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 Partnerships (TLQP) – Professional Development Program to Improve Teaching and Learning of Core Academic Subjects

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 Thursday June 14, 2012.

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

Funding for the TLQP program year of 2012-2013 will be $3,487,996 as per the approved Federal appropriation.

The Teacher Leader Quality Partnerships Professional Development 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 **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

Not-for-Profit Applicants	For-Profit Applicants
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 Contract Administration Unit Attn: Richard P Duprey, GC#12-014 Room 505W EB 89 Washington Avenue Albany, NY 12234

Teacher Leadership Quality Partnerships (TLQP) – Professional Development Program to Improve Teaching and Learning of Core Academic Subjects 2012-2015

Introduction/Background

The No Child Left Behind Act of 2001 (NCLB) amended 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. This federally funded Program is a competitive grant contract opportunity to support local, regional, and statewide initiatives to improve the teaching of core academic subjects. With an emphasis on the educational needs of high-need schools and the goal of improving student achievement, the TLQP Program promotes collaborative relationships that will improve both teacher preparation programs and professional development for in-service teachers.

Purpose/Goal:

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.

The Teacher/Leader Quality Partnerships (TLQP) program (Title II, Part A, Subpart 3) offers an opportunity to meet these ambitious goals by accelerating the change process of in-service professional development of teachers and other school leaders. Highly committed partnerships can work to strengthen the vital role of K-12 educators in helping to design and implement effective programs and to increase collaboration between schools of arts and sciences and schools of education.

See Application Guidelines for additional details.

General Eligibility:

New York State public and independent degree-granting colleges and universities or by consortia of such institutions with registered programs in teacher education, school leaders' preparation or the core academic subjects. 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 Attachment 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

Attachment A, and see Attachment B for instructions on how to determine which schools and districts meet this definition).

Funding History and Projections for 2012-2015	There are currently 18 projects with a focus on the content areas of mathematics, science, and/or technology and thirteen with a focus on English Language Arts and other core subjects. The available funding in the 2009-2012 was $5,600,000. Appropriations for the 2012-2015 program are expected to be approximately $3,487,996. Awards for each funding year 2013-2014 and 2014-2015 will be determined by the level of funding provided by the Federal Government.
Important Dates:	Full proposals must be postmarked by **Thursday, June 14, 2012.** 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**
Q & A	Questions regarding this grant must be e-mailed toTLQP@mail.nysed.gov by **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**
For Information, Contact and Application Submission:	David Lovell New York State Education Department Office of Teaching Initiatives Teacher Development Programs Unit 89 Washington Avenue Room 5N Albany, New York 12234 Email: TLQP@mail.nysed.gov

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Teaching Initiatives
Teacher Development Programs Unit
89 Washington Ave. – 5N
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

PROFESSIONAL DEVELOPMENT PROGRAM TO IMPROVE THE TEACHING AND LEARNING OF CORE ACADEMIC SUBJECTS

PROPOSAL SUBMISSION DEADLINE
Thursday June 14, 2012

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

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NEW YORK STATE EDUCATION DEPARTMENT

TITLE II, PART A, SUBPART 3 — HIGHER EDUCATION PARTNERSHIP GRANTS: TEACHER/LEADER QUALITY PARTNERSHIPS PROGRAM - PROFESSIONAL DEVELOPMENT PROGRAM TO IMPROVE THE TEACHING AND LEARNING OF CORE ACADEMIC SUBJECTS

DESCRIPTION:

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. This federally funded Program is a competitive grant contract opportunity to support local, regional, and statewide initiatives to improve the teaching of core academic subjects. With an emphasis on the educational needs of high-need schools and the goal of improving student achievement, the TLQP Program promotes collaborative relationships that will improve both teacher preparation programs and professional development for in-service teachers.

AUTHORITY: TITLE II, PART A, SUBPART 3 — HIGHER EDUCATION PARTNERSHIP GRANTS AWARDS: TEACHER/LEADER QUALITY PARTNERSHIPS PROGRAM

FUNDING SOURCE(S):

Federal-100%

Funding History for 2011-2012:

$4,870,733

Projections for 2012-2015:

Awards for 2012-2013 will be determined by the level of funding provided by the Federal Government.

The specific amounts of regional partnerships awards will be capped at $200,000.
The specific amounts of statewide partnerships awards will be capped at $400,000.

ELIGIBLE APPLICANTS:

New York State public and independent degree-granting colleges and universities or by consortia of such institutions with registered programs in teacher education, school leaders' preparation or the core academic subjects. 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 Attachment 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 Attachment A, and see Attachment B for instructions on how to determine which schools and districts meet this definition).

Operation Dates

1. TLQP 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.

2. Full proposals must be postmarked by **Thursday, June 14, 2012.** Interested Institutions must submit one original and three copies of the application for funding. Send applications to:

Not-for-Profit Applicants	For-Profit Applicants
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 Contract Administration Unit Attn: Richard P Duprey, GC#12-014 Room 505W EB 89 Washington Avenue Albany, NY 12234

Facsimile copies of the proposals are NOT acceptable. **The original must be clearly identified and signed in blue ink.**

3. 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**.

4. Questions regarding this grant must be e-mailed to: TLQP@mail.nysed.gov by **Thursday, May 24, 2012.**
A Questions and Answers Summary will be posted at: http://www.highered.nysed.gov/tcert/resteachers/tlqp.html no later than **Thursday, May 31, 2012**

CONTACT OFFICE: Teacher Development Programs Unit-TLQP

TELEPHONE: (518) 474-4661

FAX: (518) 473-0271

TABLE OF CONTENTS

I. BACKGROUND 1
II. STATE AND NATIONAL CONTEXT 4
III. PROGRAM PURPOSES 5
IV. MISSION AND PRINCIPLES 6
V. INSTITUTIONAL ELIGIBILITY 7
VI. PARTICIPANT ELIGIBILITY 7
VII. PARTNERSHIP AGREEMENTS 8
VIII. REQUIREMENTS FOR FUNDING 10
IX. FUNDING PRIORITIES 11
X. OTHER CONSIDERATIONS IN ALLOCATING AWARDS 12
XI. FUNDING LIMITATIONS 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 14
F. Institutional Funds 14
G. Payment Schedule 15
XIII. PROJECT SCHEDULE 18
A. Operation Dates 18
B. Required Reports 18
XIV. FORMAT FOR APPLICATION 18
XV. FORMAT FOR APPLICATION NARRATIVE 20
A. Project Abstract 21
B. Institutional Effectiveness in Meeting the Teacher Preparation and Professional Development Needs of High-Need Schools and School Districts 21
C. Partnerships. 21

D. Program Objectives, Activities, Services, and Performance Measures/Data Sources 22
E. Recruitment. 23
F. Retention 23
G. Project Staffing and Management 23
H. Budget/Budget Narrative.....24

XVI. PROPOSAL REVIEW 25

XVII. DEBRIEFING, AWARD PROTEST PROCEDURES 27

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 Proposed Budget 2012-2013 Forms

Attachments:
A. Definitions
B. High-Need Districts / Instructions
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

Review Criteria: Preliminary Review for Proposal Eligibility
Proposal Review Criteria

GUIDELINES FOR TEACHER/LEADER QUALITY PARTNERSHIPS PROGRAM - PROFESSIONAL DEVELOPMENT PROGRAM

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.

Funds received by a state through the Teacher Quality State Grants program are designated for activities that help increase student achievement by improving the quality of the state's teachers and principals. Some of these funds are to be used for activities undertaken directly by the state, others for subgrants to local education agencies (LEAs), and some for subgrants to partnerships between at least one Institution of Higher Education (IHE) and at least one high-need school or school district. In New York State, this grant program for partnerships is the Teacher/Leader Quality Partnerships (TLQP) program.

The higher education partnerships may focus on any of the core academic subjects: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

The New York State Education Department is seeking high-quality proposals that address any of these core academic areas so as to improve teacher/leader preparation and/or professional development and to increase students' academic achievement.

NCLB brings these other important changes:

A. 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 Attachment A for a full definition).

B. An increased emphasis on accountability for student performance, especially taking the form of ensuring that each school district develops a

district improvement plan and that all teachers are "highly qualified" according to the Federal definition.

C. A greater flexibility for states and school districts in their choice of actions to improve student performance.

D. An annual attestation of each school's progress in meeting the requirement that all teachers be "highly qualified," with this information made available to the public on request.

Specific to Higher Education partnership grants:

A. The partnership **must** include these **<u>three</u> partners**:

1. An institution of higher education (IHE) and its school of education, which must be the fiscal agent.
2. A school of arts and sciences (for definition of "school of arts and sciences," see Attachment A), and
3. A high-need local education agency (LEA) that meets the following definition of "high-need":
   - serving not fewer than 10,000 children below the poverty line, <u>or</u> 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, <u>or</u> having a high percentage of teachers with emergency, temporary, or provisional certification or licensing. (See Attachment B for information on how to determine whether a specific LEA satisfies this criterion, and see the first page of Attachment A concerning the status of provisional certification.)

Formal partnership agreements must exist between the IHE and each if its partners.

B. Partnerships may also include 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.

C. Partnerships shall use funds for professional development activities that fall into one or more of the following categories:

1. Professional development activities that will be embedded in the teacher preparation program and will improve specific aspects of that program;
2. Professional development activities in core academic subjects to ensure that teachers, highly qualified paraprofessionals, and (when

appropriate) principals gain knowledge about the subject and about computer–related technology that will help them enhance student learning; and

3. Professional development activities that will increase the instructional leadership skills of principals, enabling them to work more effectively with teachers to improve the students' learning and outcomes.

