and regulations and the policies and procedures stipulated in the NYS Education Department Fiscal Guidelines found at <http://www.nysed.gov/cafe/>.
- C. For each individual for whom costs are claimed under this agreement, the contractor warrants that the individual has been classified as an employee or as an independent contractor in accordance with 2 NYCRR 315 and all applicable laws including, but not limited to, the Internal Revenue Code, the New York Retirement and Social Security Law, the New York Education Law, the New York Labor Law, and the New York Tax Law. Furthermore, the contractor warrants that all project funds allocated to the proposed budget for Employee Benefits, represent costs for employees of the contractor only and that such funds will not be expended on any individual classified as an independent contractor.
- D. Variations in each budget category in Appendix B which exceed ten percent (10%) of such category must receive the approval of the Commissioner of Education and the Office of the State Comptroller.
- E. Funds provided by this contract may not be used to pay any expenses of the State Education Department or any of its employees.

Terminations

- A. The State may terminate this Agreement without cause by thirty (30) days prior written notice. In the event of such termination, the parties will adjust the accounts due and the Contractor will undertake no additional expenditures not already required. Upon any such termination, the parties shall endeavor in an orderly manner to wind down activities hereunder.

Safeguards for Services and Confidentiality

- A. Any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department. The material prepared under the terms of this agreement by the Contractor shall be prepared by the Contractor in a form so that it will be ready for copyright in the name of the New York State Education Department. Should the Contractor use the services of consultants or other organizations or individuals who are not regular employees of the Contractor, the Contractor and such organization or individual shall, prior to the performance of any work pursuant to this agreement, enter into a written agreement, duly executed, which shall set forth the services to be provided by such organization or individual and the consideration therefor. Such agreement shall provide that any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department and that such work shall be prepared in a form ready for copyright by the New York State Education Department. A copy of such agreement shall be provided to the State.
- B. All reports of research, studies, publications, workshops, announcements, and other activities funded as a result of this proposal will acknowledge the support provided by the State of New York.
- C. This agreement cannot be modified, amended, or otherwise changed except by a written agreement signed by all parties to this contract.
- D. No failure to assert any rights or remedies available to the State under this agreement shall be considered a waiver of such right or remedy or any other right or remedy unless such waiver is contained in a writing signed

by the party alleged to have waived its right or remedy.

- E. Expenses for travel, lodging, and subsistence shall be reimbursed in accordance with the policies stipulated in the aforementioned Fiscal guidelines.
- F. No fees shall be charged by the Contractor for training provided under this agreement.
- G. Nothing herein shall require the State to adopt the curriculum developed pursuant to this agreement.
- H. All inquiries, requests, and notifications regarding this agreement shall be directed to the Program Contact or Fiscal Contact shown on the Grant Award included as part of this agreement.
- I. This agreement, including all appendices, is, upon signature of the parties and the approval of the Attorney General and the State Comptroller, a legally enforceable contract. Therefore, a signature on behalf of the Contractor will bind the Contractor to all the terms and conditions stated therein.
- J. The parties to this agreement intend the foregoing writing to be the final, complete, and exclusive expression of all the terms of their agreement.

**ATTACHMENT 1**

**INSTITUTION/PROGRAM PROFILE**

2012-2015 APPLICATION FOR FUNDING  
Educational Leadership Program Enhancement

Instructions:

Complete all parts of this form and include it **at the front of the application**. The **original and three copies** of the completed application must be returned no later than **June 14, 2012** to:

New York State Education Department  
Office of Teaching Initiatives  
89 Washington Avenue - 5N  
Teacher Development Programs Unit  
Albany, NY 12234

Name of Institution: \_\_\_\_\_

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

Name of Project Director (if selected): \_\_\_\_\_

Title: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_  
(Area Code) (Number) (Extension) (Area Code) (Number)

Name of Institution President: \_\_\_\_\_

Presidents e-mail address: \_\_\_\_\_

**Will the teacher preparation program in this institution be a primary partner?**  
**Circle one: YES NO** If not, at what institution is the teacher education primary partner?

Number of students in Administrator Certification program in the primary IHE partner \_\_\_\_\_

Number of proposed participants: \_\_\_\_\_ IHE faculty \_\_\_\_\_ In-service Prospective K-12 administrators  
Others (specify):

\_\_\_\_\_

Name of other two primary partners (high-need school/district and school of arts and sciences):

\_\_\_\_\_  
\_\_\_\_\_

Indicate the amount of Educational Leadership Program Enhancement funds requested and the other resources to be allocated: \_\_\_\_\_

Educational Leadership Program Enhancement funds requested \$ \_\_\_\_\_

Institutional contribution \_\_\_\_\_

Other sources (specify): \_\_\_\_\_

TOTAL: \$ \_\_\_\_\_

Person completing this form: \_\_\_\_\_

Signature \_\_\_\_\_

Title: \_\_\_\_\_

Phone: \_\_\_\_\_

**CEO Signature [or designee] (in blue ink):**

\_\_\_\_\_

**Please print name**

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

**INSTITUTION BACKGROUND**

**Institution Name:** \_\_\_\_\_

SECTOR (check one): \_\_\_SUNY \_\_\_ CUNY \_\_\_ Independent \_\_\_ Proprietary

TYPE (check one): \_\_\_\_\_ 2-yr. \_\_\_\_\_ 4-yr. \_\_\_\_\_ Graduate School

LOCATION *Institution location is (circle one):* Urban Suburban Rural

*County(ies) where schools to be served are located*

\_\_\_\_\_

Other partners (not including the three primary partners) collaborating with the proposed project:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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*Describe any important aspects of the local community\* served by the institution (for instance, high unemployment or immigrant population) that influence the institution's policies and/or program design, Use another sheet or the back of this page if needed.*

**\*Provide most recent data.**

**INSTITUTION/PROGRAM PROFILE—Educational Leadership Program Enhancement  
PROGRAM BACKGROUND**

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

Instructional Period: 2012-2013

Program Name: \_\_\_\_\_

List all local education agencies (LEAs)—schools, school districts, and/or BOCES—that will be involved in the planning, development, implementation, and evaluation of this project.

