

MODEL INDUCTION PROGRAM QUESTIONS & ANSWERS

(Revised 10/3/2011)

Please note the important clarifications in Questions 32 and 34 regarding eligible applicants and eligible partnerships and consortia.

QUESTIONS ABOUT THE BIDDERS' WEBINAR

1. Will this recorded session be made available? If so, where and when?

The Model Induction Webinar recording is available at the following link:

<http://ellum2.nyit.edu/recordings.html?s=1316491200000&e=1316577599999>

This link is posted on both NYSED's P-12 website and NYSED's Race To The Top website (under the RFP link for Model Induction). All questions asked during the webinar are posted with their complete answers in this Model Induction Program Q&A.

QUESTIONS ABOUT APPLICATION SUBMISSION

2. Can the required attachments be reformatted or do they need to remain intact as they are for submission?

Attachment A is illustrative and applicants are expected to either use it as a model or to create their own MOU form which includes all required components. Attachments B, C, and D should be completed as forms: it is understood and acceptable that when applicants complete these forms the format of the documents will change and those applicants will need additional space to complete their full responses.

QUESTIONS ABOUT FUNDING

3. Do all awarded funds have to be expended by June 30, 2014 or can the funds be expended for years after 2014?

The programs run from July 1, 2012 through June 30, 2014 with a planning period from January 2012 through June 30, 2012. All funds have to be obligated by June 30, 2014.

4. Is the \$50,000 per school for the planning year only or for the entire funding period?

To clarify, the planning period is not one full year but a six month period starting January 1, 2012 and ending June 30, 2012. Applicants may request awards of up to \$50,000 per school, per academic school year of the grant. Therefore, applicants

may request awards of up to \$100,000 per school over the course of the grant period, including the planning period (January 2012 – June 30, 2012). Each application may only submit a request for an award of up to a grand total of \$500,000 over the life of the grant, and these funds are to be used for both the planning year and the 2-year grant period.

Important note: NYSED understands that the funds will not all be spent directly in each participating school and the needs may vary from school to school, but the \$50,000 per school/per academic school year maximum is a mechanism to set allowable grant size. The awards requested, and the actual spending at each participating school, will vary depending on the number of estimated mentors and early career educators served, and the type of program proposed. As such, applicants may request up to \$500,000 total over the life of the grant for their overall proposed Model Induction Program and up to \$50,000 per participating school/per academic school year, but this request must be justified within the budget and budget narrative.

5. To clarify, the per school funding cap, is it 50K total or 50k per school per year?

See question 4.

6. Are the impact awards part of the \$50,000 max school allowance?

Yes.

7. Will the \$50,000 be dispersed incrementally or at once?

Funds will be requested by the applicant and disbursed by NYSED using the forms and processes outlined in NYSED's Fiscal Guidelines for Federal and State Grants at:

<http://www.oms.nysed.gov/cafe/guidance/guidelines.html>.

Payments for each budget period (the planning period, full grant year one and full grant year two) will be made upon submission of properly completed claim forms (FS-25 and FS10-F final expenditure report).

8. How will the grant funds be dispersed?

See question 7.

QUESTIONS ABOUT SCHOOL AND CANDIDATE ELIGIBILITY

9. Can you confirm that high poverty schools *not* classified as SINI/PLA are indeed eligible as long as they meet two other criteria (i.e. high concentration of ELLs and evidence of difficulty training/retaining effective teachers)?

Yes. Please refer to page 6 of the RFP.

10. Are newly opened schools (SY 2011-12) with above average populations of ELL and SWD eligible?

Yes, as long as the newly opened schools that the applicant lists in Attachment C are high-poverty under the definitions described within this grant and meet at least two of the following characteristics:

1. Low performing school, classified as a SINI, PLA, SURR;
2. High concentrations of English language learners, as defined by percent of students that are above the State average¹;
3. High concentrations of students with disabilities, as defined by percent of students that are above the State average²; and/or
4. Evidence of difficulty in attracting and retaining effective teachers in at least one of the following priority areas:
 - a. Teachers of English language learners, especially in bilingual classrooms and/or secondary grades and subjects;
 - b. Teachers of students with disabilities, especially in secondary grades;
 - c. Teachers of STEM disciplines, especially in secondary grades; and
 - d. Elementary Common Branch teachers with strong math and science pedagogical and content knowledge.

11. If the latest ELA data indicates that a school will become SINI can we use this towards their eligibility requirement?

Yes.