D. All professional development provided by partnerships shall be high quality, intensive, and sustained—**not** simply one-day or other short-term workshops or conferences. It will include activities that enable participants to use State standards and assessment data to improve teaching practices and student academic achievement.

E. Professional development provided may include intensive programs that prepare individuals to return to their schools and offer professional development activities to other teachers, paraprofessionals, or principals (i.e., "train-the-trainer" programs). Professional development may also include activities resulting from collaboration among one or more LEAs, one or more schools served by these LEAs, and/or one or more IHEs.

Funded programs will help shape teacher preparation and professional development activities in support of the State and Federal goal to provide highly-qualified teachers, paraprofessionals, and principals, particularly in high-need schools and districts, who are prepared to assist all students in meeting high performance standards in the core academic subject areas.

NYSED Consortium Policy for State and Federal Discretionary Grant Programs

Participants can form a partnership or consortium to apply for the grant. In order to do so, the partnership or consortium must meet the following requirements:

1. The partnership or consortium must designate one of the 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 is not a legal entity.

3. The applicant agency/fiscal agent must meet the following requirements:

    a. Must be an eligible grant recipient as defined by statute;

b. Must receive and administer the grant funds and submit the required reports to account for the use of grant funds;
c. Must require consortium partners to sign an agreement with the fiscal agent that specifically outlines all services each 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 subgranting 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.

II. STATE AND NATIONAL CONTEXT

Without highly qualified, caring, and committed teachers, not even the highest standards can prepare our children for the challenges and opportunities they will encounter. In the 21st century, more than ever before, our teachers' knowledge and capabilities will be of critical importance. As we seek to ensure a national teaching force of the highest quality, we must recognize the obstacles we face. First, the increasing enrollments and accelerating teacher retirements that are expected in the coming years will lead to unprecedented hiring demands in the profession. Second, during this decade, much of the hiring will be simply to replace new teachers who decide to leave the classroom.

The result is a drain on school finances, disruption of the coherence, continuity, and community necessary for strong schools, and a consequent erosion of teaching quality and student achievement. As classrooms across the nation are growing more challenging and diverse, our teachers will need preparation that will enable them to stay in the schools, meet the needs of all students, and help them achieve high standards. Schools in high-poverty areas, which are particularly affected by these problems, will have an especially pressing need for greater numbers of highly qualified teachers.

These conditions provide a window of opportunity for making major improvements in the ways we recruit and prepare teachers and leaders within our schools and provide them with ongoing support and professional development. We need to identify and rigorously evaluate effective educational

practices and to introduce these practices into programs throughout the State and throughout the Nation, so that good programs are not islands of excellence that influence only a small number of teachers.

New York State's next generation of teachers and school leaders will encounter in their classrooms and schools a range of complex challenges previously unknown in the profession. Changes in social conditions, new education goals and tougher standards, more rigorous assessments, site-based management, and expanded use of technology—all increase the knowledge and skills required for success in our schools. These changes mean that high-quality professional development is more important than ever.

Regents Reform Agenda

The Teacher Quality Partnership Program shall, to the extent practicable, bolster the Board of Regents Reform Agenda by emphasizing the following key areas:

A. Professional Development that explicitly addresses the Common Core Standards and/or the State's Assessment Standards or leadership in an environment with Common Core Standards related to new assessments;

B. An understanding of and implementation strategies for data-driven instruction;

C. Improvement of teacher effectiveness by recruiting, developing, and retaining effective teachers; and

D. Instructional leadership and support of learning for all students, including English language learners, students with disabilities and those far below grade level.

III. PROGRAM PURPOSES

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.

High-quality professional development requires strong collaboration among a number of different partners. Faculties at schools of arts and sciences must work closely with those at schools of education and with K-12 administrators and teachers to ensure that teachers gain the deep content knowledge and strong teaching skills they need to help all children learn. Veteran teachers and principals need a strong voice in the way novice teachers and new principals are prepared, and college and university faculty need first-hand experience in today's

schools. Such sharing and collaboration will help both new teachers and new administrators gain the solid grounding they need in the essential connection between subject matter and effective teaching practices. In addition to gaining an enriched theoretical understanding, novice teachers and novice school leaders must spend significant time in schools working with students under the guidance of experienced mentor teachers and school leaders. They need to be able to use innovative strategies to enable students to solve complex, real-world problems and to help all students attain high academic standards.

The Teacher/Leader Quality Partnerships (TLQP) program (Title II, Part A, Subpart 3) offers an opportunity to meet these ambitious goals by accelerating the change process of in-service professional development of teachers and other school leaders. Highly committed partnerships can work to strengthen the vital role of K-12 educators in helping to design and implement effective programs and to increase collaboration between schools of arts and sciences and schools of education. Applicants are expected to use creatively their knowledge of research and best practices to improve teachers and other school leaders' pedagogical skills and to design professional development programs that will address the needs of high-need school districts.

The TLQP – Professional Development Program to Improve Teaching and Learning of Core Academic Subjects provides financial assistance to IHEs to help faculty, teachers, and other teaching or administrative staff gain access to professional development in core academic subjects that:

A. is sufficiently high in quality, intensive, and sustained to have a lasting and positive effect on the teachers' classroom performance
B. includes strong academic content and pedagogical components;
C. reflects recent research on teaching and learning
D. provides experience in analyzing disaggregated classroom and school achievement data to identify teaching and learning needs;
E. incorporates activities and effective strategies that promote learning and future achievement for all students;
F. is a part of the everyday life of the school and creates an orientation toward continuous improvement throughout the school;
G. is aligned with the Common Core Standards and NYS student performance assessments;
H. is integrated with the systemic Regents Reform of New York State's highest need schools and school districts; and
I. supports the development and growth of learning communities that link higher education faculty, school administrators, novice, and experienced teachers with the shared goal being to improve student achievement.

IV. MISSION AND PRINCIPLES

The mission of teacher/leader professional development is to prepare and support educators to help all students achieve high standards of learning.

Professional development plays an essential role in successful education reform, for it bridges the gap between where experienced educators are now and where they will need to be to help all students achieve high standards of learning and development.

High-quality professional development is rigorous and relevant. Having enhanced teaching and learning as its goal, it consists of content, strategies, and organizational supports that ensure the career-long development of teachers and other educators who influence the teaching and learning environment. Achieving this goal for educators requires collaboration among institutions of higher education, schools, and other appropriate partners who work together to promote learning communities that are open to all who care about and have an impact on students and their learning. To be successful, such a learning community will draw on people inside and outside the schools, with all working together to bring the ideas, commitment, and resources necessary for addressing complex educational issues in a variety of settings and for a broad spectrum of students. Professional development should be part of a system wide effort to improve and integrate the ongoing development and support, and advanced certification of educators.

(For suggested professional development activities and suggested guidelines for these activities, see Attachment A.)

V. INSTITUTIONAL ELIGIBILITY

Proposals for support may be submitted by New York State public and independent degree-granting colleges and universities or by consortia of such institutions with registered programs in teacher education, school leaders' preparation or the core academic subjects. The institution submitting the application will serve as the fiscal agent for the program. They must also qualify as a required partner.

Funded projects should be conducted at a facility 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.

VI. PARTICIPANT ELIGIBILITY

TLQP projects may offer professional development for elementary, middle, secondary, and vocational school, paraprofessionals, teachers and principals.

VII. PARTNERSHIP AGREEMENTS

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 Attachment A) or a department or division within a school of arts and sciences, and
C. A high-need LEA (see definition in Attachment A, and see Attachment B for instructions on how to determine which schools and districts meet this definition**)**.

The school of education and the college of arts and sciences may be within the same IHE, but need not be. **A school or department of education that is operating under a corrective action plan may not function as a partner in a TLQP project.**

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

A. Educational programs or agencies which have similar goals or which also work to provide effective professional development in core academic subjects to current educators in high-need districts (for definition of "core academic subjects," see Attachment A). Such programs and organizations include the Learning Technology Grants Program, Teacher Opportunity Corps Program, Teachers of Tomorrow, the New York State Mentor Teacher Internship Program, Preparing Tomorrow's Teachers to Use Technology (PT3), Reading First, Bilingual English as a Second Language Technical Assistance Centers, and Future Teachers of America.
B. Professional organizations or networks such as the Staff Curriculum Development Network (SCDN); local or regional Teacher Resource Centers; building-level committees such as Shared Decision Making, Professional Development Planning Team, etc.; and/or Statewide and National organizations such as the Learning Disabilities Association of New York State, New York Science Teachers Association (NYSTA), the National Council of Teachers of Mathematics (NCTM), New York State Computer and Technology for Education (NYSCATE), the New York State Council of School Superintendents (NYSCOSS), the New York State School Boards Association (NYSSBA), the New York State Association of Teacher Educators (NYSATE), the Interstate New Teacher Assessment

and Support Consortium (INTASC), New York State's Professional Standards and Practices Board, the Equity Assistance Center, and the National Board for Professional Teaching Standards.