School/District/BOCES Name and Address (Including County)	If School, Provide District Number	SURR school? (Y/N)	High-Need School or District by Title II, A definition? See Appendix B (Y/N) **	Number of Students in School/District	Number or Percent of Title I Students

*\*\*NOTE: For each high-need school or district, attach copy of page from Comprehensive Information Report described in Appendix B that shows that this LEA meets the two federal criteria.*

**INSTITUTION/PROGRAM PROFILE—Educational Leadership Program Enhancement**

PROGRAM BACKGROUND

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

Instructional Period: 2012-2013

(check all that apply):

\_\_\_\_\_ Summer only      \_\_\_\_\_ Academic year only      \_\_\_\_\_ Summer  
and  
\_\_\_\_\_ academic  
year  
\_\_\_\_\_ During school hours      \_\_\_\_\_ After school      \_\_\_\_\_ Weekend

Ongoing communication/ support through:

\_\_\_ On-line support      \_\_\_\_\_ Mentoring support      \_\_\_\_\_ Other (specify):

Indicate the **number of faculty** who will be involved in planning, development, implementation, and/or evaluation of the proposed project:

\_\_\_\_\_ School of Education      \_\_\_\_\_ Graduate  
\_\_\_\_\_ Science Department (specify which)      \_\_\_\_\_ Graduate  
\_\_\_\_\_ Mathematics Department      \_\_\_\_\_ Graduate  
\_\_\_\_\_ English Department or another      \_\_\_\_\_ Graduate  
Department dealing with Language Arts (specify)  
\_\_\_\_\_ Education Administration      \_\_\_\_\_ Graduate  
\_\_\_\_\_ Social Sciences (specify which)      \_\_\_\_\_ Graduate  
\_\_\_\_\_ Other Departments (specify which)      \_\_\_\_\_ Graduate

Indicate the number of **certified teachers** who will be involved in the planning, development, implementation, and/or evaluation of the proposed project:

\_\_\_\_\_ Elementary Teachers      \_\_\_\_\_ Middle School Teachers

\_\_\_\_\_ High School Teachers

Indicate the anticipated number of certified teachers/aspiring leaders who will participate in and students who will be affected by this program:

INSTITUTION/PROGRAM PROFILE—Educational Leadership Program Enhancement

PROGRAM BACKGROUND

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

Program Name: \_\_\_\_\_

**List any other organizations and/or programs having similar purposes that will be coordinated with this program:**

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Indicate the number of staff to be funded by this project:

_____ Professional	_____ Full-time	_____ Part-time
_____ Nonprofessional	_____ Full-time	_____ Part-time

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**ATTACHMENT II**

**STATEMENT OF ASSURANCES**

**INSTITUTION/PROGRAM PROFILE—Educational Leadership Program Enhancement**

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

Program Name: \_\_\_\_\_

1. **The recipient will, if funded, operate an Educational Leadership Program Enhancement (TLQP funded) program within the letter and spirit of all pertinent legislation and rules, including the appropriate Guidelines.**
2. Funds from this source will supplement, not supplant, local expenditures and will not duplicate expenditures from other sources.
3. Educational activities conducted under this project will take place in accordance with appropriate sections of the following Acts:
  - A. Title VI of the Civil Rights Act of 1964
  - B. Title IX of the Education Amendments of 1972
  - C. Section 504 of the Rehabilitation Act of 1973
  - D. Section 303 of the Age Discrimination Act of 1975
4. **All activities supported by Educational Leadership Program Enhancement funds will be, to the extent possible, accessible by persons with disabilities.**
5. Upon request, the recipient will provide State Education Department staff access to its records and other information necessary to determine whether violations of civil rights have occurred.
6. All materials produced with contract award funds and all publicized program activities will contain a statement that no aspect of the program discriminates on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, generic predisposition or carrier status, or sexual orientation.

7. All materials developed in whole or in part with the support of Teacher/Leader Quality Partnerships funds, including publicity releases and program announcements, will include the following statement:

Support for the development and production of this material was provided by a contract award under the New York State Higher Education **Educational Leadership Program Enhancement** administered by the New York State Education Department.

8. The State funds requested will be used to develop or expand efforts to improve teacher preparation and professional development programs for current and prospective K-12 teachers of the core academic subjects and/or faculty involved in teacher preparation or development. Projects must be developed and implemented by a primary partnership consisting of a teacher education program, a college of arts and sciences, and one or more high-need local education agencies. The project will be designed to meet the needs of (a) high-need\* school(s) and/or district(s) to improve teacher practice and the academic achievement of elementary, middle, and secondary school students. Students and teachers benefiting from the funds are New York State residents.

\*N.B. For the purposes of Title II A (b) activities, a “high-need local education agency” is defined as a local education agency:

- A. (1) that serves not fewer than 10,000 children from families with incomes below the poverty line; or  
(2) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **and**
  - B. (1) for which there is a high percentage of teachers not teaching in the academic areas or at the grade levels for which the teachers were trained to teach; or  
(2) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.
9. All consultants meet competency requirements and are legally eligible to receive Title II A (b) funds.
  10. The agency assures that no one member of the partnership will receive more than 50 percent of the award funds.

**CHIEF EXECUTIVE OFFICER CERTIFICATION**

I hereby certify that the information in this application is correct and in total compliance with appropriate State laws and regulations and that the program design will be carried out as described in the application.

Signed\*: \_\_\_\_\_

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

(Chief Executive Officer)

Print name and  
title \_\_\_\_\_

**\*Original signature of CEO is required in blue ink**

### ATTACHMENT III

#### **DRUG-FREE WORKPLACE CERTIFICATION** **(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610

—

1. The applicant certifies that it will or will continue to provide a drug-free workplace by:
  - (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
  - (b) Establishing an on-going drug-free awareness program to inform employees about-
    - (1) The dangers of drug abuse in the workplace;
    - (2) The grantee's policy of maintaining a drug-free workplace;
    - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
    - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
  - (c) Making it a requirement that each employee to be engaged in the performance of the Contract award be given a copy of the statement required by paragraph (a);
  - (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the contract award, the employee will—
    - (1) Abide by the terms of the statement; and
    - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected contract award;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted—
  - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
  - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

II. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the contract award:

Place of Performance (street address, city, county, state, zip code)

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**Check if there are workplaces on file that are not identified here.**

**ATTACHMENT IV**

**DRUG-FREE WORKPLACE**  
**(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for Contractors, as defined at 34 CFR Part 85, Sections 85.605 and 85.610—

- I. As a condition of the contract award, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the contract award; and
  
- II. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any contract award activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected contract award.

As the CEO or the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

_____ Name of Applicant	_____ PR/Award Number and/or Project Name
_____ Printed Name and Title of CEO or Authorized Representative	
_____ Signature (in blue ink)	_____ Date

## ATTACHMENT V

### Program Objectives, Strategies, Activities, Services, and Performance Measure/Data Sources Matrix

#### **Instructions:**

1. Make as many copies of the forms as needed.
2. Each identified objective should be addressed. (See EDUCATIONAL LEADERSHIP PROGRAM ENHANCEMENT PROJECT Objectives and Key Strategies on the following page.) Complete one sheet for each objective.
3. Provide all the information requested in each column.
4. Include strategies that are currently used as well as any new strategies proposed for 2012-2013.
5. Definitions:
  - **Strategies:** Describe the process or method your project will use to achieve objective (how).
  - **Activities/Services:** Indicate what your project will do to accomplish objective (action/work).
  - **Performance Measure:** Indicate elements that will be measured to indicate accomplishment of objective. Whenever possible, use quantifiable measures.
  - **Data Source:** Indicate where data for the performance measures is located/drawn from.