12. Our school district has five schools that will be on the SINI list when it is released later this year (based on the information submitted to NYSED this month.) They are not on the SINI list from this past Spring. Are these schools eligible for the Model Induction grant?

The applicant must supply evidence to support their claim that schools that the applicant lists in Attachment C are high-poverty under the definitions described

¹ New York State average for English language learners is 7% (see: <http://www.p12.nysed.gov/biling/docs/NYSLEP-ELLDataJune2011WebDoc.pdf>).

² New York State average for students with disabilities is 13% (see: <http://www.p12.nysed.gov/sedcar/state.htm>).

within this grant and meet at least two of the additional characteristics listed in Section IV of the RFP. This may include evidence that the schools will be on the SINI list to be released later this year.

13. For eligibility requirements, the RFP links to the 2009-2010 school report card data. Will this be the baseline eligibility data required by the proposal or can we use what we have as current data?

The RFP links to the most recent State level data that is currently reported and is provided here for benchmarking purposes. To document a district's metrics compared to any of these benchmarks, districts may provide the most recent data available or several years of trends.

14. On Attachment C--are the actual percentages and the source of data required or just YES/NO and School Identification Status?

Applicants need to fill out Attachment C with all sources of data required to verify that each of the participating schools meets the definition of high poverty as described within this RFP and at least two of the additional characteristics.

15. Can network teams in New York City apply on their own or is the New York City Department of Education the only eligible applicant within New York City?

Network teams within New York City cannot be the applicant and must apply in consortium with NYCDOE. See question 32.

16. We are an elementary school located within NYC. What is a network team? Can we apply on our own or do we need to go through our district/region?

The New York City Department of Education is considered the district in NYC. All eligible schools must contact NYCDOE and the district must serve as the applicant and fiscal agent for the proposed program. See question 32.

17. Can a high achieving school be part of the consortium?

If the high achieving school is a high poverty school that also meets at least two of the additional characteristics described within Section IV of the RFP, and meets the mandatory requirements set forth in Section V of the RFP, then the school can participate as an eligible school.

18. Can you talk a bit more about what is considered acceptable with regards to 3012-C? In NYC, for example, would participation in the Talent Management Pilot suffice or must all parties agree to teacher and principal evaluation for "stakes"?

As described within Section V, it is a mandatory requirement that all participating

school(s) where the proposed program will take place has already implemented teacher evaluation in compliance with Education Law §3012-c for the 2011-12 school year; or, the applicant has provided MOU that confirms an agreement to implement teacher evaluation in compliance with Education Law §3012-c signed with their collective bargaining unit(s) for the 2012-13 school year. It would, therefore, be unacceptable for an applicant to submit an application that does not include this MOU.

19. In regards to implementing teacher evaluations, you state if you have not already implemented the teacher evaluation by the start of the 2012-2013 school year we must provide a letter of commitment - MOU that confirms we will comply with the new Education Law section 3012-c. Most of our districts are or will be entering collective bargaining and can not assure this at this time. Is this required in the application or is it part of the award requirements?

The MOU is a mandatory requirement in the application. Applicants will not be eligible for awards without submitting a signed letter of commitment between the applicant and their respective collective bargaining units to implement teacher and principal evaluation in compliance with 3012-c for the 2012-13 school year in all participating schools.

20. Has the NYC UFT agreed to Education Law §3012-c or will we have to work with the UFT in order to apply for this grant?

You will need to discuss this question in greater detail with the NYCDOE to ensure your participating schools meet all of the requirements, including a commitment to implement teacher evaluation in compliance with Education Law §3012-c for the 2011-12 school year or an MOU that confirms an agreement to implement teacher evaluation in compliance with Education Law §3012-c signed with their collective bargaining unit(s) for the 2012-13 school year, as well as a signed assurance that where applicable and in accordance with law and regulation, any initiative described within the application is allowable under collective bargaining agreements.

21. Are you aware that attachment B (collective bargaining with unions) states that Teacher Evaluation must be in place in the 2011-12 SY?

Yes. Education Law §3012-c goes into effect for this school year. Applicants who have participating schools that have not yet implemented Education Law §3012-c for the 2011-12 school year will need to implement by the 2012-13 school year and provide an MOU to that effect.

22. Can we add school partners during the life of the grant?

The applicant must list all schools that will be served by this grant in Attachment C upon submission of the application. NYSED will not consider any requests from

applicants to add school partners unless an existing school partner has to drop out of the program for extreme circumstances, such as a school closing.

23. For teacher turnover rate eligibility criteria, do we use Rate of All teachers or can we use Rate of teachers with fewer than 5 years?