Every partner in a TLQP project must have a programmatic role, and a formal cooperative agreement, represented by a signed memorandum of agreement (MOA), is required for every partner—including the three 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 Attachment F.) Because a partnership must have at least the three primary partners to be eligible for a grant, **all applications will contain at a minimum the following MOAs:**

- an MOA between the school or department of education and the content area department(s) that are functioning as required partners; and
- an MOA with at least one high-need school, school district, or BOCES partner that will provide specific resources for the operation of a TLQP 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.

VIII. REQUIREMENTS FOR FUNDING

The following eight items are mandatory requirement for this grant. **To be eligible for funding under TLQP, projects must**:

A. document through Memoranda of Agreement (MOAs), that the project has the three required partners and demonstrate how it will meet the professional development and/or induction needs of at least one school and/or district that meets the Federal definition of "high-need" (see Attachment 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 how each will contribute to the project and document through them that at least 50 percent of all partner LEAs meet the Federal definition of "high-need" and provide corroboration by attaching the appropriate page(s) from the Comprehensive Report for each high-need LEA (see Instructions to Attachment B);

AND

C. demonstrate that all project participants (teachers, other school leaders, and/or faculty) receive at least 40 contact hours of content and pedagogy professional development preparing them to assist all students in meeting high educational standards;

AND

D. demonstrate that the professional development activities explicitly address aspects of the Common Core Standards and/or the State's student assessment plan (for information on Learning Standards and assessments, see this Link: http://www.p12.nysed.gov/);

AND

E. indicate how project activities are aligned with the school or school district Professional Development Plan (see Attachment D for information on New York State's requirements concerning Professional Development Plans);

AND

F. demonstrate that teachers and administrators and/or programs (undergraduate and graduate) will be included in project planning, implementation and evaluation.

AND

G. provide evidence of at least a 10 percent match of the requested grant from institutional and other sources, in real costs and/or in-kind contributions (for information on forms that matching funds can take, see XII, F,1, below).

AND

H. provide one or more of the following:
   1. professional development activities in core academic subjects that will improve the knowledge and/or teaching skills (including the use of computer-related technology) of teachers in the core academic subjects which they are certified or will be certified to teach (see definition of "core academic subjects" in Attachment A); and/or
   2. appropriate instructional subject matter and pedagogical activities for highly qualified paraprofessionals who assist in instructing students in core academic subjects (see definition of "highly qualified paraprofessionals" in Attachment A); and/or
   3. provide professional development activities for principals (or assistant principals) in core academic subjects that will give them instructional leadership skills necessary for working effectively with teachers of these subjects.

IX. 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. Professional development being substantively embedded in the everyday life of the school, including induction support for novice teachers and regular interaction of faculty with novice, and/or experienced teachers and administrators as members of school-based teams focused on improving teacher practices and student performance.

C. Activities that are grounded on scientifically-based research (for definition, see Attachment A) and include substantial opportunities for active

learning.

D. The presence of significant equity activities and training in the use of disaggregated classroom and school student achievement data to identify teaching and learning needs.

X. 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 teacher/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. limits in the Federal appropriation.

XI. FUNDING LIMITATIONS

It is estimated that the total amount of funds available for this program will be $3.5 million in the first year. There are currently 18 projects with a focus on the content areas of mathematics, science, and/or technology, English Language Arts and other core subjects.

A. Non-Profit institutions
The maximum level of funding per year for not-for-profit public or independent institutions with regional partnerships awards will be capped at $200,000.
The maximum level of funding per year for not-for-profit public or independent institutions with statewide partnerships awards will be capped at $400,000.
Final allocations will depend upon the amount of the Federal appropriation and on approval of each proposal by the State Education Department's Teacher Development Programs Unit.

B. For-Profit institutions
The maximum level of funding per year for for-profit institutions will be based on a set-aside of $200,000. Up to $200,000 may be shared among “for-profit” applicants if their rankings warrant funding.

Funds not awarded to for-profit institutions will be available funds for non-profit institutions.

Additional limitations are:

A. Only **one** in-service teacher development project will be funded at an

institution.

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

C. All not for profit funding requests will be reviewed at the time of proposal submission. If certain costs cannot be supported by TLQP funds, the institution's proposed budget will be reduced by any unallowable costs.

XII. BUDGET

A. Use of Funds

1. Activities funded under a TLQP Program grant will be administered pursuant to a written agreement between the State Education Department and the applicant institution.
2. No TLQP 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 TLQP funds are expended must have prior written approval from the State Education Department and may need approval of the Office of the State Comptroller.

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 teachers and principals earning advanced degrees, including meeting certification requirements, provided that the training is designed to improve classroom instruction and/or leadership skills and that participation in these course(s) is consistent with the LEA's overall plan for professional development;
3. Program and instructional supplies and materials;
4. TLQP-related travel expenditures;
5. Equipment purchases that support the professional development activities of teachers and other school personnel;
6. Recruitment materials and activities;
7. Needs analysis, research and evaluation materials and activities;
8. Stipends for participants, as appropriate; and
9. Activities related to collaborative planning, classroom, and school internship experiences (not including the required student teaching experience), and mentoring novice teachers or administrators.

* **Note: The use of TLQP funds for honoraria to individuals who provide approved services funded by the TLQP Program is**

permitted; however, an honorarium may not be paid to an individual whose salary is either wholly or partially funded by TLQP funds.

C. Indirect Expenses

1. Indirect expenses provided by the TLQP Program may not exceed 8 percent of total grant expenditures.
2. Indirect expenses provided by the institution may not exceed 20 percent of the matching funds contributed by the institution and other sources.
3. When computing Indirect Costs, the basis used cannot include tuition, stipends, honoraria, or equipment, and it can include only the initial $25,000 of each item included in the category of Purchased Services.

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 grant contract is **42.67** percent.

E. Transfer of Funds

1. Prior written approval from SED is required for all budget amendments of more than $1,000. 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 the NYSED for approval. Additionally, all contract amendments require the approval of entities outside NYSED and are not finalized until all approvals are received.
2. Funds up to $1,000 may be transferred between approved line categories without prior written approval. However, the Teacher Development Program Unit (TDPR) should be informed in writing of all amendments made to an approved budget. Additionally, all contract amendments also require the approval of entities outside of NYSED and are not finalized until all approvals are received.

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

F. Institutional Funds

1. **Matching Funds**

Matching contributions of at least 10 percent 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 (such as the Troops to Teachers Program); or private sources. In-kind contributions such as release time, substitute teachers' per diems, equipment, laboratory and classroom space, staff and volunteer services, etc., may also be included. Other SED funds such as grants from the Teacher Opportunity Corps, the Learning Technology Grants, and the New York State Mentor Teacher Internship Program, may be used in this match, but may not duplicate services provided. All matching contributions must be used for activities related exclusively to the TLQP 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 budget agreed to by SED and the applicant institution. The budget may be amended during the year only under the conditions 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 an 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. <u>Payment Schedule</u>

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, additional payments (up to 70 percent of the grant amount) are generated only by the submission of an *FS-25: Request for Funds for a Federal or State Project* form. An *FS-25* should be submitted quarterly by institutions awarded less than $100,000 and monthly by institutions awarded $100,000 or more or as the need for

additional funds arises. 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

* **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 <u>and</u> approved and signed by the State Education Department, and approved by the Attorney General's Office and the Office of State Comptroller.**

<u>Payee ID Form</u>

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.

<u>Vendor Responsibility</u>

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.

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 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.

Vendors opting to complete and submit a paper questionnaire can obtain the appropriate questionnaire from the VendRep website 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.

XIII. PROJECT SCHEDULE

A. Operation Dates

1. Successful grantees will be awarded a three year contract (September 1, 2012-August 31, 2015). However, TLQP 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.

2. Full proposals must be postmarked by **Thursday, June 14, 2012.**

3. 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**

4. Questions regarding this grant must be e-mailed to: TLQP@mail.nysed.gov by **Thursday, May24, 2012.**

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

6. For the subsequent years of this proposal period, funded projects will be required to submit an annual budget (FS-10) and information on changes to the program (any changes must be within the scope of the application) will be reviewed and approved by the Teacher Development Program Unit. The due date for this information is dependent on the date that funding allocations are approved by the Federal government.

B. Required Reports

During each year of the project, institutions receiving a TLQP grant will be required to submit a brief Interim Report and a Final Report to the Teacher Development Programs Unit. The Interim Report is due by the middle of March, 2013. The Final Report will provide information about all project operations and expenditures and identify project accomplishments for the 2012-2013 program year. The Final Report is due by October 30 of each year. A format for both Reports will be provided prior to the respective due dates.

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.

Non-Profit Institutions must submit their application to:

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

For-Profit Institutions must submit their application to:

Contract Administration Unit
Richard P Duprey GC#12-014
State Education Department
Education Building, room 505W
89 Washington Avenue
Albany, NY 12234

For-Profit Institutions must submit the completed application in a sealed envelope labeled "Bid Proposal - GC#12-014 Do Not Open" For-Profit Institutions also must submit the Budget/Budget Narrative in a separate sealed envelope (with a cost per participant indicated on the cover of this document) labeled "Budget/Budget Narrative GC#12-004 Do Not Open"

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 Teaching Initiative by **5:00 p.m. on June 14, 2012**.

Proposals that do not meet the deadline requirement 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. Use **Attachment V** to complete Section D. - Program Objectives, Strategies, Activities, Services and Performance Measures/Data. 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.