**ATTACHMENT V**

**EDUCATIONAL LEADERSHIP PROGRAM ENHANCEMENT PROJECT  
OBJECTIVES AND KEY STRATEGIES**

<b>Educational Leadership Enhancement Project Goals and Objectives- Narrative Chart Section D</b>			
<b>GOAL #1 To prepare certified teachers to obtain NYS School Building Leader Certification so that they may become highly effective leaders in high-need partner schools/districts.</b>			
<b>Measurable Objective</b>	<b>Activity/Service (See Program Purposes Section III, a-p for eligible activities)</b>	<b>Time Frame</b>	<b>Performance Measure(s) And Data Source</b>

*You may use as many pages as needed; however, these charts count toward the total narrative page limit*

<b>GOAL #2: To support aspiring School Building Leaders in aligning academic content and classroom strategies with ISLLC Standards to improve student achievement in high-need partner schools/districts.</b>			
<b>Measurable Objective</b>	<b>Activity/Service (See Program Purposes Section III, a-p for eligible activities)</b>	<b>Time Frame</b>	<b>Performance Measure(s) And Data Source</b>

***You may use as many pages as needed; however, these charts count toward the total narrative page limit***

**GOAL #3: To increase the number of highly effective school building leaders in NYS' high-need districts.**

<b>Measurable Objective</b>	<b>Activity/Service (See <i>Program Purposes Section III, a-p for eligible activities</i>)</b>	<b>Time Frame</b>	<b>Performance Measure(s) And Data Source</b>

*You may use as many pages as needed; however, these charts count toward the total narrative page limit*

**GOAL #4: To promote established partnerships which support School Building Leaders in providing an instructional program designed to create a safe and effective learning environment.**

<b>Measurable Objective</b>	<b>Activity/Service (See Program Purposes Section III, a-p for eligible activities)</b>	<b>Time Frame</b>	<b>Performance Measure(s) And Data Source</b>

***You may use as many pages as needed; however, these charts count toward the total narrative page limit***

**GOAL #5: To provide an environment enabling School Building Leaders to collaborate with college and university faculty and community organizations and members to identify and respond to diverse school community interests and needs.**

<b>Measurable Objective</b>	<b>Activity/Service (See <i>Program Purposes Section III, a-p for eligible activities</i>)</b>	<b>Time Frame</b>	<b>Performance Measure(s) And Data Source</b>

***You may use as many pages as needed; however, these charts count toward the total narrative page limit***

ATTACHMENT VI

To obtain a copy of form FS 10 click on the following link.

<http://www.oms.nysed.gov/cafe/forms/fs10.pdf>

**PROPOSED BUDGET 2012-13 (ROUND CENTS TO NEAREST DOLLAR)**

Line No.	Expenditure Category	Code	TLQP*				
			1a TP	1b AS	1c LEA 1	1d LEA 2	1e TOTAL TLQP
1	Salaries for Professional Personnel	15					
2	Salaries for Non-Professional Personnel	16					
	a. Clerical/Secretarial						
	b. Student Assistants						
	c. Other						
3	Purchased Services	40					
4	Supplies & Materials	45					
	a. Instructional						
	b. Other						
5	Travel Expenses	46					
	a. Student/Programmatic						
	b. Staff/Administrative						
6	Employee Benefits	80					
	a. Professional___%						
	b. Clerical/Secretarial___%						
	c. Student Assistants___%						
	d. Other___%						
7	<b>SUBTOTAL of Lines 1-6</b>						
8	<b>Indirect Cost**</b>	90					
9	<b>Equipment</b>	20					
10	<b>GRAND TOTAL (Lines 7 - 9)</b>						

\*The Legislation supporting TLQP requires that no single participant in an eligible partnership use more than 50% of the funds made available to the partnership; 1a, TP = Teacher Preparation Program, 1b, AS = School/Department of Arts & Science, 1c and 1d, LEA = Local Education Agency(ies).

\*\*The TLQP Indirect Cost (column 1, line 8) may not exceed 8% of SUBTOTAL (col. 1, line 7). Equipment, tuition, stipends, honoraria, and consultant fees over \$25,000 per consultant cannot be included in the basis for computing Indirect Cost.

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

**PROPOSED BUDGET 2012-15 (ROUND CENTS TO NEAREST DOLLAR)**  
**(MATCHING CONTRIBUTIONS—CASH AND IN-KIND)**

Line No.	Expenditure Category	Code	XVII. <u>Matching Contributions (Cash and In-Kind)</u>		
			Institution*** (2)	Other Sources*** (3)	Col (2 +3) (4)
1	<b>Salaries for Professional Personnel</b>	15			
2	<b>Salaries for Non-Professional Personnel</b>	16			
	a. Clerical/Secretarial				
	b. Student Assistants				
	c. Other				
3	<b>Purchased Services</b>	40			
4	<b>Supplies &amp; Materials</b>	45			
	a. Instructional				
	b. Other				
5	<b>Travel Expenses</b>	46			
	a. Student/Programmatic				
	b. Staff/Administrative				
6	<b>Employee Benefits</b>	80			
	a. Professional___%				
	b. Clerical/Secretarial___%				
	c. Student Assistants___%				
	d. Other___%				
7	<b>SUBTOTAL of Lines 1-6</b>				
8	<b>Indirect Cost**</b>	90			
9	<b>Equipment</b>	20			
10	<b>GRAND TOTAL (Lines 7 - 9)</b>				

\*\* The Institutional Indirect Cost (column 2, line 8) may not exceed 20% of SUBTOTAL (col. 2, line 7). Equipment, tuition, stipends, honoraria, and consultant fees over \$25,000 per consultant cannot be included in the basis for computing Indirect Cost.

\*\*\* The sources of all Institutional and Other Sources must be identified

## APPENDIX A

### DEFINITIONS

#### **Core Academic Subjects:**

The term “core academic subjects” means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Part A, Section 9101(11)].

#### **High-Need LEA:**

An LEA that

1. Serves at least 10,000 children below the poverty line, or has at least 20 percent of the children it serves be from families below the poverty line; and
2. a high percentage of teachers who are not teaching in the academic subjects or at the grade levels for which they have training, or has a high percentage of teachers with emergency, temporary, or provisional certification or licensing [Title II, Part A, Section 2102(3)].

(For the purposes of TLQP, **2.2 percent** will be considered to constitute “a high percentage.”)