For teacher turnover rate eligibility criteria you can use the rate of teachers with fewer than 5 years of experience. We ask that applicants use any relevant data necessary to help them craft a narrative that best demonstrates their needs. The categories listed in Section IV of the RFP may be expanded on by the applicant when completing Attachment C.

24. a. The school in which we propose to implement an induction model grant is SINI for special education students and has a high SPED population. We wish to propose a mentor program for early career teachers, teachers interested in seeking a certification in a STEM subject at the secondary level, and others interested in strengthening skills in special education, a critical need for all teachers since most of our SPED population is integrated with the general population.

All participating schools that the applicant lists in Attachment C must be high-poverty under the definitions described within this grant and meet at least two of the additional characteristics listed in Section IV of the RFP.

- b. Can we offer the training to all interested teachers, or must it be limited to early career teachers only?

This program is limited to early career teachers only. Funds from this grant cannot be used to support training for other interested teachers.

- c. If a veteran teacher is seeking certification in a shortage area, are they considered early career teachers for the purpose of this grant?

The RFP defines an early career educator as any teacher who has not yet received tenure. A veteran teacher who has received tenure would therefore not be considered an early career educator for the purposes of this grant and funds from this grant cannot be used to support them seeking certification in shortage areas.

25. Participating schools need to meet particular criteria to be eligible, do the participating schools and this particular application need to have a sole focus on early career educators in the areas of ESL, STEM and Special Education?

Participating schools need to meet particular criteria to be eligible; however, they need not have a sole focus on early career educators in the areas of ESL, STEM, and special education. The proposed program should have a focus in one or more of the shortage areas described in the RFP.

26. If a building is considered a Junior / Senior High School could it be 2 schools even though it is one beds code?

No, for the purposes of this grant, an applicant cannot separate grade configurations if there is only one BEDS code.

27. If a teacher is transferred to a different grade level are they eligible for induction services?

If the teacher has not yet received tenure, and is therefore considered an early career educator as defined within this RFP, they are eligible for induction and mentoring services.

28. Can this funding be applied to individuals holding Transitional B certification?

Yes, as long as the early career educators holding Transitional-B certificates are working in schools that meet the applicant eligibility requirements listed in Section IV of the RFP.

QUESTIONS ABOUT THIRD-PARTY PARTNERS

29. Can an institute of higher education be the fiscal agent and applicant for a consortium of eligible schools?

No, an Institution of Higher Education cannot be the fiscal agent or the applicant for a consortium of eligible schools. The school district or the BOCES in partnership with one or more of its component school districts must submit the application as the applicant and fiscal agent of the grant.

30. I am a professor of Mathematics Education at Mercy College, with 5 campuses including the Bronx, Manhattan, and Dobbs Ferry. At this time, I am in contact with multiple Network Leaders at the Department of Education as well as the Mount Vernon school district. My question is: can we submit multiple applications through Mercy College to support teachers in multiple districts? For example, could we submit 3 applications, one working with teachers in NYC Network 108 and another with NYC Network 404 and another with Mount Vernon Schools?

No, an Institution of Higher Education may be a partner or a provider in multiple applications with different groups of eligible schools and/or in different districts; however, an Institution of Higher Education cannot be the fiscal agent or the applicant for a consortium of eligible schools.

31. Can you speak a bit about eligibility? Is a nonprofit eligible to submit in partnership with multiple schools from different districts?

See Section IV – a nonprofit is eligible to partner with multiple schools from different districts; however, the nonprofit cannot submit an application as the applicant or as the fiscal agent of the grant.

32. I am developing a proposal for the Center for Educational Innovation - Public Education Association (CEI-PEA) in consort with the NYC "Networks" of schools for which they serve as the "Partnership Support Organization" (PSO). I have two questions regarding the formation and documentation of our consortium:

- a. Can CEI-PEA, as an educational non-profit contracted with the NYC DOE as a PSO for 5 "Children First Networks" of schools, be the lead applicant on the grant request OR does it need to be the NYC DOE as they are the entity that operates the "Children First Networks"?

No, a nonprofit cannot be the fiscal agent and it cannot be the applicant. The nonprofit is eligible to partner with an eligible grant applicant (which must be a school district or a BOCES in partnership with one or more of its component school districts), which will also serve as the fiscal agent. The NYC DOE would be the applicant on behalf of a participating Network Team consortium that includes community school districts and/or schools within New York City (**and no schools or school districts outside of NYC**), and the application will identify the consortium members. For a Network Team consortium that encompasses multiple school districts outside of New York City, the consortium will determine which district will be the applicant and fiscal agent, but all members of the consortium must be identified in the application and must sign an MOU.