G. TLQP 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 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 2012-2013 activities in full detail, including the overall goals, planning, implementation, and evaluation of all proposed activities. **The narrative may not exceed 20 double-spaced pages in a minimum 10 point font,** and all information requested in this section *(excluding résumés, memoranda of agreement, letters of support, course descriptions, organization charts, and the TLQP 2012-13 Proposed Budget form)* must 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.

Also, the name of the applicant institution must appear in the top right corner of each page, and a specific format is required for Section D: Program Objectives, Strategies, Activities, Services, and Performance Measures/Data Sources. Although the information requested in Section D is included in the 20-page limit, it must be provided on the forms given in **Attachment V**. Single-spacing may be used in Section D, provided that the typeface or font is at least 10 point size.

The proposal narrative will contain the following:

A. Project Abstract (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. Institutional Effectiveness in Meeting the Teachers' Professional Development Needs in High-Need Schools and School Districts (5 Points)
Describe institutional progress toward meeting the needs of 1) students, teachers, and other educators from high-need schools and/or districts, 2) teachers who either lack New York State certification or are teaching out of the field or grade level for which they are certified, and 3) teachers and administrators who will be working in high-need schools and/or districts. Provide evidence of the success of such efforts. Institutions that are currently operating a TLQP project **must** describe the results of those efforts in schools and/or districts and the impact of the project on teacher practice and student achievement.

C. Partnerships (10 Points)
1. Describe the scope and extent of involvement in the project by high-need school and/or district partners. The description should indicate the project's capability for improving teaching and learning in school buildings and should demonstrate commitment by administrators and the involvement of teachers and other school personnel in the planning, implementation, and evaluation of the proposed project.
2. Applicants must describe the scope and extent of involvement in the project by the school (or department) of education and the content area department(s) that are among the required or principal partners. The description should indicate the project's capability for improving the effectiveness of the teacher education program in preparing undergraduate and/or graduate to become teachers and administrators, particularly in preparing them to work in high-need schools.
3. Provide a brief description of the scope and extent of involvement

in the project by any other partners, such as professional organizations and/or networks, other programs or institutions, business and industry, etc.

4. 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, should specify 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 Attachment B.)

D. Program Objectives, Strategies, Activities, Services and Performance Measures/Data (40 Points)

For this section, use the forms provided in Attachment V: Program Objectives, Strategies, Activities, Services and Performance Measures/Data Sources.

Attachment V lists the following Statewide objectives:

1. Establish and maintain partnerships to maximize TLQP resources and program success by increasing students' academic achievement;
2. Provide sustained, intensive, and high-quality professional development and teacher/leader preparation activities that address school and/or district needs identified in the school/district professional development plan;
3. Align academic content and classroom strategies with New York State's Learning Standards and student assessment standards;
4. Provide strong academic content and effective strategies and practices that value equity and diversity and increase the ability of educators to meet the needs of all students; and
5. Increase the number of teachers and principals who are highly qualified and appropriately certified in New York State's high-need districts.

Attachment V provides a separate chart for each objective and also includes two pages of instructions and definitions, along with examples of possible strategies. All five of the listed objectives must be addressed; omission of any will reduce the number of points awarded.

When completing the forms, be sure to include all necessary information

by doing the following:

1. Describe strategies that demonstrate the capacity to support each listed objective and to achieve the purposes of the program indicated in Section III: Program Purposes (A-I).
2. For each activity and service, indicate the staff who will be responsible for the implementation of each objective.
3. Indicate the proposed timeframe for each activity and/or service, including both the scope and duration, (e.g., if the duration is September 2012 - May 2013, the scope might be 3 hours/week x 15 weeks x 2 semesters, or one half-day meeting each month).
4. For each activity and/or service, indicate the objective performance measure(s) and the data source(s) that will be used to measure its effectiveness in meeting program objectives. Measures should be relevant to the activity proposed and may be used to inform and modify project activities. However, whether or not they are used for the latter purpose, substantive measures of improvements in teacher/leader knowledge and practice and in student achievement must be included in this section.

E. Recruitment (5 points)

Describe the strategies and activities that will be used to recruit and select novice, and experienced teachers/leaders for participation in the project.

1. Briefly describe recruitment strategies that will ensure participation of a diverse group of teachers and/or administrators in project activities.
2. List the specific criteria that must be met by participants in order to be eligible for the program.

F. Retention (5 Points)

Describe strategies and activities designed to enhance the skills of participants so as to increase their retention rate as teachers and principals in high-need schools. (In subsequent years of the funding cycle, projects will be asked for statistics concerning retention rates of their participants in high-need schools.)

G. 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.
3. As an attachment, include a list of all full-time and part-time instructors and other professionals to be assigned to the project,

including professionals volunteering their services. Include in this attachment current résumé 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).

H. Budget/Budget Narrative - (25 Points)

1. Indicate the proposed expenditures for the project on Attachments VI and VII: TLQP 2012-2013 Proposed Budget. Attachment V must provide information about all proposed project expenditures from TLQP funds; Attachment VI must indicate institutional and other source funds that will be used for the operation of the project.
2. 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 the nature of each, identifies the source of all funding, 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(s) 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, amplify 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.)
    e) Identify clearly other funding source of all proposed expenditures (i.e., LEA, IHE).

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 TLQP 2012-2013 Proposed Budget (Attachment VI).

* *Note: The completed FS-10: Proposed Budget for a Federal or State Project will be included in the grant contract when the application for funding has been approved.*

XVI. PROPOSAL REVIEW

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 VIII. Failure to meet any of these requirements will disqualify a proposal from further review.

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 teacher preparation and professional development practices. Working separately, but using rating criteria aligned with TLQP 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: Funding 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. . Not-for-profit applications which receive a score below 50 points on the technical portion of the application will **not** be eligible to receive an award.

Once the final numerical score has been determined, the proposals will be grouped by the geographical location of the schools to be served. The groupings will fall into the following ten categories:

A. Western New York (five counties: Niagara, Erie, Chautauqua, Cattaraugus, and Allegany)
B. Finger Lakes (nine counties: Orleans, Genesee, Wyoming, Monroe, Livingston, Wayne, Ontario, Seneca and Yates)

C. Southern Tier (nine counties: Steuben, Schuyler, Chemung, Tioga, Tompkins, Broome, Chenango, Otsego and Delaware)
D. Central New York (five counties: Oswego, Onondaga, Cayuga, Cortland and Madison)
E. Mohawk Valley (six counties: Schoharie, Montgomery, Fulton, Herkimer, Oneida and Hamilton)
F. North Country (six counties: Lewis, Jefferson, St. Lawrence, Franklin, Clinton and Essex)
G. Capital Region (eight counties: Warren, Washington, Saratoga, Schenectady, Albany, Rensselaer, Columbia and Greene)
H. Mid-Hudson (seven counties: Ulster, Sullivan, Orange, Dutchess, Putnam, Rockland and Westchester)
I. New York City Metropolitan Area (seven counties: Bronx, New York, Richmond, Kings, Queens, Nassau and Suffolk)
J. Statewide: To be in this category, a proposal must serve schools in its own region and at least two others. A minimum of two of the regions being served must be areas that are currently underserved by TLQP—schools in New York State's "Big Four" cities (Buffalo, Rochester, Syracuse, and Yonkers) and schools/school districts in the Southern Tier, the Mohawk Valley, and/or the North Country. In part, Statewide projects will create and/or implement teacher networks that promote developing and disseminating content in the core academic subjects and methods so as to foster the achievement of high standards by all students in the region.

Within each category, the two proposals with the highest scores will be funded, providing that there are two acceptable proposals. After issuing awards based on geographic locations the remaining funds will be awarded on a Statewide ranking based on scores in descending order. If there are funds remaining that will not fully support funding the next highest ranked application, a partial award will be made. In the event of a tie score at the geographical category level or at the statewide level, proposals with the highest score on item XV: D Program Objectives, Strategies, Activities, Services and Performance Measures/data section will be the tie breaker. If still tied, the tie breaker will be decided in the following order: XV: H, XV: B and XV: C. Proposals with a score lower than 60 points will not be funded.

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.

Funds not awarded to for-profit institutions will be available funds for non-profit institutions.

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

XVII. PROPOSAL DEBRIEFING, AWARD PROTEST PROCEDURES

Debriefing Procedures

All applicants may request a debriefing within five (5) business days of receiving notice of non-award from NYSED. Applicants may request a debriefing on the selection process regarding this Grant by emailing the request to TLQP@mail.nysed.gov

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

Debriefing Procedures

All unsuccessful bidders may request a debriefing within five (5) business days of receiving notice from NYSED. Bidders may request a debriefing letter on the selection process regarding this RFP by submitting a written request to the Fiscal Contact person at:

NYS Education Department

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

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

Contract Award Protest Procedures

Bidders 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
Attn: Richard P. Duprey, GC#12-014
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.

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, licenser, 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. <u>CONFLICTING TERMS</u>. 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. <u>GOVERNING LAW</u>. This contract shall be governed by the laws of the State of New York except where the Federal supremacy clause requires otherwise.

15. <u>LATE PAYMENT</u>. 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. <u>NO ARBITRATION</u>. 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. <u>SERVICE OF PROCESS</u>. 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. <u>PROHIBITION ON PURCHASE OF TROPICAL HARDWOODS</u>. 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. <u>MACBRIDE FAIR EMPLOYMENT PRINCIPLES</u>. 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. <u>OMNIBUS PROCUREMENT ACT OF 1992</u>. 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 -- 7th 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.