**\*NOTE: In New York State, provisional/initial certification is not considered a deficient credential.** The meaning of the term in the legislation is clarified in the *Non-Regulatory Draft Guidance* issued by DOE on December 19, 2002, which on page 88 refers to teachers with “full State certification” as not having “had certification or licensure requirements waived on an emergency, temporary, or provisional basis.” Unlike the situation in some other states, in New York State provisional certification does not imply a waiver of State requirements. Rather, provisional/initial certification is currently full State certification for beginning New York State teachers.

#### **Non-profit Organization with a Record of Demonstrated Effectiveness:**

This phrase refers to an organization that can provide evidence of financial stability and whose net earnings do not benefit, and cannot lawfully benefit, any private shareholder or entity. In addition, the organization must have as its primary purpose the improvement of student learning in one or more of the core academic subjects; provide documentation of having conducted teacher training programs that used effective approaches and processes for teaching subject matter content; have personnel with qualifications and expertise to provide the desired instruction; and provide evaluation data from past programs to show improved student outcomes.

**Paraprofessional:**

A paraprofessional (Teaching Assistant) is a person who has instructional duties within a school but is not a teacher. Individuals who work solely in non-instructional roles—such as food service, cafeteria or playground supervision, personal care services, or non-instructional computer assistance—are not considered to be paraprofessionals for the purposes of this legislation.

**Professional Development:**

The term “professional development” [Section 9101(34), with a few deletions and alterations so that all of the activities listed are related to TLQP] includes activities that:

1. Improve and increase teachers’ knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
2. Are an integral part of broad school-wide and district-wide educational improvement plans [the required district professional development plans—see Appendix D];
3. Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
4. Improve classroom management skills;
5. Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom and are not one-day or short-term workshops or conferences;
6. Support the training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
7. Advance teacher understanding of effective instructional strategies that are
  - a) Based on scientifically-based research; and
  - b) Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
  - c) Aligned with and directly related to State academic content standards [NYS Learning Standards];
- 8) Are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served;
- 9) Are designed to give teachers of limited English proficient students, and other teachers and professional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those students, including the appropriate use of curricula and assessments;

- 10) To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- 11) As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- 12) Provide instruction in methods of teaching students with special needs;
- 13) Include instruction in the use of data and assessments to inform classroom practice;
- 14) Include instruction in ways that teachers, principals, and school administrators may work more effectively with parents;
- 15) Provide prospective and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
- 16) Create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
- 17) Provide follow-up activities that are designed to ensure that the knowledge and skills learned by teachers participating in earlier sessions will be implemented in the classroom.

### **School of Arts and Sciences:**

This refers to an institution of higher education (IHE) or to an organizational unit of an IHE that offers one or more academic majors in disciplines or content areas corresponding to the academic subjects which teachers teach in schools [Title II, Part A, Section 2102 (1)]. (According to DOE, this definition restricts the number of colleges that can serve as the required School of Arts and Sciences partner; this partner **must** be an IHE that offers academic majors, i.e., must be an IHE that awards the baccalaureate degree.)

### **Scientifically Based Research:**

In this context, “scientifically based research” refers to research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. Research with the following characteristics falls into this category:

1. Employs systematic, empirical methods that draw on observation or experiment;
2. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
3. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

4. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments or other designs to the extent that those designs contain within-condition or across-condition control;
5. Ensures that experimental studies are presented with sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
6. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparatively rigorous, objective, and scientifically review [Title IX, Part A, Section 9101(37)].

## Appendix B

See link below for list of High-Need Schools

[http://www.p12.nysed.gov/accountability/APA/SURR/SURR\\_home.html](http://www.p12.nysed.gov/accountability/APA/SURR/SURR_home.html)

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## Appendix C

### SCHOOLS UNDER REGISTRATION REVIEW (SURR)

See link below for list of schools for New York City and Upstate

[http://www.p12.nysed.gov/accountability/APA/SURR/SURR\\_home.html](http://www.p12.nysed.gov/accountability/APA/SURR/SURR_home.html)

**NOTE:** Although projects are encouraged to form partnerships with schools on the SURR list, applicants should be aware that not all schools on this list meet both of the two Federal criteria for being “high-need.” Follow the instructions in Appendix B to determine whether any specific school will be considered high-need for the purposes of TLQP.

## APPENDIX D

# Information about New York State's Requirements for School/District Professional Development Plans

### Regulations - Professional Development Plans

#### AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to Sections 101, 207, 215, 305 and 3604 of the Education Law.

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Subdivision (dd) of section 100.2 of the Regulations of the Commissioner of Education is added, effective October 7, 1999, to read as follows:

(dd) Professional development plan.

**(1) Requirement.**

(i) By September 1, 2000, and annually by September 1 of each school year thereafter, each school district and Board of Cooperative Educational Services (BOCES) shall adopt a professional development plan that meets the content requirements prescribed in paragraph (2) of this subdivision. The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students.

(ii) Such professional development plan may be a part of a comprehensive education plan of the district or BOCES, provided that the professional development plan meets all of the requirements of this subdivision, including the requirements related to collaboration with the professional development team in the development of the plan as prescribed in paragraph (3) of this subdivision, or may be a free-standing plan of the district or BOCES.

(iii) A school district or BOCES may include the local special education comprehensive system of personnel development (CSPD) plan, developed pursuant to 34 CFR 300.221, as part of its professional development plan, provided that such professional development plan meets all requirements set forth in this subdivision and provided that such local CSPD plan meets all other requirements of Federal or state statute, regulation or policy.

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**(2) Content of the plan.** The professional development plan shall be structured in a format consistent with commissioner's guidelines and shall include:

(i) a needs analysis, and goals, objectives, strategies, activities and evaluation standards for professional development in the school district or BOCES; and

(ii) a description of:

(a) how the school districts or BOCES provide all teachers they employ substantial professional development opportunities directly related to student learning needs as identified in the school district or BOCES report card and other sources as determined by the school district or BOCES. For plans covering the time period, February 2, 2004 and thereafter, each school district or BOCES shall describe in its plan how it will provide teachers it employs holding a professional certificate with opportunities to maintain such certificates in good standing based upon successfully completing 175 hours of professional development every five years as prescribed in Part 80 of this Title;

(b) teachers' expected participation in professional development, including but not limited to an estimate of the average number of hours each teacher is expected to participate in professional development in the school year covered by the plan;

(c) the alignment of professional development with New York standards and assessments, student needs, including but not limited to linguistic, cultural diversity and special needs, and teacher capacities;

(d) the articulation of professional development across grade levels;

(e) the efforts made to ensure that professional development is continuous and sustained and that the methods and approaches for delivering professional development have been shown to be effective; and

(f) the manner in which the school district or BOCES will measure the impact of professional development on student achievement and teachers' practices.