- b. To document the consortium through the network model, do we need to have signed MOUs from the DOE leadership in the CFN (Children First Network) and CEI-PEA OR do we need MOUs from all schools within teach network that are participating in the grant application?

Applicants need an MOU that delineates the roles and responsibilities of each entity included in the application and signed by all parties. The school district or BOCES serving as the lead applicant and fiscal agent must sign the MOU along with any other partners. NYC DOE can sign an MOU on behalf of all NYC district members of a Network Team consortium within New York City so long as all of the consortium members and the participating schools are specifically named in the MOU, but any non-

NYCDOE consortium members (e.g., CEI-PEA or other nonprofit entity, or an Institution of Higher Education) must separately sign the MOU. For a Network Team consortium outside of New York City that encompasses multiple school districts, the MOU must be signed by each consortium member and must specifically name the participating schools. Of course, in order to meet the mandatory requirements set forth within Section V, Network Team consortia members within New York City will need to work with the NYC DOE to ensure their participating schools meet all of the requirements, including a commitment to implement teacher evaluation in compliance with Education Law §3012-c for the 2011-12 school year or an MOU that confirms an agreement to implement teacher evaluation in compliance with Education Law §3012-c signed with their collective bargaining unit(s) for the 2012-13 school year, as well as a signed assurance that, where applicable and in accordance with law and regulation, any initiative described within the application is allowable under collective bargaining agreements.

33. Can you explain in greater details the MOU between the school and third party provider? (i.e. Literacy vendor)

See Attachment A for a Sample MOU. The MOU must reflect the overall commitment as well as the specific responsibilities and the roles of the school district and schools, as well as the partner (i.e., another school district, Institute of Higher Education, BOCES, nonprofit organization) to enhance the preparation of early career educators. The MOU needs to describe how all partners will work collaboratively to ensure early career educators in high poverty schools and specific teacher shortage areas served by this model induction program achieve high standards of effectiveness, increase retention rates, and improve student learning. The MOU needs to describe all activities and services that each member of the partnership will provide during the tenure of the grant period.

34. The partnership eligibility and guidance on page 5, 7 and the MOU are inconsistent...Can this be clarified?

Eligible grant **applicants** are school districts and a BOCES, in partnership with one or more of its component school districts; each of which must have at least one eligible participating school (as defined in Section IV of this RFP). Only these entities may file an application with NYSED for this grant, and only these entities can be fiscal agents for the grant funds.

These eligible grant applicants may join in partnership or consortium with one or more other eligible grant applicants, or with one or more of the following entities (eligible grant recipients): nonprofit organizations; or an Institution of Higher Education in New York State with a registered program in either the subject content area or in teacher preparation in the specific area of focus within the application.

We also add a clarification in this FAQ that, for purposes of this RFP, such an Institution of Higher Education must be eligible for Bundy Aid.

The MOU in Attachment A is intended to be a sample, and applicants will need to alter it to meet their unique needs.

35. Can the third party provider, i.e. the PD and literacy vendor be the fiscal agent?

No, a third party provider cannot be the fiscal agent and they cannot be the applicant.

36. If we are working with an IHE to provide differentiated mentor teacher training would they be considered a 'partner' and the requirements in the grant for partners must be completed?

If any of the funds from this grant will be used to support the activities of the Institute of Higher Education that you are working with, then yes, the IHE could be considered an eligible partner and they would need to meet the requirements in the grant for partners. Additionally, if an IHE is providing the programmatic support for your mentors, then in order to complete the sections on mentor selection and mentor training, supports, and development you will need to describe their specific role and activities as your partner.

QUESTIONS ABOUT MENTORS

37. If an institute of higher education partners with a school district that has both high poverty, low achieving AND high achieving schools, can we enlist teachers from the high achieving schools as mentors?

Yes, as long as the teachers from high achieving schools are serving as mentors in participating, qualifying schools (see Section IV of the RFP) and the funds used to support these mentors are only being used for the mentors' work in the participating schools, then you can enlist teachers from high achieving schools as mentors. It is up to applicants to determine their own requirements within their programs for mentor selection and mentor training, supports, and development, and applicants will need to describe this in detail within their responses for Section V.

38. Can you describe what you mean by 'rigor' for mentor selection?

See Section V which describes in detail the program requirements for mentors.

39. Is there a 10% release time required as with the MTIP?

No, this grant is not related to MTIP and does not have the same requirements.