INSTITUTION/PROGRAM PROFILE

2012-2015 APPLICATION FOR FUNDING

Teacher/Leader Quality Partnerships Program(TLQP) P/D 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 the teacher education program that will be a primary partner:
_____ graduate _____ undergraduate

Pass rate of this program's teacher candidates on NYSTE _____%

Number of students in an Educational Administrator Certification program in the teacher education primary partner:_____

Number of proposed participants: _____In-service Teachers _____ IHE faculty _____ Prospective K-12 administrators _____ Current school (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 TLQP funds requested and the other resources to be allocated:

TLQP funds requested $_____

Institutional contribution $_____

Other sources (specify): $_____

TOTAL: $_____

Person completing this form: _____

Signature:_____

Title:_____

Phone:_____

CEO Signature (in blue ink): _____

CEO Name and Title_____

Date: _____

INSTITUTION BACKGROUND

Institution Name: _____

SECTOR (check one): ____ SUNY ____ CUNY _____ Independent _____ Proprietary

TYPE (check one): ____ 2-yr. ____ 4-yr. ___ Graduate School ___Non-profit organization ___Other

LOCATION *Institution location is (check 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:

_____

_____

_____

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. Attach another sheet or use the back of this page if needed.

***Provide most recent data.**

ATTACHMENT I

INSTITUTION/PROGRAM PROFILE—TLQP PROGRAM BACKGROUND

Institution Name: _____

Instructional Period: 2012-2015

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, A (For Definition, see Attachment 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 Attachment B that shows that this LEA meets the two Federal criteria.

INSTITUTION/PROGRAM PROFILE—TLQP PROGRAM BACKGROUND

Institution Name: _____

Instructional Period: 2012-2015

(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 _____ Undergraduate _____ Graduate

_____ Science Department (specify which) _____ Undergraduate _____ Graduate

_____ Mathematics Department _____ Undergraduate _____ Graduate

_____ English Department or another _____ Undergraduate _____ Graduate

_____ Department dealing with Language Arts Specify: _____

_____ Education Administration _____ Undergraduate _____ Graduate

_____ Social Sciences (specify which) _____ Undergraduate _____ Graduate

_____ Other Departments (specify which) _____ Undergraduate _____ Graduate

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

_____ Elementary Teachers _____ Middle School Teachers _____High School Teachers
_____ Principals _____ Assistant Principals _____Other K-12 Personnel
_____ Superintendents

Indicate the anticipated total number of teacher/leaders who will participate in and students who will be affected by this program: _____

LEVEL	**Novice Teachers**	**In-service Teachers**	**Other Please specify)**	**TOTAL**	Number of Students Affected
Elementary					
Middle					
High School					
Vocational					
Special Education					
Other*					
TOTAL					

ATTACHMENT I

INSTITUTION/PROGRAM PROFILE—TLQP PROGRAM BACKGROUND

Institution Name: _____

Program Name: _____

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

_____

_____

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

_____ Professional _____Full-time _____Part-time

_____ Nonprofessional _____Full-time _____Part-time

PRIORITIES ADDRESSED (check all that apply)

- ❑ Substantial collaboration exists among the three required partners, and teachers, administrators, and the school and/or district professional development planning team are involved in the planning, implementation, and evaluation of proposed activities.
- ❑ Project activities are substantively embedded in the everyday life of school: faculty, prospective teachers, novice teachers, and/or experienced teachers regularly interact as members of a school-based team focused on improving teacher practices and student performance.
- ❑ Project activities are grounded on scientifically based research and include many opportunities for active learning.
- ❑ Project includes significant equity activities and training in the use of disaggregated classroom and school student achievement data to identify teaching and learning needs.
- ❑ Project addresses the legislation's geographical distribution requirement by planning to serve high-need schools in underserved counties or in areas in the State's "Big Four" cities (Buffalo, Rochester, Syracuse, and Yonkers) that are underserved.

Academic Subject, Grade Level, and Special Focus: (check all that apply):

_____ Mathematics instruction _____ Language arts instruction

_____ Arts instruction _____ Foreign language instruction

_____ Science instruction (specify which science[s]) _____

_____ Social sciences instruction (specify which area[s]) _____

Level(s): _____ Elementary ____ Middle _____ High school ____ Other

Special Focus: _____ Pedagogy _____ Technology _____ Special Education

_____ Bilingual/LEP

Proposed activities (check all that apply):

_____ Use of manipulatives
_____ Problem-solving modules
_____ Hands-on modules
_____ Peer review
_____ Inquiry
_____ Action research
_____ Teacher reflection and practice
_____ Expert/novice teacher pairing
_____ Group review of student work
_____ Analyzing teaching and learning needs by study of disaggregated student data
_____ Classroom use of computer and/or other technologies
_____ Curriculum addressing the Common Core Standards and assessments
_____ Assisting teachers to achieve new and/or additional subject area certification
_____ Leadership training for administrators
_____ Support for IHE faculty to reform teacher preparation activities/ requirements

Other activities (please specify): _____

Attachment II

STATEMENT OF ASSURANCES

INSTITUTION/PROGRAM PROFILE—TLQP

Institution Name:_____

Program Name:_____

1. The recipient will, if funded, operate a Teacher/Leader Quality Partnerships (TLQP) 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 Teacher/Leader Quality Partnerships funds will, to the extent possible, be 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 grant funds and all publicized grant 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 grant under the New York State Higher Education Teacher Quality Leader/Partnerships program 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; <u>or</u>
      (2) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **<u>and</u>**
   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; <u>or</u>
      (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.

Statement of Assurances

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_____

ATTACHMENT III

XVII. 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 grant is 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 grant, 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 grant;

(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 specific grant:

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

_____

_____

_____

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

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 grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610—

I. As a condition of the grant, 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 grant; and

II. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant 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 grant.

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
_____	
Printed Name and Title of CEO or Authorized Representative	
_____	
Signature (in blue ink)	Date

Attachment IV
The University of the State of New York
THE STATE EDUCATION DEPARTMENT

Required Federal Certification for Debarment/Suspension and Lobbying for Federal Grants Administered by the New York State Education Department

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Section 1. REQUIRED FEDERAL CERTIFICATION REGARDING DEBARMENT AND SUSPENSION

This certification covers all Federal programs in this application and is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 19160-19211). Copies of the regulations may be obtained by contacting the office to which this proposal is submitted.

INSTRUCTIONS FOR CERTIFICATION

(1) By signing and submitting this proposal, the prospective lower-tier participant is providing the certification set out below.

(2) The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

(3) The prospective lower-tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

(4) The terms "covered transaction," "debarred," "suspended," "ineligible," "lower-tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of such regulations.

(5) The prospective lower-tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

(6) The prospective lower-tier participant further agrees by submitting this proposal

that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transaction," without modification, in all lower-tier covered transactions and in all solicitations for lower-tier covered transactions.

(7) A participant in a covered transaction may rely upon a certification of a prospective participant in a lower-tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.

(8) Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

(9) Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower-tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Section II. REQUIRED FEDERAL CERTIFICATION REGARDING LOBBYING

Submission of this certification covers all Federal programs in this application and is required by the U.S. Department of Education and Section 1352, Title 31 of the United States Code and is a prerequisite for making or entering into a sub-grant or subcontract over $100,000 with any organization.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract,

grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the awarded documents for all sub-awards at all tiers (including subcontracts, sub grants, and contracts under grants, loans, and cooperative agreements) and that all sub recipients shall certify and disclose accordingly.

Section III. **CERTIFYING STATEMENT**

_____ The prospective lower-tier participant certifies, by submission of this proposal, at neither it nor debarment/its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or suspension voluntarily excluded from participation in this transaction by any Federal department or agency. Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

_____ This certification is a material representation of fact upon which reliance was placed when this lobbying transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

School or Federal Fiscal Year_____

Federal Program(s)_____

Institution Name_____

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 objectives forms as needed.
2. Each identified objective should be addressed. (See TLQP 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 Measures:** Indicate elements that will be measured to indicate accomplishment of objective. Whenever possible, use quantifiable measures.
   - **Data Sources:** Indicate where data for the performance measures is located/found.

TLQP OBJECTIVES AND KEY STRATEGIES

All TLQP projects should conduct activities that will provide professional development and teacher/leader preparation services aligned with the following five objectives. This document provides examples of possible key strategies to achieve these objectives.

Objective 1: Establish and maintain partnerships to maximize TLQP resources and program success by increasing student academic achievement.

Strategies:

- Support and collaborate with schools/districts in implementing rigorous content and performance standards for teachers and all students in their classrooms, with tests or other activities that measure the increase in student achievement.
- Identify and utilize other public and private resources available for the same purpose and with the same focus.

Objective 2: Provide sustained, intensive, and high-quality professional development and teacher/leader preparation activities that address school and/or district needs identified in the professional development plan.

Strategies:

- Develop mechanisms to involve teachers and administrators with experienced mentors in intensive classroom experiences.
- Evaluate, replicate, and disseminate proven strategies that prepare, support, and retain teachers and administrators in high-need school districts.

Objective 3: Align academic content and classroom strategies with New York State's Learning Standards and student assessment standards.

Strategies:

- Plan, organize, and implement program models/components that enable current and prospective teachers to develop effective classroom strategies to help all students meet New York State's Teaching and Learning Standards.
- Provide a regular forum for K-12 teachers and/or curriculum developers in a district to meet, discuss, and revise classroom curricula to ensure that it is articulated across grade levels.