---

### **(3) Development and adoption of the plan.**

(i) The requirement in this subparagraph shall be applicable to all BOCES and school districts, except the City School District of the City of New York. The requirements of subparagraph (ii) of this paragraph shall be applicable to the City School District of the City of New York.

(a) The plan shall be developed through collaboration with a professional development team. The team members shall be designated for appointment in the manner prescribed in this clause, except as prescribed in clause (b) of this subparagraph. The board of education or BOCES shall appoint the members of the team, a majority of which shall be teachers, which shall include the superintendent of schools or his or her designee in the case of school districts or the district superintendent or his or her designee in the case of BOCES; school administrators upon designation by the administrators' collective bargaining organization; teachers upon designation by the teachers' collective bargaining organization; at least one parent upon designation by the established parent groups in the district or in their absence, by the superintendent in the case of a school district or district superintendent in the case of a BOCES; and one or more curriculum specialists, meaning a teacher or administrator whose primary job responsibility involves the development or evaluation of curricula, upon designation by the district or teachers' collective bargaining organization or both. In addition, the team shall include at least one representative of a higher education institution, provided that the board of education or BOCES determines that a qualified candidate is available to serve after conducting a reasonable search. The team may include other individuals, such as representatives of professional development organizations or the community at large. In school districts or BOCES in which teachers or administrators are not represented by a collective bargaining organization, teachers or administrators shall be designated by their peers in a manner prescribed by the Board of Education or BOCES.

(b) Notwithstanding the requirements of clause (a) of this subparagraph, members of the professional

development team employed in or representing a school under registration review, pursuant to section 100.2(p) of this Title, including but not limited to teachers, administrators, curriculum specialists and parents, shall not be designated for appointment as prescribed in clause (a) of this subparagraph but shall instead be recommended by the superintendent of the school district for appointment by the board of education.

(c) The board of education or BOCES shall permit the professional development team a period of at least 180 days to develop its recommended professional development plan and shall convene such team on or before October 1, except that for the 1999-2000 school year, such team shall be convened by October 8, 1999.

(d) Such team shall submit to the board of education or to the BOCES a recommended professional development plan by a date specified by the board of education or BOCES. The board of education or BOCES may accept or reject the recommendations of the team in whole or part. Components of the plan not approved by the board of education or BOCES shall be returned to the team for further consideration. Any subsequent modification in the professional development team's recommendation to the board of education or BOCES shall be presented to the board of education or BOCES on or before June 1, and the board of education or BOCES shall act on the plan by June 30. The final determination on the content of the professional development plan shall be the determination of the board of education or BOCES.

(e) The professional development plan shall be adopted by the board of education or BOCES at a public meeting. Each year, the board of education or BOCES shall evaluate the effectiveness of the plan. The board of education or BOCES may adopt a multi-year plan or an annual plan, provided that in the case of a multi-year plan the professional development team shall be required to review the plan on an annual basis, and submit to the board of education or BOCES recommended revisions, if necessary. The Board of Education or BOCES shall determine whether to approve the recommended revisions.

(ii) The requirements of this subparagraph shall be applicable to the City School District of the City of New York.

(a) Each community school district, high school division, special education division and the Chancellor's district shall have a professional development plan.

(b) Each plan shall be developed through collaboration with a professional development team. The team members shall be designated for appointment in the manner prescribed in this clause, except as prescribed in clause (c) of this subparagraph. In the case of a community school district, the board of education of the community school district shall appoint the members of the team for the community school district. In the case of a high school division, special education division, and the Chancellor's district, the Chancellor of the City School District of the City of New York shall appoint the members of the team. The team, a majority of which shall be teachers, shall include the superintendent of the district for which the team was formed or his or her designee; school administrators upon designation by the administrators' collective bargaining organization; teachers upon designation by the teachers' collective bargaining organization; at least one parent upon designation by the established parent groups in the district, or, in their absence, by the Chancellor in the case of a high school division, a special education division or a Chancellor's district, or by the board of education of the community school district in the case of a community school district; one or more curriculum specialists, meaning a teacher or administrator whose primary job responsibility involves the development or evaluation of curricula, upon designation by either or both the teachers' collective bargaining organization, or by the Chancellor in the case of a high school division, a special education division or a Chancellor's district, or by the board of education of the community school district in the case of a community school district. In addition, the team shall include at least one representative of a higher education institution, provided a qualified candidate is available to serve after conducting a reasonable search. The team may include other individuals, such as representatives of professional development organizations or the community at large.

(c) Notwithstanding the requirements of clause (b) of this subparagraph, members of the professional development team employed in or representing a school under registration review, pursuant to section 100.2(p) of this Title, including but not limited to teachers, administrators, curriculum specialists and parents, shall not be designated for appointment as prescribed in clause (b) of this subparagraph but shall instead be recommended by the Chancellor for appointment by the board of education of the community school district in the case of community school districts, and appointed by the Chancellor without being designated by any other party in the case of high school divisions, special education divisions and the Chancellor's district.

(d) In the case of high school divisions, special education divisions and the Chancellor's district, the Chancellor shall convene the professional development team on or before October 1, except for the 1999-2000 school year when such team shall be convened by October 8, 1999. The Chancellor shall permit the team a period of 180 days to develop its recommended professional development plan. Such team shall submit to the Chancellor a recommended professional development plan by a date specified by the Chancellor. The Chancellor may accept or reject the recommendations of the team in whole or part. Components of the plan not approved by the Chancellor shall be returned to the team for further consideration. Any subsequent modification in the professional development team's recommendation to the Chancellor shall be presented to the Chancellor on or before June 1, and the Chancellor shall act on the plan by June 30. The final determination on the content of the professional development plan shall be the determination of the Chancellor, in accordance with Education Law section 2590-h(14). In the event that the team does not make a recommendation to the Chancellor by the date specified by the Chancellor, the Chancellor may promulgate a professional development plan without such recommendation.

(e) In the case of community school districts, each board of education of the community school district shall submit to the Chancellor of the City School District of the City of New York a recommended professional development plan by a date specified by the Chancellor. Such professional development plan shall be developed through collaboration with the community school district's professional development team. Each board of education of a community school district shall convene its professional development team on or before October 1, except for the 1999-2000 school year when such team shall be convened by October 8, 1999. The board of education of the community school district shall permit its professional development team a period of at least 180 days to develop its recommendations for the professional development plan. Such team shall submit to the board its recommended professional development plan by a date specified by the board. Components of the plan not accepted by the board of education of the community school district shall be returned to the team for further consideration and submitted to the board by a date specified by the board. The board of education of the community school district may accept or reject the recommendations in whole or part. The board shall adopt final recommendations for the district's professional development plan for submission to the Chancellor. The Chancellor may accept or reject the recommendations of the board of education of the community school district in whole or part. Components of the plan not approved by the Chancellor shall be returned to the board of education of the community school district for further consideration. Any subsequent modification in the board's recommendation to the Chancellor shall be presented to the Chancellor on or before June 1, and the Chancellor shall act on the plan by June 30. The final determination on the content of the professional development plan shall be the determination of the Chancellor, in accordance with Education Law section 2590-h(14). In the event that the board of education of the community school district does not make a recommendation to the Chancellor by the date specified by the Chancellor, the Chancellor may promulgate a professional development plan without such recommendation.