Objective 4: Provide strong academic content and effective strategies and practices that value equity and diversity and increase the ability of current and prospective educators to meet the needs of all students.

Strategies:

- Provide coursework that enables participants to acquire the academic content and methods necessary to teach a diverse population of students.
- Provide a continuum of services that support participants in acquiring the skills, attitudes, and knowledge necessary to teach all students.
- Provide prospective teachers with substantive classroom opportunities that will assist them in making the pedagogical and content connections between theory and practice.

Objective 5: Increase the number of teachers and principals who are highly qualified and appropriately certified in New York State's high-need districts.

Strategies:

- Develop collaborative relationships with the K-12 community to increase the number of teachers and principals who enroll in programs leading to permanent certification.
- Develop collaborative relationships with the K-12 community to prepare and support teachers and administrators in high-need schools and districts.

See Attachment V for instructions to fill out Objectives 1-5

Objective 1: **Establish and maintain partnerships to maximize TLQP resources and program success by increasing student academic achievement.**				
Strategies	**Activities/Services**	**Staff Responsible**	**Timeframe**	**Performance Measures/ Data Source**

Objective 2: **Provide sustained, intensive, and high-quality professional development and teacher/leader activities that address school and/or district needs identified in the school/district professional development plan.**				
Strategies	**Activities/Services**	**Staff Responsible**	**Timeframe**	**Performance Measures/Data Source**

Objective 3: **Align academic content and classroom strategies with New York Learning Standards and student assessment standards.**				
Strategies	**Activities/Services**	**Staff Responsible**	**Timeframe**	**Performance Measures/Data Source**

Objective 4: **Provide strong academic content and effective strategies and practices that value equity and diversity and increase the ability of current and prospective educators to meet the needs of all students.**

Strategies	Activities/Services	Staff Responsible	Timeframe	Performance Measures/Data Source

Objective 5: **Increase the number of teachers and principals who are highly qualified and appropriately certified in New York State's high-need districts.**				
Strategies	**Activities/Services**	**Staff Responsible**	**Timeframe**	**Performance Measures/Data Source**

Attachment VI

Institution Name: _____

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
(see instructions for mailing address)

PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT
FS-10 (03/10)

Local Agency Information

Funding Source: _____

Report Prepared By:			
Agency Name:			
Mailing Address:			
	Street		
	City	State	Zip Code

Telephone #: _____ County: _____

E-Mail Address: _____

Project Operation Dates: ____/____/____ Start ____/____/____ End

INSTRUCTIONS

- **Submit the original budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying.** DO NOT submit this form to the Grants Finance.

- Enter whole dollar amounts only.

- Prior approval by means of an approved budget (FS-10) or budget amendment (FS-10-A) is required for:
  - Personnel positions, number and type
  - Beginning with the 2005-06 budgets, equipment items having a unit value of $5,000 or more, number and type
  - Budgets for 2004-05 and earlier years equipment items having a unit value of $1,000 or more, number and type
  - Minor remodeling
  - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or $1,000, whichever is greater
  - Any increase in the total budget amount.

- Certification on page 8 must be signed by Chief Administrative Officer or designee.

- High quality computer generated reproductions of this form may be used.

- For changes in agency or payee address contact the State Education Department office indicated on the application instructions for the grant program for which you are applying.

- For further information on budgeting, please refer to the Fiscal Guidelines for Federal and State Aided Grants which may be accessed at www.oms.nysed.gov/cafe/ or call Grants Finance at (518) 474-4815.

SALARIES FOR PROFESSIONAL STAFF: Code 15

Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be indirect costs, e.g., business office staff. One full-time equivalent (FTE) equals one person working an entire week each week of the project. Express partial FTE's in decimals, e.g., a teacher working one day per week equals .2 FTE.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
		Subtotal - Code 15	

SALARIES FOR SUPPORT STAFF: Code 16

Include salaries for teacher aides, secretarial and clerical assistance, and for personnel in pupil transportation and building operation and maintenance. Do not include central administrative staff that are considered to be indirect costs, e.g., account clerks.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary

Subtotal - Code 16	

PURCHASED SERVICES: Code 40

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
		Subtotal - Code 40	

SUPPLIES AND MATERIALS: Code 45

Beginning with the 2005-06 year include computer software, library books and equipment items under $5,000 per unit.
For earlier years include computer software, library books and equipment items under 1,000 per unit.

Description of Item	Quantity	Unit Cost	Proposed Expenditure

Subtotal - Code 45	

TRAVEL EXPENSES: Code 46

Include pupil transportation, conference costs and travel of staff between instructional sites. Specify agency approved mileage rate for travel by personal car or school-owned vehicle.

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
		Subtotal - Code 46	

EMPLOYEE BENEFITS: Code 80

Rates used for project personnel must be the same as those used for other agency personnel.

Benefit		Proposed Expenditure
Social Security		
Retirement	**New York State Teachers**	
	New York State Employees	
	Other	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Other (Identify)		

Subtotal – Code 80	

INDIRECT COST: Code 90

A. Modified Direct Cost Base – Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding $25,000 and any flow through funds)	$	(A)
B. Approved Restricted Indirect Cost Rate	%	(B)
C. (A) x (B) = Total Indirect Cost Subtotal – Code 90	$	(C)

PURCHASED SERVICES WITH BOCES: Code 49

Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
		Subtotal – Code 49	

MINOR REMODELING: Code 30

Allowable costs include salaries, associated employee benefits, purchased services, and supplies and materials related to alterations to existing sites.

Description of Work To be Performed	Calculation of Cost	Proposed Expenditure

Subtotal – Code 30	

EQUIPMENT: Code 20

Beginning with the 2005-06 year all equipment to be purchased in support of this project with a unit cost of $5,000 or more should be itemized in this category. Equipment items under $5,000 should be budgeted under Supplies and Materials, Code 45. Repairs of equipment should be budgeted under Purchased Services, Code 40.

For earlier years the threshold for reporting equipment purchases was $1,000 or more. Equipment items under $1,000 should be budgeted under Supplies and Materials.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
		Subtotal – Code 20	

HELPFUL REMINDERS

- Check for the required number of copies to be submitted, including the number of original signature copies. The number of copies may vary from program to program. If unsure, contact the State Education Department office responsible for the program for which you are applying.

- An approved copy of the FS-10 will be returned to the contact person at the address completed on page 1. A window envelope will be used for the return mailing; please make sure that the contact information is accurate, legible, and confined to the address field.

- Be sure to check your math and carry all subtotals forward to the Summary on Page 8. Simple mathematical errors often require Grants Finance to contact both the local agency and other State Education Department offices, resulting in unnecessary delays in program approval. And remember, use whole dollars only.

- School districts and BOCES should use the restricted indirect cost rate that has been approved for the school year in which the grant will operate. Most other agencies are subject to a fixed maximum rate depending on the grant program and type of agency. Contact Grants Finance at (518) 474-4815 if you have any questions regarding indirect costs.

- The modified direct cost used in the calculation of indirect cost must exclude equipment, minor remodeling, the portion of each subcontract exceeding $25,000 and any flow through funds.

- Be sure to complete the Agency Code on Page 8 as well as the Project #, if pre-assigned.

- For Special Legislative projects and Grant Contracts, please enter the Contract #.

- For ease of data entry at the State Education Department, please make sure that Page 8 faces out.

- Submit forms to the State Education Department as follows:

  Application, FS-10, FS-10-A – Program Office

  FS-25, FS-10-F for **Special Legislative Projects** –
  Special Legislative Projects Coordinating Team
  New York State Education Department
  Room 132 Education Building
  Albany, New York 12234

  FS-25, FS-10-F for other projects –
  Grants Finance
  New York State Education Department

Room 510W Education Building
Albany, New York 12234

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	
Support Staff Salaries	16	
Purchased Services	40	
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
	Grand Total	

Agency Code: ☐☐☐☐☐☐ ☐☐ ☐☐☐☐

Project #:
(If pre-assigned) ☐☐☐☐ ☐☐ ☐☐☐☐

Contract #: ☐☐☐☐☐☐☐

Federal Employer ID #:
(New non-municipal agencies only) ☐☐☐☐☐☐☐☐☐

Agency Name: _____

CHIEF ADMINISTRATOR'S CERTIFICATION

I hereby certify that the requested budget amounts are necessary for the implementation of this project and that this agency is in compliance with applicable Federal and State laws and regulations.

____/____/____ _____

Date Signature

_____

Name and Title of Chief Administrative Officer

FOR DEPARTMENT USE ONLY

Funding Dates: _____/_____/_____ _____/_____/_____
From To

Program Approval: _____ Date: _____

Fiscal Year	Amount Budgeted	First Payment

Finance:

Voucher #	First Payment

Log	Approved	MIR

TLQP Application - Attachment VI

Institution Name: _____ Page 1 of 2

NYS Higher Education Teacher/Leader Quality Partnerships

NYS HIGHER EDUCATION TLQP
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	**SUBTOTAL of Lines 1-6**						
8	**Indirect Cost****	90					

9	**Equipment**	20					
10	**GRAND TOTAL (Lines 7 - 9)**						

*****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.

TLQP Application - Attachment VI

Institution Name: _____ Page 2 of 2

NYS Higher Education Teacher/Leader Quality Partnerships

NYS HIGHER EDUCATION TLQP
PROPOSED BUDGET 2012-13 (ROUND CENTS TO NEAREST DOLLAR)
(MATCHING CONTRIBUTIONS—CASH AND IN-KIND)

Line No.	Expenditure Category	Code	XVIII. Matching Contributions (Cash and In-Kind)		
			Institution (2)	Other Sources (3)	(Col. 2+3) (4)
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	**SUBTOTAL of Lines 1-6**				
8	**Indirect Cost****	90			
9	**Equipment**	20			
10	**GRAND TOTAL (Lines 7 - 9)**				

** 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.

ATTACHMENT 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, <u>or</u> 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, <u>or</u> 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, 3 percent will be considered to constitute "a high percentage.")