(f) Each year, the Chancellor shall evaluate the effectiveness of the plan for each district. The Chancellor shall promulgate a multi-year or an annual plan for each district, provided that in the case of a multi-year plan for a high school division, special education division and the Chancellor's district, such district's professional development team shall be required to review the plan on an annual basis; and in the case of a multi-year plan

for a community school district, the board of education of the community school district shall be required to review the plan on an annual basis in collaboration with its professional development team. Such districts shall submit to the Chancellor recommended revisions, if necessary. The Chancellor shall determine whether to approve the recommended revisions.

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**(4) Reporting requirement.**

(i) Each year, the superintendent of a school district, the district superintendent of a BOCES, and in the case of the City School District of the City of New York, the Chancellor, shall be required to certify to the commissioner, in a form and on a timetable prescribed by the commissioner, that:

(a) the requirements of this subdivision to have a professional development plan for the succeeding school year have been met; and

(b) the school district or BOCES has complied with the professional development plan applicable to the current school year.

(ii) The commissioner may request a copy of the professional development plan for review and may recommend changes to the plan to meet the learning needs of the students in the school district or BOCES.

(5) Notwithstanding the requirements of this subdivision, participation in professional development outside the regular school day or regularly scheduled working days of the school year shall be volitional for teachers, unless otherwise agreed upon as a term or condition of employment pursuant to collective bargaining under Article 14 of the Civil Service Law.

(6) Variance. A variance shall be granted from a requirement of this subdivision, upon a finding by the commissioner that a school district or BOCES has executed prior to October 7, 1999 an agreement negotiated pursuant to Article 14 of the Civil Service Law, whose terms continue in effect and are inconsistent with such requirement.

## APPENDIX E

<http://www.nyiteez.org/NYteachercenters/homepage.htm>

**APPENDIX F**  
**2012-2015 Educational Leadership Program Enhancement Project Application**

Page 1 of 4

**Memorandum of Agreement Between**

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(Name of Sponsoring Institution)

**and the participating partners for the  
NYS Educational Leadership Program Enhancement Project**

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and the roles of each of the partners participating in the Teacher/Leader Quality Partnership Program (TLQP) listed below to enhance the preparation of current and prospective teachers. The purpose of this partnership is to prepare and support educators to help all students achieve high standards of learning and development.

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**Institution of higher education and its school (or department) of education**

Required Partner agrees to (Summarize the activities/services/etc. that the Partner will provide to and receive from the partnership.):

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

Signature \_\_\_\_\_ Date \_\_\_\_\_  
**(In blue ink)**

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

**Department/School of Arts and Sciences**

Required Partner agrees to (Summarize the activities/services/etc. that the Department School of Arts and Sciences Partner will provide to and receive from the partnership.):

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

Signature \_\_\_\_\_ Date \_\_\_\_\_  
**(In blue ink)**

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

**High-Need Local Education Agency (See Definition in Appendix A and Instructions for Appendix B)**

Required Partner agrees to (Summarize the activities/services/etc. that the School/School District will provide to and receive from the partnership.):

Name, Title, Organization \_\_\_\_\_

NYS School District Code # \_\_\_\_\_

- 1) As the School Principal or as the School District Administrator, I certify that this school meets the definition of a “high-need Local Education Agency” as defined in Section 2102(3) of the No Child Left Behind legislation (see Appendix A); or
- 2) As the School District Administrator, I certify that my District meets the definition of a “high-need Local Education Agency” as defined in Section 2102(3) of the No Child Left Behind legislation (see Appendix A).

Signature \_\_\_\_\_ Date \_\_\_\_\_  
**(In blue ink)**

**Additional Partner(s)**  
**(Include one sheet for each partner)**

Optional Partner(s) agrees to (Summarize the activities/services/etc. that the additional partner(s) will provide to and receive from the partnership.):

Name, Title, Organization \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_  
**(In blue ink)**

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

**PROPOSAL REVIEW CRITERIA  
TEACHER/LEADER QUALITY PARTNERSHIPS**

**EDUCATIONAL LEADERSHIP PROGRAM ENHANCEMENT PROJECT  
2012-2015**

Name of Institution: \_\_\_\_\_

Proposal Number: \_\_\_\_\_ Contact  
Name: \_\_\_\_\_

Date Sent to Reviewer: \_\_\_\_\_ Date Returned:  
\_\_\_\_\_

Reviewer: \_\_\_\_\_ Reviewer's Signature: \_\_\_\_\_

\*\*\*\*\*

Please rate and provide comments for each category. Indicate strengths and weaknesses of this proposal, and make suggestions for improvement. State your concerns and recommendations clearly because they may be presented to the proposing institution/entity for a response. Further, comments and concerns will be helpful to Educational Leadership Program Enhancement Project/TLQP Program staff as they provide technical assistance to improve and enhance funded programs. If you need additional space, please feel free to staple additional pages to this form and indicate the item to which each comment refers.

\*\*\*\*\*

**SCORE: \_\_\_\_\_ (OF A POSSIBLE 100 POINTS\*)**

75 points for for-profit applications

**ABSTRACT (Maximum 2.5 points)**

Using no more than two pages, the proposal concisely describes the purpose and goals of the project and how goals will be accomplished. The intended outcome of the project is clearly stated. **(2-2.5)**

The proposal describes the purpose and goals of the project, but the description is vague, unclear, and/or inadequate. It is unclear how goals will be accomplished. **(0-2)**

Abstract is not included, or it fails to state either the purpose or goals of the project or how they are to be accomplished. **(0)**

**Total Abstract Score**      / **2.5**

**COMMENTS/CONCERNS:**

**MEETING THE LEADERSHIP EDUCATION NEEDS OF ELIGIBLE HIGH-NEED SCHOOLS/DISTRICTS (Maximum 2.5 points)**

**Institution Profile Form**

Proposal includes fully complete Institution Profile Form (Attachment 1)