   ***NOTE: In New York State, provisional 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 <u>not</u> 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 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 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 [in New York State, the required district professional development plans—see Appendix E];
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 1-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
8. Are aligned with and directly related to State academic content standards [NYS Learning Standards];
9. Are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served;
10. Are designed to give teachers of limited English proficient children, and other teachers and professional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
11. 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;
12. 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;
13. Provide instruction in methods of teaching children with special needs;
14. Include instruction in the use of data and assessments to inform classroom practice;

15. Include instruction in ways that teachers, principals, and school administrators may work more effectively with parents;
16. Provide prospective and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
17. 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
18. 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)].

ATTACHMENT B

High-Need Schools

See link below for list of schools:
http://www.p12.nysed.gov/accountability/APA/SURR/PLASURR-Att-A.pdf

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Determining High-Need Status

The term "high-need LEA" has a two-part definition in the No Child Left Behind legislation. As is stated both on page 9 of the text of the RFP and in Attachment VI ("Definitions") Title II, Section A, requires **two kinds of criteria** to be present before a school district can be considered high-need: **the first has to do with poverty**; **the second, with teachers' certification.**

1. To be classified as "high-need," the LEA must serve at least 10,000 children who are below the poverty line **or** must have 20 percent of the children it serves be from families below the poverty line; **and**

2. The LEA must have a high percentage of teachers who do not have full State certification **or** who do have State certification but are not teaching in the subject area or at the grade level for which they were certified. **(For the purposes of TLQP grants, 3 percent or more will be considered "a high percentage.")**

Both the certification criterion and the poverty criterion must be met by the primary high-need school district partner and by 50 percent of any additional LEAs that will be project partners.

Note: you do not need to check on this information year after year. If an LEA meets the high-need criteria when the MOA with it is initially signed, that LEA is considered to continue to meet the high-need criteria throughout the remainder of the grant cycle.

Determining the Poverty Criterion

For School Districts: The U.S. Department of Education has specified that Teacher Quality Partnerships Programs in all states should refer to current census data to determine whether the required LEA partner meets the first criterion. This information is available on the Census Bureau website; its most recent SAIPE data can be found at:
http://www.highered.nysed.gov/kiap/ted/TLQP/documents/2010SAIPEDATA.pdf

When there, pick the school district you want, then compare the number of school age children (ages 5-17) with the number of school age children who are living in poverty, to see if the second group is 20 percent of the first.
For Individual Schools: Although only a school district may serve as the required high-need

LEA partner, an individual school may serve as an optional additional partner. Since TLQP specifies that 50 percent of the LEA partners must meet the high-need criteria, you may wish to indicate that some partner schools meet them. The census, however, does not provide information about individual schools; therefore, to determine whether the school in question has the necessary 20 percent poverty rate, follow Steps 1-3 given below (for determining the certification criterion). Instead of taking Step 4, however, go to the listing of the prospective school partner and click on "Comprehensive Information Report." Page 2 of the multipage report will contain both the free lunch data (the poverty criterion is 20 percent) and, in the "Staff Counts" table, the number of teachers who are teaching out of their certification field or are teaching with a temporary license. **If this is a new partner, please attach a photocopy of Page 2 to the MOA for that school.**

Determining the Certification Criterion

To determine whether the primary partner LEA (and other partner LEAs) also meet the second criterion for being considered high-need, do a brief search in the EMSC portion of the State Education Department webpage. These steps will lead to the needed information:

1. Go to http://www.p12.nysed.gov/ and click on School Report Cards on the lower right of the page.
2. Pick the county that the LEA is in, and click on it on the map.
3. A list of that county's school districts will appear; click on the one you want.
4. On the page for that district, access to district-wide information is at the top; click on "District Wide Summary Comprehensive Information Report."
5. **Early in the multiple page report**—usually on the second or third page—you will find the chart with the needed information. Look for the **chart with the title "Staff Counts";** it gives the percentage of teachers who are teaching out of their certification area or who have only a temporary license.

What to do with this information:

- **For each new high-need LEA project partner**, attach to its MOA a copy of the "Staff Counts" chart and a statement of the figures from the Census that show the LEA to meet the poverty criterion.
- **For all other high-need LEA partners**, simply write "High-need" beside its name on the list.

ATTACHMENT C

SCHOOLS UNDER REGISTRATION REVIEW (SURR)

1) NEW YORK CITY

2) UPSTATE
See link below for list of schools:
http://www.**p12**.nysed.gov/accountability/**APA/SURR/PLASURR-Att-A.pdf**

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 Attachment B to determine whether any specific school will be considered high-need for the purposes of TLQP.

ATTACHMENT 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.

- Requirement
- Content of the plan
- Development and adoption of the plan
- Reporting requirement

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.

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(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

ATTACHMENT E: NYS Teacher Center Directory

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

ATTACHMENT F

2012-2015 TLQP Application

2012-2015 Memorandum of Agreement
Between
(Name of Sponsoring Institution)
and the participating partners for the
NYS Teacher/Leader Quality Partnerships Program

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.

Teacher Preparation Program

Required Partner agrees to (Summarize the activities/services/etc. that the Teacher Preparation Program 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 Attachment A and Instructions for Attachment 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 Attachment 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 Attachment 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 _____

2012-2015
TEACHER/LEADER QUALITY PARTNERSHIPS PROGRAM

PRELIMINARY REVIEW FOR PROPOSAL ELIGIBILITY
and
GENERAL PROJECT INFORMATION

Name of Institution: _____

Proposal Number: _____

Contact Person: _____

Date Sent to Reviewer: _____ Date Returned: _____

Reviewer: _____ Reviewer's Signature:_____

****

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

If "NO," list the requirements not met: _____

****

XIX. <u>ACTION TAKEN:</u>

ELIGIBILITY REQUIREMENTS

1. Does the proposal designate the following required partners?

   _____An IHE and its school of education that has a pass rate of 80 percent or better on the New York State teacher licensure examinations
   _____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 ensure that each project participant (teachers, prospective teachers, other school leaders, and/or faculty) receives at least 40 contact hours of professional development? (See Charts 1-5 in Attachment V—Section D of Narrative)
   _____Yes _____No

4. Does the proposal demonstrate that the professional development activities explicitly address aspects of the New York State Learning Standards and/or the state's assessment plan? (See Chart 3 in Attachment V—Section D of Narrative)
   _____Yes _____No

5. Does the proposal indicate how project activities are aligned with the school or school district Professional Development Plan? (See Chart 2 in Attachment V—Section D of Narrative)
   _____Yes _____No

6. Does the proposal incorporate a mechanism to include teacher and administrator candidates and/or programs (undergraduate and/or graduate) in project planning, implementation, and evaluation? (See MOAs, page 4 of Attachment I, and Section C: "Partnerships" in the Narrative)
   _____Yes _____No

7. Does the proposal provide at least a 10 percent match of the requested grant from institutional and other sources, in real costs and/or in-kind contributions?(See Budget Narrative and the In-Kind Contributions Budget [Attachment VI])
   _____Yes _____No

8. Does the proposed project provide professional development activities in core academic subjects that are appropriate for at least one of the following? Circle those dealt with in this proposal. (See Abstract and Attachment I: Institution and Program Profile)
   a) In-service teachers
   b) Highly qualified paraprofessionals who assist in instructing students
   c) Principals or Assistant Principals

   _____Yes _____No

Complete this section only if the Proposal meets all eight Requirements.

Project Information Sheet (See Attachment I)

Partnership

Names of Three Primary Partners:

_____

_____

_____

Core Academic Subjects to be Addressed

_____English _____Math _____Civics

_____Art _____Reading _____Science

_____Government _____History _____Language Arts

_____Foreign Language ____Economics _____Geography

Targeted Grade Level

_____Elementary _____Middle _____High School _____Other

Special Focus Present

_____Special Education _____Bilingual Education/LEP _____Technology

_____Pedagogy _____Helping teachers attain full certification

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? _____Yes _____No
  (If "yes", name the school(s)/school district(s) and the county or region to be served by the project)

_____

_____

PROPOSAL REVIEW CRITERIA
TEACHER/LEADER QUALITY PARTNERSHIPS PROGRAM
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 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-profits

ABSTRACT (Maximum 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.
(3-5)

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)

Total points for Abstract ___ / 5

COMMENTS/CONCERNS:

INSTITUTIONAL EFFECTIVENESS (Maximum 5 points)

Proposal describes institutional progress toward meeting the needs of:

1) Students, teachers, and other educators from high-need schools/districts
2) Teachers who either lack state certification or are teaching out of the field/grade level for which they are certified, and
3) Prospective teachers and administrators who will be working in high-need schools/districts

Proposal provides a clear description of the institution's experience in these areas and of the progress made, including detailed examples. Institutions currently operating a TLQP project or that have previously received DDE grants clearly outline the results of their efforts in meeting these needs.
(3-5.)