The proposal provides a clear detailed narrative outlining specific areas of expansion or enhancement to the current educational leadership program as they relate to the defined needs of partner schools/ districts. The proposal uses multiple data sources to define community needs, student achievement needs, anticipated administrative vacancies or gaps in candidate qualifications, and turnover of administrative staff in each partner school/district. The proposal provides a clear plan specifying how planned improvements in the current educational leadership program will meet the defined needs of the partner schools/district(s) to prepare highly effective building level leaders and increase student achievement. The proposal shows evidence of success of current or past collaborations between the IHE and partner schools/district as appropriate. **(2-2.5 points)**

Proposal provides a general plan to broadly meet the needs of partner schools/districts with some data to support needs. **(0-2 points)**

Proposal offers a general plan that is not aligned with the needs of partner schools/districts and provides little to no substantive data to evidence needs. **(0 points; 0 points if incomplete)**

**Total points for Meeting the Leadership Education Needs of Eligible High-Need Schools/Districts        / 2.5**

**COMMENTS/CONCERNS:**

## PROGRAM PLAN (Maximum 65 points)

### Course Descriptions/Sequence

All proposals must include as an attachment the planned course sequence and an outline for all courses leading to New York State School Building Leader Certification.

### Quality Elements

***Educational Leadership Program Enhancement Objectives and Key Strategies*** are to be considered in awarding points for the Program Plan section along with the narrative provided for each item (A-P). Relevant information/documentation contained within the required attachments should also be considered in awarding points

***A. Focused on high quality teaching and improving student learning that incorporates activities and effective strategies that promote learning and future achievement for all students:***

The proposal provides a detailed description of how the Educational Leadership Program prepares leaders who can establish student achievement as the primary focus of school improvement initiatives and identifies how effective strategies that promote learning and achievement for all students can become an ongoing focus of the school improvement process. (Attachment V Goal # 1, 2, 3) **(0-4 points)**

***B. Aligned with research-based best practices:*** The proposal provides a detailed description of where and how research-based best practices will be incorporated within the Educational Leadership Program and how the program will stay informed on and committed to the latest research available on leadership theory and practice. (Attachment V Goal # 2, 4) **(0-4 points)**

***C. Aligned with ISLLC Standards as the program foundation:***

The proposal provides a detailed description of where and how ISLLC Standards have been incorporated into the Educational Leadership Program. (Attachment V Goal # 2, 5) **(0-4 points)**

***D. Cooperatively developed and managed by the applicant IHE and partner school districts (LEAs:)***

The proposal provides a detailed description of how partners will be involved in the development of the Educational Leadership Program as it relates to ongoing course/syllabi refinement, determining the needs of school leaders and providing support to candidates. (Attachment V Goal # 3, 5) **(0-3 points)**

***E. Integrated with the systemic reform efforts of New York State’s high-need schools and school districts:***

The proposal provides a detailed description of how the Educational Leadership Program will enhance district/school improvement efforts related to targets for making Adequate Yearly Progress (AYP): (Attachment V Goal # 1, 2, 3, 4, 5) **(0-4 points)**

***F. Provides for a full-time authentic, rigorous, clinical internship meeting the requirements for NYS certification as a School Building Leader:***

The proposal provides a detailed description to substantiate that the clinical internship will be rigorous, provide authentic leadership experiences, be full time and focused on student learning. (Attachment V Goal # 1, 3) **(0-14 points)**

***G. Integrates theoretical and practical knowledge throughout all learning experiences:***

The proposal includes a detailed description of where and how “real-world” and “problem-based” realities of leadership are embedded within the Educational Leadership Program. (Attachment V Goal # 1, 2, 4, 5) **(0-4 points)**

***H. Uses authentic measures to assess program candidates:***

The proposal includes a detailed description of the criteria and methodologies that will be used to determine the degree to which candidates are developing the skills necessary to make a positive difference as school leaders. (Attachment V Goal # 3) **(0-4 points)**

***I. Has faculty committed to and capable of delivering the program:***

The proposal includes a detailed description of the expectations regarding faculty commitment to the Educational Leadership Program and how the effectiveness of faculty will be assessed. (Attachment V Goal # 2, 4, 5) **(0-3 points)**

***J. Includes proactive recruitment activities:***

The proposal includes a detailed description of how highly qualified candidates for the Educational Leadership Program will be recruited. (Attachment V Goal # 1) **(0-3 points)**

***K. Bases selection of candidates on demonstrated success:***

The proposal includes a detailed description of how the selection process will ensure that highly committed, successful teachers who possess the dispositions of school leaders outlined in the ISLLC Standards will be selected for the Educational Leadership Program. (Attachment V Goal # 3) **(0-3 points)**

***L. Ensures meaningful and active practitioner partnerships working closely with dedicated program faculty:***

The proposal includes a detailed description of the scope and extent of involvement by the high need school and/or district indicating the project's capability for improving teaching and learning in partner schools through enhanced leadership development; and, the scope and extent of involvement by the School of Arts and Sciences partner as it relates understanding and strengthening the role of leadership in the school improvement process; and, a description of the scope and extent of involvement by any other partners. (Attachment V Goal # 3, 4, 5) **(0-3 points)**

***M.Plans for sustainability of successful elements:***

The proposal includes a detailed description of the strategies that will be used to help ensure that enhancements to the Educational Leadership Program derived from this award will continue beyond the funding period. (Attachment V Goal # 5) **(0-3 points)**

***N. Evaluated using a variety of performance indicators and actively uses program evaluation data to improve the program:***

The proposal includes a detailed description of how the efficacy of this project will be evaluated including who will be charged with reviewing data and how program modification or mid course corrections will be made to attain the stated goals. (Attachment V Goal # 5) **(0-3 points)**

***O.Promotes supportive learning structures for participants:***

The proposal includes a detailed description of how Educational Leadership Program participants will be supported to ensure their success in gaining the skills and dispositions necessary to provide outstanding leadership in high need schools. (Attachment V Goal # 1, 2, 4) **(0-3 points)**

***P. Is committed to sharing best practices with the field:***

The proposal includes a detailed description of the plan for disseminating and publishing best practices and lessons learned. (Attachment V Goal # 2, 4) **(0-3 points)**

**Total points for Program Plan \_\_\_\_\_ / 65**

**COMMENTS/CONCERNS:**

## PROJECT STAFFING AND MANAGEMENT (Maximum 5 points)

Assign **one point for each area** addressed in the proposal (check all that apply):

- A description is provided of all professional staff positions that will be assigned directly to the project.
- A description is provided for a management plan that will assure the effective completion of project activities.
- 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.
- An organizational chart is provided that indicates the reporting lines within the project for the project director and all other project staff.
- An organizational chart is provided that indicates the structure and position of the project within the host institution.

**Total points for Project Staffing and Management** \_\_\_\_\_ / 5

COMMENTS/CONCERNS:

## **BUDGET AND BUDGET NARRATIVE (Maximum 25 points)**

### **Budget Narrative/Budget** (not applicable for for-profit applicants)

Award points for each item (1-4 below) based on whether the criteria is fully or partially met consistently throughout the Budget or Budget Narrative, and list under “Comments/Concerns” the numbers of the criteria that either are met only partially or are not met at all.

1. Budget Narrative expenditure descriptions follow the sequence of categories and code numbers given on the Educational Leadership Program Enhancement/TLQP 2012/2013 Proposed Budget form. **(0-2 points)**
2. Budget Narrative makes clear how proposed expenditures are justified by the nature of the project or by special circumstances surrounding the proposed expenditure (e.g., the special expertise of a particular speaker or trainer, or the general high costs in the geographical location of the project). This should be assigned most of the points – maybe **(0- 10 points)**
3. In other categories, the Budget Narrative provides details that make clear the nature of each expenditure (e.g., instead of saying simply “Supplies,” it indicates the kind of supplies and their purpose—as in “test tubes and chemicals for monthly chemistry workshops”—or, instead of saying simply “Travel,” it indicates who will be traveling, the destination or purpose of the trip, and the kind of vehicle to be used). Narrative identifies the salaried positions—giving the position title, anticipated salary amount, and expected time contribution. Narrative identifies consultants included in the Purchased Services category, their name and their per diem, weekly, or hourly rate. **(0-10 points)**
4. Budget Narrative clearly indicates the basis of calculation for each proposed expenditure (e.g., 50 books at \$10.50 per book; eight bus trips at \$350 per round trip; monthly mailing to participants at \$100 per mailing). **(0-3 points)**

**Budget Narrative/Budget \_\_\_\_\_ / 25**

**COMMENTS/CONCERNS:**

**Scoring**

<b>Project Abstract</b>	(      ) out of 2.5
<b>Meeting the leadership education needs of eligible high-need schools/districts</b>	(      ) out of 2.5
<b>Program Plan</b>	(      ) out of 65
<b>Project Staffing and Management</b>	(      ) out of 5
<b>Budget/Budget Narrative (Not-for-profits Only)</b>	(      ) out of 25
<hr/>	
<b>Total Score:</b>	(      ) out of 100*

\*out of 75 for for-profit applicants

Additional Comments:

**Educational Leadership Program Enhancement Project  
REVIEW FOR PROPOSAL ELIGIBILITY**

Name of Institution: \_\_\_\_\_

Proposal Number: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Date Sent to Reviewer: \_\_\_\_\_ Date Returned: \_\_\_\_\_

Reviewer: \_\_\_\_\_ Reviewer's Signature: \_\_\_\_\_

\*\*\*\*\*

**The project proposal meets the ten eligibility requirements:    YES    NO    (circle one)**

**If "NO," list the requirements not met:** \_\_\_\_\_

\*\*\*\*\*

*ELIGIBILITY REQUIREMENTS*

**1. Does the proposal designate the following required partners?**

- \_\_\_\_\_ An IHE and its school of education
- \_\_\_\_\_ A College of Arts and Sciences
- \_\_\_\_\_ A high-need LEA, with evidence that it is high-need
- \_\_\_\_\_ Yes                      \_\_\_\_\_ No

**2. Does the proposal include signed MOAs that specify how **each partner** will contribute to the project, and does it attach the comprehensive report page(s) showing that at least 50 percent of the LEAs who are partners meet the federal definition of high-need?**

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

**3. Does the Proposal include documentation of substantial collaboration among the three required partners, including the involvement of teachers, administrators, and the school and/or district professional development planning team in the**

planning, implementation, and evaluation of proposed activities?

\_\_\_\_\_Yes          \_\_\_\_\_No

4. Does the Proposal demonstrate a detailed School Building Leader certification program participant selection process, including defined acceptance criteria and recommendations?

\_\_\_\_\_Yes          \_\_\_\_\_No

5. Does the Proposal provide full-time authentic, rigorous, clinical internships meeting the requirements for NYS certification as a School Building Leader?

\_\_\_\_\_Yes          \_\_\_\_\_No

6. Does the Proposal demonstrate the use of ISLLC Standards as program foundation (See [www.ccsso.org/content/pdfs/elps\\_isllc2008.pdf](http://www.ccsso.org/content/pdfs/elps_isllc2008.pdf))?

\_\_\_\_\_Yes          \_\_\_\_\_No

7. Does the Proposal identify activities that are grounded on scientifically-based research (for definition, see Appendix A) and include substantial opportunities for active learning?

\_\_\_\_\_Yes          \_\_\_\_\_No

8. Does the Proposal identify the integration of theoretical and practical knowledge throughout all learning experiences?

\_\_\_\_\_Yes          \_\_\_\_\_No

9. Does the Proposal identify rigorous educational leadership program evaluation?

\_\_\_\_\_Yes          \_\_\_\_\_No

10. Does the Proposal identify methods for sharing of best practices and dissemination of program result?

\_\_\_\_\_Yes          \_\_\_\_\_No

### **Partnership**

Names of Three Primary Partners:

### **Geographical Distribution**

Does the project serve at least one high-need school/school district that is located:

- In New York City? \_\_\_\_\_ Yes \_\_\_\_\_ No  
(If “yes,” give the name of the school and borough on the lines below.)
  - In one of the Big Four cities (Buffalo, Rochester, Syracuse, Yonkers)?  
\_\_\_\_\_ Yes \_\_\_\_\_ No (If “yes,” circle the name of the city.)
  - In other areas of the state, such as the Southern Tier, the Mohawk Valley, or the North Country? (If “yes”, name the school(s)/school district(s) and the county or region to be served by the project)
- 
- 
- 

**Budget and Budget Narrative**

1. First page of completed Educational Leadership Program Enhancement/TLQP Budget Form indicates the proposed project expenditures from TLQP funds.  
\_\_\_\_\_ Yes \_\_\_\_\_ No
2. First page of the completed TLQP Budget Form indicates that no one member of the partnership will receive more than 50% of the awarded funds.  
\_\_\_\_\_ Yes \_\_\_\_\_ No
3. Second page of completed Educational Leadership Program Enhancement/TLQP Budget Form indicates institutional and clearly identifies other source funds that will be used for operation of the project.  
\_\_\_\_\_ Yes \_\_\_\_\_ No
4. Budget Narrative includes both TLQP and Matching Funds.  
\_\_\_\_\_ Yes \_\_\_\_\_ No

**Proposal Score Totals**

\_\_\_\_\_Abstract

\_\_\_\_\_Institutional Profile

\_\_\_\_\_Program Plan

\_\_\_\_\_Project Staffing and Management

\_\_\_\_\_Budget and Budget Narrative

\_\_\_\_\_Total Score