Proposal provides a general description of experience and progress in all three areas **or** provides a description with some detail about how the institution has had experience and made progress in at least one of the three areas. Proposals from previously funded TLQP/DDE projects adequately outline previous results. Proposal may include a few examples, but with few details.
(1-2 pts.)

Proposal does not provide information about the institution's experience and progress in these areas.
(0 pts.)

Total points for Institutional Effectiveness ___/ 5

COMMENTS/CONCERNS:

PARTNERSHIPS (Maximum 10 points)

Proposal describes the scope and extent of involvement by:

1) High-need school and/or district partners and the involvement of teachers and/or other school personnel in the planning, implementation, and evaluation of the project
2) The school or department of education and the content area department(s) that are among the required or principal partners and
3) Any other partners, such as professional organizations and/or networks, other programs or institutions, or business and industry
4) 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, should specify the roles and responsibilities of each, and must document substantive collaborations

The proposal provides a clear and detailed description of the scope and extent of involvement by collaborating partners, showing substantial collaboration among them in the planning and proposed implementation of project activities. A signed memorandum of agreement (MOA) **for each partner** is attached (a requirement for funding) and indicates substantial collaboration.
(7-10 pts.)

Proposal provides an adequate description of the scope and extent of involvement by collaborating partners, but critical elements are missing. A signed memorandum of agreement (MOA) **for each partner** is attached, showing plans for some collaboration.
(1-6 pts.)

Proposal does not provide a description of the scope and extent of involvement by collaborating partners, although a signed MOA **for each partner** is included.
(0 pts.)

Total points for Partnerships ___/ 10

COMMENTS/CONCERNS:

PROGRAM OBJECTIVES, STRATEGIES, ACTIVITIES, SERVICES, AND PERFORMANCE MEASURES/DATA SOURCES (Maximum 40 points for Objectives 1-5)

Objective 1: To establish and maintain partnerships in order to maximize TLQP resources and program success by increasing student academic achievement (Maximum: 8 pts.)

Proposal clearly explains how the choice of partners helps to maximize grant resources and program success and describes strategies used to maintain a strong collaboration that leads to program success and increased student academic achievement. It also clearly describes activities and/or services aligned with the proposed strategies and indicates the staff responsible for their implementation, the proposed timeframe for each activity and service, and the performance measure(s)/data source(s) that assess effectiveness of activities and services.
(6-8 pts.)

Proposal gives a general outline of strategies, methods, and assessment tools used for achieving the above objective, but includes few details and may provide incomplete information on implementation, timeframe, or assessment tools.
(1-5 pts.)

Proposal fails to outline strategies, methods, and assessment tools used for achieving the above objective.
(0 pts.)

Objective 1=_____/_8Points

COMMENTS/CONCERNS:

Objective 2: To provide sustained, intensive, and high-quality professional development and teacher/leader activities that address school/ district needs identified in the school/district professional plan (Maximum 8 pts.)

Proposal clearly describes one or more needs identified in the school/district professional development plan and proposes strategy(ies) designed to address these needs. It indicates in some detail sustained and intensive activities and/or services that are aligned with the proposed strategy(ies) and that are to a large extent embedded in the everyday life of the school. It indicates the staff responsible for the implementation of these activities and services, the proposed timeframe for each, and the performance measure(s)/data source(s) that assess effectiveness of activities and services.
(6-8 pts.)

Proposal gives a general outline of strategies, methods, and assessment tools used for achieving the above objective, but includes few details and may provide incomplete information about implementation, timeframe, or evaluation of the proposed strategies. Proposed activities and services may not be strongly embedded in the everyday life of the school.
(1-5 pts.)

Proposal fails to outline strategies, methods, and assessment tools used for achieving the above objective, **or** activities described are not sustained and intensive, **or** no indication is given that the proposal is addressing needs identified in the school/district professional development plan.
(0 pts.)

Objective 2= _____/ 8 Points

COMMENTS/CONCERNS:

Objective 3: To align academic content and classroom methods with New York State's Learning Standards and student assessment standards (Maximum 8 pts.)

Proposal clearly describes strategies and aligned activities and/or services and indicates the staff responsible for their implementation, the proposed timeframe for each activity and service, and the performance measure(s)/data source(s) that assess effectiveness of activities and services. It indicates explicitly how the strategies and activities are aligned with the Learning Standards and assessment standards, and it includes training in the use of disaggregated classroom and school student achievement data, to help teachers identify teaching and learning needs.
(6-8 pts.)

Proposal indicates that strategies, methods, and assessment tools are aligned with the Learning Standards, but includes little detail. Proposal provides a general description of strategies, implementation, and evaluation, but gives few details and may even omit discussion of some aspect of implementation or evaluation.
(1-5 pts.)

Proposal fails to outline strategies, methods, and assessment tools used for achieving the above objective, **or** strategies proposed do not address NYS Learning Standards.
(0 pts.)

Objective 3= _____/ 8 Points

COMMENTS/CONCERNS:

Objective 4: To provide strong academic content and develop effective practices that value equity and diversity and increase the ability of current and prospective educators to meet the needs of all students (Maximum: 8 pts.)

Proposal clearly describes strategy(ies) designed to achieve the objective and provides detailed information about significant equity activities and/or services, with some of the strategies and/or activities being grounded on scientifically-based research. The proposal indicates the staff responsible for implementation of the activities and services, the proposed timeframe for each, and the performance measure(s)/data source(s) that assess effectiveness of activities and services.
(6-8 pts.)

Proposal gives a general outline of strategies, methods, and assessment tools to be used for achieving the above objective, but includes few details and may provide incomplete information on implementation, timeframe, or evaluation of the proposed strategies. It may give little indication of any activities having a scientific grounding or being related to equity.
(1-5 pts.)

Proposal fails to outline strategies, methods, and assessment tools to be used for achieving the above objective **or** strategies proposed either lack academic content or do not address equity and diversity.
(0 pts.)

Objective 4=____/_8 Points

COMMENTS/CONCERNS:

Objective 5: To increase the number of teachers and principals who are highly qualified and appropriately certified in New York State's high-need districts (Maximum: 8 pts.)

Proposal clearly describes strategy(ies) designed to achieve this objective and provides detailed information about activities and/or services aligned with the proposed strategy, with the proposed activities including induction support for novice teachers. The proposal also indicates the staff responsible for the implementation of these activities and services, the proposed timeframe for each, and the performance measure(s)/data source(s) that assess effectiveness of activities and services.
(6-8pts.)

Proposal gives a general outline of strategies, methods, and assessment tools used for achieving the above objective, but includes few details. It makes either minimal or no reference to plans for induction support for new teachers. It may provide incomplete information about implementation, timeframe, or evaluation of the proposed strategies.
(1-5 pts.)

Proposal fails to outline strategies, methods, and assessment tools that could help achieve the above objective.
(0 pts.)

Objective 5= _____/_8 Points

COMMENTS/CONCERNS:

_____TOTAL POINTS FOR PROGRAM OBJECTIVES, STRATEGIES, ACTIVITIES,

SERVICES, AND PERFORMANCE MEASURES/DATA SOURCES

RECRUITMENT (Maximum 5 points)

Proposal describes the strategies and activities that will be used to recruit and select a diverse group of pre-service, novice, and experienced teachers/leaders for participation in the project and
lists the specific criteria that must be met by participants in order to be eligible for the program.

Proposal clearly describes these strategies and activities and lists specific criteria to be met.
(4-5 pts.)

Proposal includes only a general description of the strategies, activities, and/or criteria to be met by participants and may omit discussion of **one** of these topics.
(1-3 pts.)

Proposal does not address recruitment strategies/activities and does not list criteria for eligible participants.
(0 pts.)

Total points for Recruitment ____/ 5

COMMENTS/CONCERNS:

RETENTION (Maximum 5 points)

Proposal describes strategies and activities designed to enhance the skills of participants so as to increase their retention rate as teachers and principals in high-need schools.

Proposal provides a clear description of the proposed retention strategies and activities.
(4-5 pts.)

Proposal includes a partial or general description of proposed retention strategies and activities.
(1-3 pts.)

Proposal does not include a description of proposed retention strategies and activities, **or** the described strategies and activities have no clear relevance to retention.
(0 pts.)

Total points for Retention _____/ 5

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/BUDGET NARRATIVE (Maximum 25 points)
NOT-FOR-PROFIT APPLICANTS ONLY

BUDGET AND BUDGET NARRATIVE (Maximum 25 points)

Budget Narrative/Budget

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)**

1. Score:_____

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)**

2. Score:_____

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)**

3. Score:_____

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)**

4. Score:_____

Total Budget Narrative/Budget _____/ 25

COMMENTS/CONCERNS:

Scoring

Project Abstract	**(**	**) out of 5**
Institutional Effectiveness	**(**	**) out of 5**
Partnerships	**(**	**) out of 10**
Program Objectives, Strategies, Activities, Services And Performance Measures/Data Sources	**(**	**) out of 40**
Recruitment	**(**	**) out of 5**
Retention	**(**	**) out of 5**
Project Staffing and Management	**(**	**) out of 5**
Budget/Budget Narrative (Not-for-profits Only)	**(**	**) out of 25**
Total Score:	**(**	**) out of *100**

*75 points for-profits

Additional Comments: