

Strengthening Teacher and Leader Effectiveness Request for Proposals

ANNOUNCEMENT OF FUNDING OPPORTUNITY

Legislative Authority	Race to the Top (RTTT) through New York State Education Department (NYSED)		
Purpose	The overarching purpose of this request for proposals (RFP) is to encourage and support eligible districts to develop, implement and/or enhance a comprehensive systems approach to recruitment, development, retention and equitable distribution of effective teachers and school leaders as part of their implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012-c.		
Eligible Applicants	Public School Districts and Public Charter Schools which have at least 25% of students from low-income families as determined using the criteria specified under section 1113(a)(5) of the Elementary and Secondary Education Act (ESEA) and are implementing Education Law §3012-c. ESEA criteria: http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1113 Eligible districts are listed at: http://usny.nysed.gov/rttt/rfp/gt-16/eligibility.html .		
Funding	Source: RTTT Estimated Funds Available: \$72 million <u>Awards will be made subject to availability of funding by the U.S. Department of Education</u>		
Important Dates for Awarding Grants	Applications must be received by: July 2, 2012	Anticipated Preliminary Award Notification: August 6, 2012	Anticipated Project Period: 10/31/12-6/30/14
Additional Information	Questions about this RFP should be sent to the e-mail address identified below. Questions about this RFP should be sent no later than May 10, 2012. A Webinar will be held on 5/3/12. Questions and Answers will be posted on 5/29/12 at http://usny.nysed.gov/rttt/rfp/gt-16/home.html . No individual responses will be provided.		
SED Contacts	Program Matters: Aviva Baff STLERFP@mail.nysed.gov	Fiscal Matters: Lynn Caruso STLERFP@mail.nysed.gov	

Note: All entities except for public entities exempted by the State Comptroller are required to go through the contract process. Any agency that has not previously received funding with the State Education Department must complete and submit a [Payee Information Form](#) with their application.

Timetable of Important Dates

Activity	Date
Issue of RFP	4/18/2012
Applicant Webinar	5/3/2012
Final Receipt of Questions	5/10/2012
Official Responses to Questions	5/29/2012
Proposal Due Date	7/2/2012
Anticipated Preliminary Award Notification	8/6/2012
Anticipated Program Start	10/31/2012

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Submission Checklist

This grant application must contain the following documents:

Required Documents	Checked – Applicant	Checked – SED
Section A – High Level Overview of the Envisioned TLE Continuum – max 5 pages	Yes <input type="checkbox"/>	<input type="checkbox"/>
Section B – Specific TLE initiatives proposed under this grant – max 15 pages	Yes <input type="checkbox"/>	<input type="checkbox"/>
Section C – Evidence of Organizational Capacity – Attachment D – may attach additional sheets if necessary	Yes <input type="checkbox"/>	<input type="checkbox"/>
Section D – Budget Narrative – max 2 pages	Yes <input type="checkbox"/>	<input type="checkbox"/>
FS-10 – http://www.oms.nysed.gov/cafe/forms/	Yes <input type="checkbox"/>	<input type="checkbox"/>
Budget Summary (multi-year) – Attachment E	Yes <input type="checkbox"/>	<input type="checkbox"/>
Application Cover Page – Attachment A	Yes <input type="checkbox"/>	<input type="checkbox"/>
ONE of the following Assurance of Joint Commitment and Collaboration Forms: – Attachment B: for Public School Districts – Attachment C: for Public Charter Schools	Att B Att C <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
Signed MOU with partner (if applicable) – Attachment F	Yes NA <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
Mandatory Requirements Certification – Attachment G	Yes <input type="checkbox"/>	<input type="checkbox"/>
Payee Information Form/NYSED Substitute W-9 Form (if applicable)	Yes NA <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
SED Comments: Has the applicant complied with the application instructions?		
Reviewer: _____ Date: _____		

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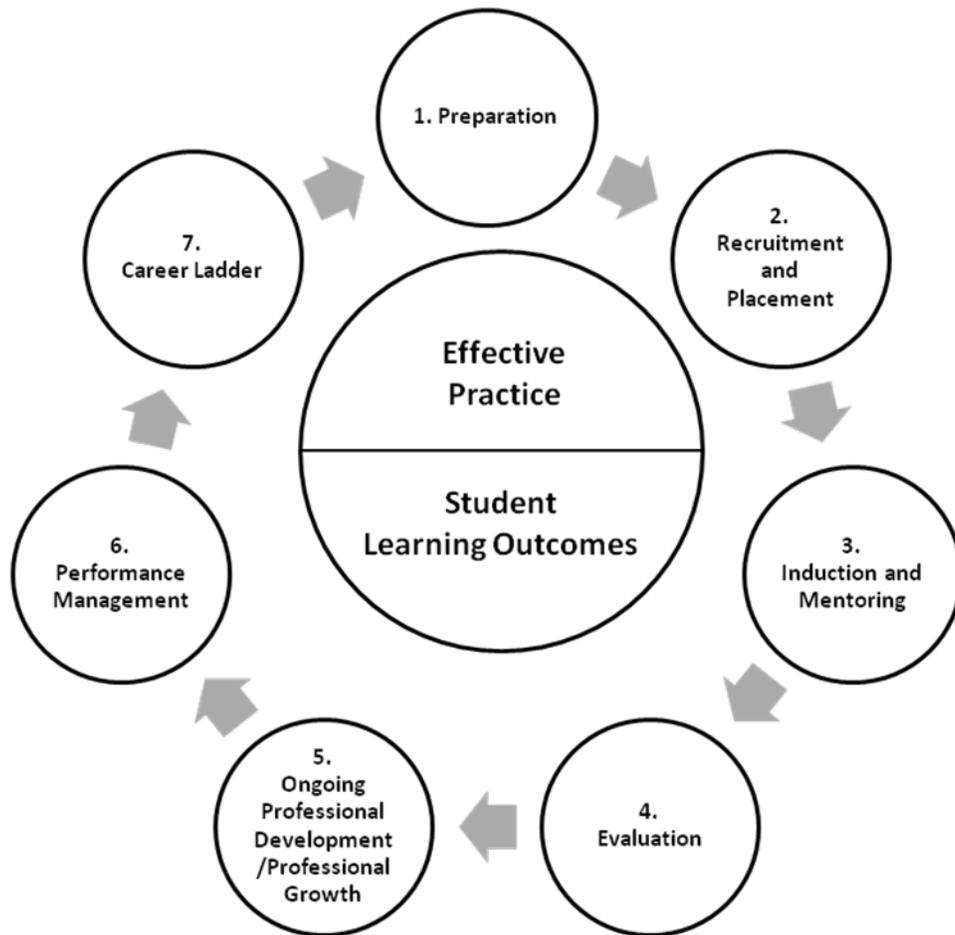
APPLICATION GUIDANCE

RFP Purpose

The overarching purpose of this RFP is to encourage and support eligible districts¹ to establish and/or enhance a comprehensive systems approach to recruitment, development, retention and equitable distribution of effective teachers and school leaders as part of their implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c. The RFP recognizes that the APPR system will have more beneficial effects if it is implemented in ways that support recruitment, development, and retention of effective educators. Doing so involves activities beyond the technical completion of APPR negotiations and implementation of annual educator ratings. This RFP intends to help districts integrate APPR into a coherent system of support for educators throughout their careers and to create processes that ensure districts can continuously meet the needs of schools and students by having effective educators.

Under this RFP, districts are encouraged to develop a coherent “Teacher and Leader Effectiveness (“TLE”) Continuum” for attracting, developing and retaining educators, through continuation of current successful initiatives and using funding from this RFP to incorporate new, innovative ideas and/or add to and complement the existing successful models, in each area of the continuum. Using this approach, districts will use data from each component of the continuum, including the new educator evaluation system, to continuously improve their ability to meet their needs for effective educators across the district. This RFP is designed to provide funding for critical initiatives needed by districts as they establish or enhance a coherent, aligned TLE continuum (as illustrated in Figure 1 and described on the next page).

¹ Please note that “district” or “applicant” in the RFP refers to eligible applicants, including public school districts and public charter schools.

Figure 1: TLE Effectiveness Continuum

This graphic represents the TLE continuum recommended by the New York State Education Department. All components of this continuum are eligible for funding under this grant. (Adapted from: Heneman and Milanowski, 2007)

As demonstrated by seminal research from Heneman and Milanowski (2007), in order to strengthen educator effectiveness at all levels, districts should develop comprehensive strategies and management processes which utilize data to inform decision-making about educator practice and student learning. Within the context of a comprehensive TLE system, data about educator practice and student learning obtained from evaluation systems can help inform both district-wide and individual decisions around recruitment, development and retention of educators. Districts that use the APPR in this way can leverage the power of the new evaluation system, not as an end in itself, but as a true vehicle for the improvement of effective educator practice and student learning.

NYSED's original Race to the Top (RTTT) application envisioned supporting all aspects of the TLE continuum by awarding funds to districts as well as Institutes of Higher Education (IHEs) and their partners to fund specific aspects of the TLE continuum (for example, teacher preparation or induction). This RFP combines funds from several of the original RTTT projects and seeks to encourage and support districts to develop, implement and/or enhance initiatives across the TLE continuum as part of their implementation of an APPR system.

Also consistent with other RTTT initiatives, this RFP puts special emphasis on TLE programs that specifically support high needs students by improving the learning of English Language Learners (ELLs) and Students With Disabilities (SWDs), advancing student learning in Science, Technology, Engineering and Mathematics (STEM) disciplines, and improving the equitable distribution of effective and highly effective educators within schools and/or across districts with different levels of need, academic and/or economic, by improving the outcomes for high needs students.

For the purposes of this RFP, NYSED includes the following components in a fully developed TLE continuum, and are applicable to both teachers and/or leaders.

1. **Preparation** – Collaboration or formal partnership between the applicant and IHEs and/or other eligible partner (complete eligible partner list can be found in the Mandatory Requirements section)
2. **Recruitment and Placement** – Activities to attract educators to the district and the schools that need them.
3. **Induction and Mentoring** – Individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes.
4. **Evaluation** – The new APPR system based on Education Law §3012-c.
5. **Professional Development/Growth** – Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning.
6. **Performance Management** – Use of evaluation data in development and employment decisions.
7. **Career Ladder** – Opportunities for advancement for educators identified as highly effective or effective.

Funding: Options & Requirements²

NYSED is aware that many districts are in different stages of implementation of a fully developed TLE continuum. While most districts are conducting discrete activities such as recruitment, professional development, and performance management, many districts have not yet integrated these activities into a comprehensive TLE continuum informed by data and with measurable goals. The new APPR system should play an important role in knitting together initiatives across the continuum. While the RFP will ask every applicant to describe their broad plans for shaping a full, coherent TLE continuum, NYSED expects applicants will identify a few critical priorities to advance their goals around teacher and leader effectiveness during the grant period.

Districts should identify which initiatives are most necessary to implement or enhance under this grant in order to strengthen the effectiveness of teachers and leaders as they develop the TLE continuum. Initiatives may address either teacher or school leader effectiveness or both. NYSED will fund eligible districts to:

- implement new initiatives within the TLE continuum that are not currently established (as defined above and detailed in Appendices A, B and C); **and/or**
- enhance TLE continuum initiatives that are currently in place (as defined above and detailed in Appendices A, B and C).

Please note: any initiative for which funding is being requested may include an eligible partner(s) as defined in the mandatory requirements.

In RTTT, New York State made a substantial commitment to improving the equitable distribution of educator talent for high need students, and dedicated funding to initiatives involving supplemental financial awards to attract and retain effective and highly effective educators working:

- with high needs students, those with academic, economic and/or special needs; **and/or**
- in shortage subject areas, including secondary STEM disciplines, ELL, bilingual and/or special education (if district has different shortage subject areas, they must be justified).

Therefore, under this grant, applicants **must** include one such initiative in their applications.

² Throughout this RFP, NYSED uses *initiative*, *initiative(s)* and *initiatives* interchangeably (unless otherwise noted). Applicants must apply for **at least one** initiative for funding, as specified in the mandatory requirements. However, applicants may choose to apply for as many initiatives as is reasonable and rational within the context of this RFP's purpose, the needs of the district, and the district's maximum award, provided that at least one initiative includes a supplemental financial award program. NYSED does not look more or less favorably on proposals that address only the minimum; nor does it look more or less favorably on proposals that exceed the minimum.

MANDATORY REQUIREMENT: Districts³ **must**, at a *minimum*, apply for funding to develop a supplemental financial award program targeted to effective or highly effective educators and/or educators who have potential to be effective or highly effective with high needs students and/or in shortage subject areas. This must be *at least one* following:

- Recruitment or transfer awards to attract teachers or leaders with a demonstrated track record of success (or if they are new educators, demonstrated potential, based on district selection criteria) with high needs students and/or shortage subject areas.
- Career ladder opportunities where additional duties and compensation are offered to educators based at least in part upon their annual performance results (and may include other district selection criteria). A key goal of career ladder opportunities is to attract or retain effective and highly effective educators in schools with high needs students and therefore to improve the equitable distribution of educator talent for high needs students.

Please note: Applications from districts other than “TIF Districts” that do not include at least one proposed supplemental financial award program initiative will be rejected as non-responsive, and will not be evaluated.

Funding & Regional Awards

The available funding for each region is listed below in *Table 1: Regional Funding*. Awards will be granted to districts regionally; however, any excess funds in one or more regions will be combined and awarded to the highest ranked unfunded proposal(s) statewide.

An Eligibility List, divided by region and including all eligible districts and corresponding student enrollment data, can be found at <http://usny.nysed.gov/rttt/rfp/gt-16/eligibility.html>.⁴ The Eligibility List **must** be used to determine an applicant’s region and maximum award. The maximum award is \$125 per student but not to exceed \$35,912,727.

³ Districts that receive Teacher Incentive Fund (TIF) grant money (“TIF Districts”) do not have to meet the mandatory requirement of funding a supplemental financial award program; however, TIF Districts may choose to request funding to develop career ladder opportunities. Additionally, a TIF District may request funding to develop recruitment or transfer awards for any school in the district not receiving TIF funds. TIF Districts must be sure to comply with any TIF grant requirements.

⁴ If a district is not included in the Eligibility List and believes this is in error, please email STLERFP@mail.nysed.gov and NYSED will investigate the claim.

Applicants **must** identify the following in the Attachment A: Application Cover Page:

- the region for which they are applying
- the total number of students in the district (based on the student enrollment data included in the Eligibility List posted at: <http://usny.nysed.gov/rttt/rfp/gt-16/eligibility.html>)
- the total funding amount requested (based on the maximum award of \$125 per student, but not to exceed \$35,912,727)

Table 1: Regional Funding

As shown in the shaded column, regional funding is based on the percent of students K-12 in districts with 25% or higher of poverty (out of all students K-12 in districts with 25% or higher poverty). Please note: percentages have been rounded to the third decimal place (see footnote 5).

	Total Students K-12	Total Students K-12 in districts with 25% or higher poverty	% of students K-12 in districts with 25% or higher of poverty (out of all students K-12 in districts with 25% or higher poverty)	Funding Amount based on \$72 m ⁵
Buffalo Region	209,548	155,793	8.308%	\$5,981,768
Capital Region	181,403	102,281	5.454%	\$3,927,142
Long Island	453,499	162,078	8.643%	\$6,223,085
New York City	935,334	935,334	49.879%	\$35,912,727
Rochester Region & Southern Tier	242,240	178,692	9.529%	\$6,860,990
Syracuse Region & North Country	224,000	185,538	9.894%	\$7,123,846
Yonkers Region	343,527	155,498	8.292%	\$5,970,442
Total	2,589,551	1,875,214	100.00%	\$72,000,000

**Source: NYSED Information and Reporting Services, 2010-2011 data*

⁵ For the purposes of this RFP, the percentages shown in Table 1: Regional Funding have been rounded to the third decimal place. The funding amount is based on the full percentage without rounding.

Mandatory Requirements

1. All applicants other than TIF Districts must, at a **minimum**, commit to implement, through funding awarded by this RFP, a supplemental financial award program targeted to effective or highly effective and/or educators who have potential to be effective or highly effective within high needs schools and/or shortage subject areas, as specified in the *Funding: Options & Requirements* section above.
2. Signed Assurance of Joint Commitment and Collaboration Form⁶ signed by the district and its collective bargaining agent(s) as specified in Attachment B: Assurance of Joint Commitment and Collaboration Form for Public School District or Attachment C: Assurance of Joint Commitment and Collaboration Form for Public Charter Schools.
3. Completed MOU, Attachment F, if partnering with another organization. The MOU must outline the roles and responsibilities of each partner. Partnerships must benefit **only** the eligible applicant's student population and indicate that the applicant is providing at least 20% of the services/activities of the grant. Eligible partnerships are between the applicant and:
 - Institutes of Higher Education
 - Public School Districts
 - BOCES
 - Public Schools, including Charter Schools
 - Public School Districts or BOCES on behalf of their Teacher Centers⁷, subject to any limitations of Education Law §316
 - Non-profit agencies/entities with a proven track record within the field of education.

Required Elements of the Proposal Narrative

Applicants must include a Proposal Narrative for Sections A-D (see Application Instructions for formatting requirements) as detailed below. Please be sure to review the following appendices for additional information:

- Appendix B: Guidance for Section A of the Proposal Narrative
- Appendix C: Guidance for Section B of the Proposal Narrative
- Appendix D: Scoring Rubrics
- Appendix E: Examples of Possible District Approaches to this Grant
- Appendix F: Additional Resources

⁶ For New York City, Chancellor Wolcott's or his designee's signature is required in lieu of the Chief Administrative Officer (Superintendent) and Board of Education President; for public charter school LEAs, the Chief Administrative Office's title should be included (CEO, the Chair of the Board, etc.).

⁷ A "Teacher Center" is defined in Education Law §316 as follows: *Teacher resource and computer training center* means any site operated by a school district, board of cooperative educational services or a consortium of school districts and/or boards of cooperative educational services which is specifically established pursuant to this section to provide professional support services to teachers. Please see <http://www.p12.nysed.gov/tqpd/TeacherCenters.html> for more information.

Section A – High-Level Overview of Envisioned TLE Continuum – 25 points

(see Appendix B for guidance; maximum 5 pages)

Provide a high-level overview of the district’s envisioned approach to the TLE Continuum.

NYSED is aware that many districts are in different stages of implementation of a fully developed TLE continuum. While most districts are conducting discrete activities such as recruitment, professional development, and performance management, many districts have not yet integrated these activities into a comprehensive TLE continuum informed by data and with measurable goals. Districts may also find that their TLE practices do not meet the needs of their highest need schools or students.

In Section A of the Proposal Narrative, please include the following:

1. Provide a high-level overview of the district’s envisioned TLE continuum, including what a fully-developed and implemented TLE system would look like, for both teachers and school leaders, touching on all components of the continuum.
2. Identify the gaps: areas of the continuum where current practice meets district’s needs and expectations and those where improvements are desired, describing the rationale for your identification of strengths and areas for improvement.
3. Include the district’s overall goals, objectives and strategies for the envisioned end-state TLE continuum.

Section A will be scored against the following criteria:

- **Clarity and Comprehensiveness:** points awarded based on the clarity and comprehensiveness of the measurable goals and outcomes of the envisioned TLE continuum, including relevant data on which a gap analysis is based.
- **Addressing Issues of Equity:** points awarded based on how well the envisioned TLE continuum addresses how high needs students will be better served by effective and highly effective teachers and leaders.
- **Gap Analysis:** points awarded based on the analysis of the differences between current and envisioned practices based on a high level description of current practices as compared to the envisioned system.

A response that meets the standard for Section A will include:

- Persuasive, clear overview of the district’s envisioned end-state TLE continuum for both teachers and school leaders that is convincing in portraying a future where recruitment and retention of effective or highly effective educators is a major goal; teachers and school leaders are supported in their professional development; performance data are used to guide decision-making at every stage of the continuum; and the focus of the district’s TLE continuum efforts are in improving student achievement, including students most at risk including ELLs, SWDs, and students in poverty. The description should explain what the district’s fully implemented continuum should look like in three to five years’ time for teachers and school leaders.
- Identification of areas of the continuum where current district practice meets district’s needs and goals (if any) and the areas where current practice needs improvement.
- Clear and measurable goals for improvement are established. Examples could include: retention of effective educators, reduced turnover of effective educators in highest need schools, improved ratings on key practice components from district’s teacher rubric, or student learning results from newly tenured educators.
- Any relevant information regarding the district’s size, grade levels and background should be included to contextualize the envisioned TLE continuum.

NOTE: NYSED does NOT expect that successful applicants will have implemented the full continuum (although the full continuum must be described in Section A).

Section B –Specific TLE initiatives proposed under this grant – 35 points

(see Appendix C for guidance; maximum 15 pages)

This RFP puts special emphasis on TLE programs that specifically support high needs students, improve learning of ELLs and SWDs, advance student learning in STEM disciplines, and improve the equitable distribution of effective and highly effective educators. These issues must be addressed, as appropriate, within the proposed plan.

Section B of the Proposal Narrative must include the applicant’s plan to take its “next steps” to close the gap between the district’s envisioned TLE continuum and current practices. Include here whatever initiatives, new and/or to be enhanced, for which funding is being requested. NYSED is seeking well-thought-out plans that are likely to improve teacher and/or leader effectiveness, especially for high needs students.

The plans do **not** have to include initiatives in every component of the TLE continuum and do **not** have to include initiatives addressing both teachers and school leaders. However, the plan should be detailed and coherent. A compelling rationale should be included, explaining why the chosen new or enhanced initiatives are the most logical “next steps” and why the proposed initiatives will advance the district toward specific and measurable goals for improved teacher and/or leader effectiveness.

In answering Section B, clearly distinguish initiatives affecting teachers from those affecting school leaders if both are addressed in this section. Please remember: it is a mandatory requirement of this grant that districts other than TIF Districts **must**, at a **minimum**, apply for funding to develop a supplemental financial award program targeted to effective and highly effective educators and/or educators who have potential to be effective and highly effective with high needs students and/or in shortage subject areas.

In describing the proposed initiatives in Section B, applicants must address:

- How will the district use this grant to strengthen its ability to recruit, develop and retain effective teachers and school leaders?
 - What are the specific and measurable goals you expect to achieve with this plan?
- Which initiatives is the district seeking funding for and what is the rationale for focusing on these initiatives?
 - What and/or who will that funding support?

Section B will be scored against the following criteria:

- **Quality of the Proposed Plan:** points awarded based on the coherence and clarity of the plan for new and/or enhanced initiatives and the rationale for why these initiatives best meet the district’s needs.
- **Issues of Equity:** points awarded based on how well the plan addresses improvements in the equitable distribution of teachers and leaders across subject areas, students or schools with differing needs.
- **Probability of Desired Outcomes:** points awarded for the likelihood that the proposed plan will lead to the measurable outcomes the applicant sets out for improvements in teacher and leader effectiveness.
- **Sustainability of the Effort:** points awarded based on the probability that the benefits of the new initiatives will carry on beyond the end of the grant period.

A response that meets the standard for Section B will:

- Present a clear and coherent plan including initiatives, new and/or to be enhanced, which have been chosen as the logical “next steps” and will strengthen the district’s efforts to develop a full TLE continuum.
- Provide a clear rationale as to why the proposed initiatives are the best “next steps” for the district.
- If a partnership is included in the plan, provide an overview of the partnership, including why the partner was chosen, details of the partnership, and how it will benefit the applicant’s student population. Indicate the funding required for any activities provided by the partner and clearly identify them in the program budget narrative.
- Describe how the chosen initiatives will contribute to improving student learning for high needs students and/or in shortage areas (aka equitable distribution of effective and highly effective educators).
- Set specific and measurable goals and address the probability that the plan as described will achieve the desired outcome.
- Explain how the benefits of the plan are sustainable after the grant period.

Section C – Evidence of organizational capacity (complete Attachment D) – 20 points**Describe the organizational capacity of the applicant and any partners to achieve the results envisioned from this proposal.**

In order to qualify for funding, please complete Attachment D: Evidence of Organizational Capacity. In this form, districts should describe their organizational capacity to undertake this work (and the organizational capacity of any partners the district may have), along with an organizational chart and a realistic and rational work plan for the proposed initiatives for which funding is being requested.

A response that meets the standard for Evidence of Organizational Capacity will:

- Provide evidence that the district has a track record of implementing at least one district-wide improvement initiative and is obtaining measurable results in student learning and/or organizational practice.
- If the district has a partner, evidence of the partner’s demonstrated track record of obtaining measurable results with an initiative where the partner played a similar role must be described. If the district does not have a partner, then the district must provide evidence of a second district-wide improvement initiative that obtained measurable results in student learning and/or organizational practice.
- Describe a realistic and rational work plan, including a timeline, for the proposed implementation of the proposed initiatives. Describe what staff or outside resources will be leading the work, specifying the resources that will be dedicated throughout the life of the grant. Include an organizational chart and describe how the district will monitor and coordinate across the initiatives undertaken and make any mid-course corrections required to meet deliverables and ensure results.

Budget

FS-10

Complete an FS-10 (Proposed Budget for a Federal or State Project) for each year of the program, Year 1 (covering the period 10/31/2012-6/30/2013) and Year 2 (covering the period 7/1/2013-6/30/2014). The most current form is available online at:

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

Budget Summary

Complete Attachment B: Multi-Year Budget Summary. This must be completed by program year, Year 1 and Year 2, as labeled in the form.

Section D – Budget Narrative

(maximum two pages)

Include a Budget Narrative that justifies all proposed expenditures and indicates the basis of calculation for each cost during Years 1 and 2. If the application includes a partnership, clearly describe the proposed expenditures required for the partner.

A response that meets the standard for the Budget Narrative will:

- Describe each proposed expenditure and include how the proposed expenditure(s) is appropriate, reasonable and necessary
- Demonstrate that the proposed expenditures are supplemental and do not supplant or duplicate services currently provided
- If applicable, include a description of any district and other source contributions
- Provide the information in a manner that will allow reviewers to clearly understand the basis of calculation for each proposed expenditure
- Indicate, for each proposed expenditure, the total funding amount requested and the code under which it applies:

Code 15: Professional Salaries

Code 40: Purchase Services

Code 46: Travel

Code 90: Indirect Costs

Code 30: Minor Remodeling

Code 16: Support Staff Salaries

Code 45: Supplies & Materials

Code 80: Employee Benefits

Code 49: BOCES Services

Code 20: Equipment

Information about the categories of expenditures, general information on allowable costs and applicable federal costs principles and administrative regulations are available in the [Fiscal Guidelines for Federal and State Aided Grants](#). Refer to the Application Guidance attached to this RFP for additional specific requirements and information about the allowable and non-allowable activities for the program.

The totals from each of the Budget Category Forms must correspond to amounts shown on the Budget Summary Form (FS-10). Please be sure to check your math.

Only equipment items with a unit cost that equals or exceeds \$5,000 should be included under Equipment, Code 20. Equipment items under \$5,000 should be included under Supplies and Materials, Code 45.

Allowable Activities and Costs

Program office staff will review budgets and eliminate any items that are deemed non-allowable or inappropriate. If any changes are made to a budget category form as a result of an expenditure being non-allowable or inappropriate, the program office staff person will communicate with the contact person identified on the Application Cover Page and return a copy of the corrected budget category form.

If the application includes a partnership, the applicant must provide at a minimum twenty percent of the activities of the grant.

An approved copy of the Budget Summary Form (FS-10) will be returned to the contact person at the address completed on the Application Cover Page by the Office of Grants Finance. 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.

Note: Equipment is defined as items with a unit value of \$5,000 or more and having a useful life of more than one year. All equipment purchased with these funds must have the prior approval from the State Education Department.

Application Review and Scoring

Upon receipt, an applicant's eligibility will be determined. Upon determination that an applicant is eligible, and the mandatory requirements certification has been completed, the application will be reviewed. **If a proposal does not meet all of the mandatory requirements, it will be rejected as non-responsive and will not be reviewed.**

Applicants will be scored on the basis of 100 possible points from reviewers: 80 points for the *Proposal Narrative*, including 25 points for Section A, 35 points for Section B, 20 points for Section C, and 20 points for the *Budget Narrative*. Proposals must receive a minimum of 65 points out of 100 points in order to be eligible for an award.

All proposals will be reviewed by two reviewers and the scores will be averaged. If there is a score discrepancy greater than 15 points, the proposal will be read by a third reviewer. The two closest scores will be used and averaged unless the third reviewer score is equidistant of the others in which case the third reviewer score will be solely used.

Award Methodology

Applicants will be ranked regionally. Districts receiving the highest scores in each geographic region will be approved until all funds for that region are expended. In the event there are insufficient funds to fund the next ranked applicant in full, the next ranked applicant may be given the opportunity to operate a smaller program using the remaining funds. If the applicant declines, the applicant will be entered into the statewide pool of applicants. If there are no applicants from a region, or if there are monies left over in a region, all excess funds will be pooled and awarded in a statewide ranking to the next highest ranked unfunded applicant(s) statewide.

Awards will be made to successful applicants who meet the requirements set forth in this RFP and based on an applicant's region and a maximum dollar amount per student (specified in the Funding & Regional Awards section). Applicants will be ranked by region in order of score received and will receive a preliminary notification of award when the districts' Approval from the Commissioner for their APPR plan is confirmed. If the district's APPR plan is not approved by January 17, 2013, the application will be rejected and will not receive funding under this RFP. Any remaining funds will be granted statewide to the next highest-ranked unfunded applicant(s) with approved APPR plans.

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 STLERFP@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.

Award Protest Procedures

Applicants who receive a debriefing 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 the notice of the written debriefing letter. The protest letter must be filed with:
 - NYS Education Department
 - Contract Administration Unit, RFP# GT-16
 - 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.

The New York State Education Department reserves the right to reject all proposals received or cancel this RFP if it is in the best interest of the Department.

Winning Applicants' Responsibility

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

contracts, time & effort records, delivery receipts, vendor invoices, travel documentation and payment documents, including check stubs.

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

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

Contracts resulting from this RFP are funded by federal Race to the Top grant funds. Recipients of awards pursuant to this RFP are subject to the provisions of 34 CFR § 80.34, including the right of the federal government to use or authorize others to use any copyrightable work produced by a recipient under this federally funded contract, for federal purposes and royalty-free.

Required Reports

Recipients of multi-year competitive grants must submit an annual performance report for each year funding has been approved in order to receive a continuation award. The performance report must demonstrate that substantial progress has been made toward meeting the project goals and the program milestones, as indicated in the applicant's work plan and/or timeline. The performance report should provide an overview of what was proposed for the year and what actually happened, including the lessons learned during the process. For this RFP, mid-year reporting is also a requirement. Please note: NYSED reserves the right to approve roll-over funding from Year 1 to Year 2.

Electronic Processing of Payments

In accordance with a directive dated January 22, 2010 by the Director of State Operations - Office of Taxpayer Accountability, all state agency contracts, grants, and purchase orders executed after February 28, 2010 shall contain a provision requiring that contractors and grantees accept electronic payments. Additional information and authorization forms are available at the State Comptroller's website at <http://www.osc.state.ny.us/epay/index.htm>.

Vendor Responsibility

State law requires that the award of state contracts be made to responsible vendors. Before an award is made to a not-for-profit entity, a for-profit entity, a private college or university or a

public entity not exempted by the Office of the State Comptroller, NYSED must make an affirmative responsibility determination. The factors to be considered include: legal authority to do business in New York State; integrity; capacity- both organizational and financial; and previous performance. Before an award of \$100,000 or greater can be made to a covered entity, the entity will be required to complete and submit a Vendor Responsibility Questionnaire. School districts, Charter Schools, BOCES, public colleges and universities, public libraries, and the Research Foundation for SUNY and CUNY are some of the exempt entities. For a complete list, see: http://www.osc.state.ny.us/vendrep/resources_docreq_agency.htm.

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 <http://www.osc.state.ny.us/vendrep/> or may contact NYSED or the Office of the State Comptroller's Help Desk for a copy of the paper form.

Payee Information Form/NYSED Substitute W-9 Form

General Instructions: The Payee Information Form is a packet consisting of the Payee Information Form itself and an accompanying form known as the NYSED Substitute W-9 Form. The NYSED Substitute W-9 form may or may not be needed from your agency. Please follow the instructions for each as outlined below.

The Payee Information Form is used to establish the identity of applicant organizations and enables them to receive funds from the NYSED. An online version is available at <http://www.oms.nysed.gov/cafe/forms/PIform.pdf>.

APPLICATION INSTRUCTIONS

Please adhere to the following instructions or your application will **not** be considered for review.

Required Signature(s)

The original signature of the Chief School Administrator/Officer must appear on the Application Cover Page in **blue** ink.

Checklist

Please use the Application Checklist to ensure that you send a complete application package. Incomplete applications will not be considered for review.

Page Limits and Standards

The page limits indicated in the Application Guidance section must be adhered to. The proposal narrative must follow the below standards:

- A page is 8.5" x 11" (on one side only) with one-inch margins (top, bottom, and sides). Charts/tables are not required to adhere to this standard.
- Double space all text in the proposal narrative; double space between titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, figures, and graphs.
- Use a Times Roman or Arial font in a 12-point size.
- Include page numbers.
- Each page should include a header with the applicant's name.

Submission

Applicants are responsible for making sure the application package is complete based on the included Application Checklist. All requirements, as detailed in the RFP, must be received at NYSED no later than July 2, 2012 by 5:00 PM:

- One (1) original and four (4) copies of the application (in the format described in RFP) labeled - RFP #GT-16.
- One (1) CD or flash drive containing a copy of the application in Microsoft Word (.doc) format or portable document format (.pdf). Include all appendices, MOUs (if applicable), and attachments on the CD or flash drive.

The mailing address for all the above documentation is:

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

ATTN: Lynn Caruso, RFP #GT-16

(Facsimile or emailed copies of the proposals are NOT acceptable)

Please note:

If the Statement of Joint Commitment or technical submission do not meet the mandatory requirements, the application will be rejected.

ASSURANCES

New York State Education Department

Assurances for Federal Discretionary Program Funds

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

Federal Assurances and Certifications, General:

- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- General Education Provisions Act Assurances

Federal Assurances and Certifications, NCLB (if appropriate):

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

- NCLB Assurances
- School Prayer Certification

New York State Assurances and Certifications: (For discretionary grant programs only.)

- Appendix A
- Appendix A-1G
- Appendix A-2

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the Education Department Program Contact listed in the Application. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, and by signing the Application Cover Page, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to

nondiscrimination on the basis of alcohol abuse or alcoholism; (g) "§§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§" 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Standard Form 424B (Rev. 7-97), Prescribed by OMB Circular A-102, Authorized for Local Reproduction, as amended by New York State Education Department

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the Application Cover Page provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) 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 any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) 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 grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

ED 80-0013, as amended by the New York State Education Department

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION — LOWER TIER COVERED TRANSACTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing the Application Cover Page, 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 those 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 the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” 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 Nonprocurement 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.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) 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.

ED 80-0014, as amended by the New York State Education Department

**NEW YORK STATE DEPARTMENT OF EDUCATION
GENERAL EDUCATION PROVISIONS ACT ASSURANCES**

These assurances are required by the General Education Provisions Act for certain programs funded by the U.S. Department of Education. These assurances are not applicable to certain programs, such as the No Child Left Behind Act. If you have any questions, please contact NYSED.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:

- (1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- (3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section [1232f](#) of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;
- (5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) that in the case of any project involving construction –
 - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
 - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards

prescribed by the Secretary under section [794](#) of title [29](#) in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

- (8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- (9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

NEW YORK STATE DEPARTMENT OF EDUCATION
NO CHILD LEFT BEHIND ACT ASSURANCES

These assurances are required for programs funded under the No Child Left Behind Act.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:

(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

(2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and

(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;

(3) the applicant will adopt and use proper methods of administering each such program, including—

(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and

(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

(4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

(5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;

(6) the applicant will—

(A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and

(B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties;

(7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment;

(8) the applicant has consulted with teachers, school administrators, parents, nonpublic school representatives and others in the development of the application to the extent required for the applicant under the program pursuant to the applicable provisions of the No Child Left Behind Act;

(9) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 3214(3)(d) and (f) and the Gun-Free Schools Act (20 U.S.C. § 7151);

(10) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7908 on military recruiter access;

(11) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7904 on constitutionally protected prayer in public elementary and secondary schools;

(12) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 2802(7), and any state regulations implementing such statute and 20 U.S.C. § 7912 on unsafe school choice; and

(13) in the case of a local educational agency, the applicant is complying with all fiscal requirements that apply to the program, including but not limited to any applicable supplement not supplant or local maintenance of effort requirements.

SCHOOL PRAYER CERTIFICATION

As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB), the local educational agency hereby certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).

ATTACHMENTS

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Attachment A: Application Cover Page

For Competitive Grant Program

Strengthening Teacher and Leader Effectiveness Request for Proposals #GT-16

Please refer to the Application Instructions for detailed information about completing this page and the other required components of this application.

DISTRICT BEDS CODE

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

Attachment B: Assurance of Joint Commitment and Collaboration Form for Public School Districts

TEMPLATE

By signing this document, the applicant school district and its collective bargaining agent(s) certify as follows:

1. The governing body of the school district will adopt an Annual Professional Performance Review (APPR) plan for all of its classroom teachers and building principals, in full accordance with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents, and will submit the entire plan on the prescribed form to the Commissioner by July 1, 2012 for approval; except that, if all of the terms of the plan have not been finalized by July 1, 2012 as a result of unresolved collective bargaining negotiations, the district will submit the entire plan to the Commissioner as soon as practicable thereafter, upon resolution of all of its terms, consistent with Article 14 of the Civil Service Law. We understand that if the Commissioner has not approved the district's APPR plan by January 17, 2013, this application will be rejected and will not receive funding under the Strengthening Teacher and Leader Effectiveness (STLE) RFP.
2. All initiatives described in this application are consistent with applicable collective bargaining agreements.
3. If this application is awarded funding under the STLE RFP, we will undertake and implement the initiatives as proposed herein.

District Name: _____

CHIEF ADMINISTRATIVE OFFICER (Superintendent)	
Signature (in blue ink)	Date
Type or print name	

BOARD OF EDUCATION PRESIDENT	
Signature (in blue ink)	Date
Type or print name	

LOCAL ADMINISTRATORS UNION PRESIDENT	
Signature (in blue ink)	Date
Type or print name	

LOCAL TEACHERS UNION PRESIDENT	
Signature (in blue ink)	Date
Type or print name	

Attachment C: Assurance of Joint Commitment and Collaboration Form for Public Charter Schools

TEMPLATE

By signing this document, the applicant public charter school and, if applicable, its collective bargaining agent(s) certify as follows:

1. The governing body of the school district will adopt an Annual Professional Performance Review (APPR) plan for all of its classroom teachers and building principals, in full accordance with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents, and will submit the entire plan on the prescribed form to the Commissioner by July 1, 2012 for approval; except that, if all of the terms of the plan have not been finalized by July 1, 2012 as a result of unresolved collective bargaining negotiations, the district will submit the entire plan to the Commissioner as soon as practicable thereafter, upon resolution of all of its terms, consistent with Article 14 of the Civil Service Law. We understand that if the Commissioner has not approved the district's APPR plan by January 17, 2013, this application will be rejected and will not receive funding under the Strengthening Teacher and Leader Effectiveness (STLE) RFP.
2. All initiatives described in this application are consistent with applicable collective bargaining agreements.
3. If this application is awarded funding under the STLE RFP, we will undertake and implement the initiatives as proposed herein.

Public Charter School Name: _____

CHIEF ADMINISTRATIVE OFFICER (Insert other title if applicable)	
Signature (in blue ink)	Date
Type or print name	

LOCAL ADMINISTRATORS UNION PRESIDENT (Insert union name if applicable)		
Are the (Insert Applicant Name) Public Charter School's administrators represented by a union? <i>(If yes, complete the signature and name below)</i>	<input type="checkbox"/>	<input type="checkbox"/>
	YES	NO
Signature (in blue ink)	Date	
Type or print name		

LOCAL TEACHERS UNION PRESIDENT (Insert union name if applicable)		
Are the (Insert Applicant Name) Public Charter School's administrators represented by a union? <i>(If yes, complete the signature and name below)</i>	<input type="checkbox"/>	<input type="checkbox"/>
	YES	NO
Signature (in blue ink)	Date	
Type or print name		

Attachment D: Evidence of Organizational Capacity

To be completed by Applicant. The space is expandable; please use the space as needed.

District Name:	
-----------------------	--

1. Track Record:

a. Describe at least one district-wide improvement initiative where measurable improvement in student learning and/or instructional practice occurred. Please provide evidence.

b. Describe an additional initiative

If district has a Partner:

Please provide evidence of the Partner's demonstrated track record of obtaining measurable results with an initiative(s) where the Partner played a similar role to one the district is proposing. Please provide evidence.

OR

If district does not have a Partner:

Please describe an additional district-wide improvement initiative where measurable improvement in student learning and/or instructional practice occurred (same as 1). Please provide evidence.

2. Include a workplan, timeline, organizational/staff information, and monitoring process.

The workplan and timeline, divided into Year 1 and Year 2, should be realistic and rational for the implementation of the proposed initiative(s), including important milestones. Include a complete organizational chart (may be included as a separate document) and describe what staff or outside resources will be leading the work and/or largely dedicated to it over the life of the grant. Describe how the district will monitor and coordinate across the initiatives undertaken and make any mid-course corrections required to meet deliverables and ensure results.

Attachment E: Multi-Year Budget Summary

For Project Period: 10/31/12-6/30/14

SUBTOTAL	CODE	PROGRAM COSTS YEAR 1 10/31/12 – 6/30/13	PROGRAM COSTS YEAR 2 7/1/13 – 6/30/14	TOTAL
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			
GRANT TOTAL				

This form should reflect all funds requested for your proposal summarized for each year of the project period.

Attachment F: MOU (if applicable)

TEMPLATE

(Insert Applicant Name) School District and (Insert Partner Name) IHE/Partnering School District/BOCES/Charter School/NYS Teacher Center/Non-Profit Agency or Entity

Strengthening Teacher and Leader Effectiveness Partnership

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and the roles of the (Insert Applicant Name) School District and (Insert Partner Name) IHE/Partnering School District/BOCES/Charter School/NYS Teacher Center/Non-Profit Agency or Entity to (Insert Description of Program). The overarching purpose of this partnership is to develop, implement and/or enhance, in part, the Teacher Leader Effectiveness comprehensive system for (Insert Applicant Name) School District. (Insert Applicant Name) School District will provide at least twenty percent (20%) of the services/activities from this partnership. This partnership will only benefit the (Insert Applicant Name) School District’s student population.

Up front Planning Activities: _____

SPECIFIC ROLES AND RESPONSIBILITIES

The partnership of the (Insert Applicant Name) School District and the (Insert Partner Name) IHE/Partnering School District/BOCES/Charter School/NYS Teacher Center/Non-Profit Agency or Entity entails the following:

The (Insert Applicant Name) School District agrees to:	The (Insert Partner Name) IHE/Partnering School District/BOCES/Charter School/NYS Teacher Center/Non-Profit Agency or Entity agrees to:
List all activities/services/etc. that the School District will provide to the partnership.	List all activities/services/etc. that the IHE/Non-Profit Agency or Entity will provide to the partnership.

Name of Applicant School District

Signature _____

Printed Name: _____

Title: _____

Date _____

Name of Partner IHE/Partnering School District/BOCES/Charter School/NYS Teacher Center/Non-Profit Agency or Entity

Signature _____

Printed Name: _____

Title: _____

Date _____

THE AGREEMENT FOR YOUR PROGRAM SHOULD REFLECT THE SPECIFICS OF YOUR PROGRAM AND YOUR PARTNERS. ALL ACTIVITIES/SERVICES, ETC. THAT ARE PERTINENT TO YOUR PROJECT SHOULD BE INCLUDED.

Attachment G: Mandatory Requirements Certification

Strengthening Teacher and Leader Effectiveness Request for Proposal

By signing this form, the undersigned certifies it can provide and/or meet the mandatory requirements listed below and outlined in the RFP. Please use the chart provided, to describe where in the application NYSED may verify that this application meets these specified requirements.

1. All applicants other than TIF Districts must, at a ***minimum***, commit to implement, through funding awarded by this RFP, a supplemental financial award program targeted to effective or highly effective and/or educators who have potential to be effective or highly effective within high needs schools and/or shortage subject areas, as specified in the *Funding: Options & Requirements* section above.
2. Signed Assurance of Joint Commitment and Collaboration Form signed by the district and its collective bargaining agent(s) as specified in Attachment B: Assurance of Joint Commitment and Collaboration Form for Public School District or Attachment C: Assurance of Joint Commitment and Collaboration Form for Public Charter Schools.
3. Completed MOU, Attachment F, if partnering with another organization. The MOU must outline the roles and responsibilities of each partner. Partnerships must benefit **only** the eligible applicant's student population and indicate that the applicant is providing at least 20% of the services/activities of the grant. Eligible partnerships are between the applicant and:
 - Institutes of Higher Education
 - Public School Districts
 - BOCES
 - Public Schools, including Charter Schools
 - Public School Districts or BOCES on behalf of their Teacher Centers, subject to any limitations of Education Law §316
 - Non-profit agencies/entities with a proven track record within the field of education.

Mandatory Requirements will be met as follows:

(Please clearly document how this proposal meets the mandatory requirements)

Mandatory Requirements	Application addresses/includes the requirement	As supported in this application
<i>Please indicate:</i>	YES/NO/NA	Page(s)/ Explanation if NA
1. Commitment to implement, through funding awarded by this RFP, a supplemental financial award program targeted to effective or highly effective and/or educators who have potential to be effective or highly effective within high needs schools and/or shortage subject areas		
<i>If applicant indicates YES to the above, please check which of the following options the district is applying for (minimum one):</i>		
<input type="checkbox"/> Recruitment or transfer awards incentive for teachers		
<input type="checkbox"/> Recruitment or transfer awards incentive for leaders		
<input type="checkbox"/> Career Ladder for teachers		
<input type="checkbox"/> Career Ladder for leaders		
2. Signed Assurance of Joint Commitment and Collaboration		
3. Signed MOU (Attachment F), if applicant is partnering with another organization		

Proposals that do not include the complete and signed Mandatory Requirements Certification will be disqualified and removed from further consideration.

Certification for (Insert Applicant Name)	
Authorized Signature (in blue ink)	Date
Type or print name	

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

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

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

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

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

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

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

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

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

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

NYS Department of Economic Development
 Division for Small Business
 30 South Pearl St -- 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: Additional NYS Standard Clauses for NYS Contracts

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 not exceeding ten percent (10%) or One Thousand Dollars (\$1,000.00) of such category, whichever is greater, may be approved by the Commissioner of Education. Any such variations shall be reflected in the final expenditure report and filed in 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 thereof. 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.

Appendix A-2: American Recovery and Reinvestment Act of 2009 (ARRA)

ADDITIONAL CONTRACT RECORD KEEPING REQUIREMENTS

This contract, is funded, in whole or in part, by the American Recovery and Reinvestment Act of 2009 (ARRA). The United States Office of Management and Budget (OMB) has released, "Implementing Guidance for Reports on Use of Funds Pursuant to the American Recovery and Reinvestment Act of 2009." (M-09-21) This guidance provides detailed information on reporting requirements included in Section 1512 of the Recovery Act.

Recipient vendors receiving ARRA funding will be required to submit quarterly information which will include at a minimum the following information:

- Vendor name and zip code of Vendor headquarters;
- Expenditures (per quarter and cumulative);
- Expenditure description; and
- Estimates on jobs created or retained via the expenditure of these funds by the Vendor.

Additional data may be required from vendors as a result of guidance issued by OMB.

Vendors will be required to submit the ARRA data in a form and format to be determined by the New York State Education Department (NYSED). NYSED anticipates that the reporting information will be provided to Vendors no later than August 30th. There will be no additional compensation for this reporting activity and it is anticipated that the Quarterly Reporting forms will be required in both paper and electronic formats.

An employee of any non-federal employer receiving ARRA funds may not be discharged, demoted, otherwise discriminated against as a reprisal for disclosing to law enforcement and other officials information that the employee reasonably believes is evidence of:

- Gross mismanagement;
- Gross waste of covered funds;
- A danger to public health and safety;
- An abuse of authority; or
- A violation of law.

Appendix B: Guidance for Section A of the Proposal Narrative

This appendix is provided as a prompt for completing Section A of the narrative. In Section A of the Proposal Narrative, the applicant must provide a high-level overview of the district’s envisioned TLE continuum, including what a fully-developed and implemented TLE system would look like, for both teachers and school leaders, touching on all components of the continuum. Include the district’s overall goals, objectives and strategies for the envisioned end-state TLE continuum. Identify areas of the continuum where current practice meets district’s needs and expectations and those where improvements are desired.

The following chart includes exemplary practices in each area of the TLE continuum. This is not an exhaustive list and no district would be likely to implement everything at once or even over an extended period. However, the chart may be useful as applicants consider the state of their own TLE practices and the degree to which they work together to ensure the district’s needs for effective educators are met.

Note: Please see Appendix F for additional resources on the TLE continuum.

1. Teacher and School Leader Preparation	
1T - Teacher Preparation	1L - School Leader Preparation
<ul style="list-style-type: none"> District engages with teacher preparation program(s) to meet the needs of all your students. 	<ul style="list-style-type: none"> District engages with leadership preparation program(s) to meet the needs of your school building leaders, teachers and students.
2. Recruitment and Placement	
2T – Teacher Recruitment and Placement	2L - School Leader Recruitment and Placement
<ul style="list-style-type: none"> District data systems accurately forecast needs for educators by grade and subject area. District’s screening process for selection and placement of teachers is informed by district needs and is designed to identify educators with the most potential to be successful in raising student learning in the future. Recruiting and placement processes provide for the equitable distribution of effective and highly effective teachers amongst the highest need students and/or subject shortage 	<ul style="list-style-type: none"> District’s screening process for selection and placement of leaders is based on demonstrated leader potential and student need. District provides for the equitable distribution of effective and highly effective leaders amongst the highest needs students and/or subject shortage areas. Districts may use financial incentive(s) (for example, “transfer incentives for successful leaders to take on a struggling school”) to ensure the district meets its future leadership

<p>areas.</p> <ul style="list-style-type: none"> Districts may use financial incentive(s) (for example, “market pay for shortage areas or high needs school placement”), to ensure the district and high needs schools meet needs for teachers. 	<p>needs.</p>
3. Induction and Mentoring	
3T - Teacher Induction and Mentoring	3L - School Leader Induction and Mentoring
<ul style="list-style-type: none"> District provides intensive support based on differentiated performance needs for new and early career teachers. 	<ul style="list-style-type: none"> District provides intensive support based on differentiated performance needs for new and early career school building leaders.
4. Evaluation	
4T - Teacher Evaluation	4L - School Leader Evaluation
<ul style="list-style-type: none"> District’s evaluation plan plays a role in instructional improvement and generating data to inform other decisions along the TLE continuum. District’s evaluation system supports and reinforces Common Core implementation, data-driven instruction, and excellence on the New York State Teaching Standards of practice. 	<ul style="list-style-type: none"> District’s evaluation plan plays a role in instructional improvement and generating data to inform other decisions along the TLE continuum. District’s evaluation system supports and reinforces Common Core implementation, data-driven instruction, excellence on the New York State Teaching Standards of practice for all teachers, and excellence on the ISLLC standards.
5. Ongoing Professional Development/ Professional Growth	
5T - Teacher Professional Development/ Growth	5L - School Leader Professional Development/ Growth
<ul style="list-style-type: none"> District plans and implements ongoing professional development and growth based on differentiated student learning data and teacher evaluation data. The training described in this section is linked to specific Regents Reform Agenda activities such as implementation of the Common Core, Data Driven Instruction and Effective Teacher Practice as identified in the New York State Teaching Standards. Teacher Improvement Plans will be developed and implemented for 	<ul style="list-style-type: none"> District plans and implements ongoing professional development and growth based on differentiated student learning data and teacher evaluation data. District plans and implements ongoing professional development and growth based on school environment. The training described in this section is centered on leaders’ practices around teacher effectiveness (including Root Cause Analysis training and mechanisms in this section). Principal Improvement Plans will be

teachers rated Developing and Ineffective in order to ensure meaningful improvement opportunities.	developed and implemented for administrators rated Developing and Ineffective in order to ensure meaningful improvement opportunities.
6. Performance Management	
6 T - Teacher Performance Management	6L - School Leader Performance Management
<ul style="list-style-type: none"> Information gathered through implementation of Education Law §3012-C is used as a significant factor in employment decisions (for example, tenure decisions as well as decisions related to employment and assignment of teachers). District implements expedited Education Law §3020-a as appropriate. 	<ul style="list-style-type: none"> Information gathered through implementation of Education Law §3012-C is used as a significant factor in employment decisions (for example, tenure decisions as well as decisions related to employment and assignment of administrators). District implements expedited Education Law §3020-a as appropriate.
7. Career Ladder	
7T - Teacher Career Ladder	7L - School Leader Career Ladder
<ul style="list-style-type: none"> Opportunities for advancement exist within the district for effective and highly effective teachers within a teacher role. District uses career ladders or continuums to create opportunities for teachers. 	<ul style="list-style-type: none"> Opportunities for advancement exist within the district for effective and highly effective administrators. District uses career ladders or continuums to create opportunities for advancement within the building leadership roles (vice principals to principals).

Please note: see Appendix F for additional resources on the TLE continuum.

Appendix C: Guidance for Section B of the Proposal Narrative

This RFP puts special emphasis on TLE programs that specifically support high needs students, to improve learning of ELLs, SWDs and students in poverty, to advance student learning in STEM disciplines, and to improve the equitable distribution of highly effective educators. These issues must be addressed, as appropriate, within the proposed plan.

Be sure to include the plan to take the “next steps” to close the gap between the district’s envisioned TLE continuum and current practices. All initiatives, new and/or to be enhanced, for which funding is being requested must be included in Section B. Please include any relevant information regarding the district’s size, grade levels and background, and note any additional funding sources (if applicable).

The following chart is meant to serve as a prompt for districts to consider where they will request funding. Although possible initiatives are listed below, this is not a comprehensive list of potentially approvable initiatives, nor is it required that all the components of the TLE continuum be addressed in your proposal.

Please remember, districts (except TIF Districts – see footnote 3) must, at a **minimum**, commit to implement, through funding awarded by this RFP, a supplemental financial award program targeted to effective or highly effective educators and/or educators who have potential to be effective or highly effective within high needs schools and/or shortage subject areas. This must include one or more of the following:

- Recruitment or transfer awards to attract teachers or leaders with a demonstrated track record of success (or if they are new educators, demonstrated high potential, based on district-determined criteria) into high needs schools and/or shortage subject areas. Examples could include: financial awards for teacher candidates to add certifications in high needs areas or for principals with strong performance in other districts or schools to take over a struggling school.
- Career ladder opportunities which lead to improved equitable distribution of effective and highly effective educators. This should include teaching or leadership opportunities with additional compensation and additional responsibilities, available to educators whose performance is effective or highly effective. Examples of career ladder roles could include a “lead” or “master” teacher with an evaluation rating of highly effective or effective and a selection process for coaching skills. In this new role, the teacher would spend part time teaching and part time providing coaching or mentoring to other teachers, leading data-driven instruction activities in a grade and so on. A “master” principal could be someone with an evaluation ratings of highly effective or effective who earns additional compensation for mentoring two leadership interns in the school or for spending one day a week with a new principal in the district.

1. Teacher and School Leader Preparation	
<i>Any funding request in this area must address ways in which preparation programs could better meet priority needs of the district.</i>	
1T - Teacher Preparation	1L - School Leader Preparation
<p>Initiatives may include (but are not limited to):</p> <ul style="list-style-type: none"> • new or expanded teacher preparation programs addressing shortage areas and providing substantial clinical practice to complete the program, especially in shortage areas including secondary STEM, SWD, ELL/bilingual teachers, or STEM-rich elementary school teachers • initiatives to ensure preparation programs are ready to support Common Core standards, data-driven instruction, or NY State Teaching Standards • pre-service and alternative certification teachers • partnerships with Institutions of Higher Education or Alternative Certification programs • other ideas to ensure preparation programs can meet the needs of the district 	<p>Initiatives may include (but are not limited to):</p> <ul style="list-style-type: none"> • new or expanded SBL or pre-principal preparation programs focused on leading in high needs schools and providing substantial clinical practice to complete the program • initiatives to ensure preparation programs are ready to support Common Core standards, data-driven instruction, leading teacher effectiveness in context of NY’s teacher evaluation laws, and/or improve school leader understanding of the needs of SWD and ELL students • support for aspiring SBLs • partnerships with preparation programs • placement in the district of new school based leaders • other ideas to ensure preparation programs can meet the needs of the district
2. Recruitment and Placement	
<i>Any funding request in this area must directly address inequitable distribution of teacher or leader talent (effective or highly effective) for the highest needs students. NOTE: initiatives listed in 2 would meet the minimum mandatory requirement for at least one supplemental financial award initiative to improve equitable distribution of talent by offering supplemental financial awards designed to attract effective and/or highly effective educators into a high needs school or a shortage subject area in the district (For new educators or those from other states or districts without an implemented evaluation system, alternative rigorous screening processes for determining high potential educators are allowable). The focus should be in shortage subject areas identified in the district, such as secondary math, science, ELL, bilingual, special education, and/or in the highest need/lowest performing schools.</i>	
2T – Teacher Recruitment and Placement	2L - School Leader Recruitment and Placement
<p>Initiatives may include (but are not limited to):</p> <ul style="list-style-type: none"> • recruitment/transfer compensation incentives: new market-based 	<p>Initiatives may include (but are not limited to):</p> <ul style="list-style-type: none"> • recruitment/transfer compensation incentives: new market-based

<p>compensation to attract teachers or teacher candidates into chronic shortage areas or specific geographic areas</p> <ul style="list-style-type: none"> • incentive pay for effective and highly effective teachers to transfer to a district’s highest needs school(s) from within or outside the district (describe selection criteria for eligible teachers and how maintenance of this compensation will be based at least in part on teacher evaluation results) • financial awards to encourage teachers or teacher candidates to add certification in shortage areas. • other initiatives that directly address inequitable distribution of teacher talent or chronic shortages of effective teachers 	<p>compensation to attract leaders or leader candidates into specific geographic areas</p> <ul style="list-style-type: none"> • incentive pay for effective and highly effective principals to transfer to a district’s highest needs school(s) from within or outside the district (describe selection criteria for eligible principals and how maintenance of this compensation will be based at least in part on principal evaluation results) • other initiatives that directly address inequitable distribution of administrator talent in highest needs schools
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3. Induction and Mentoring

Any funding request in this area must be for new or enhanced induction/mentoring/coaching programs.

3T - Teacher Induction and Mentoring	3L - School Leader Induction and Mentoring
<p>Initiatives may include and/or address (but not be limited to):</p> <ul style="list-style-type: none"> • a performance driven process for selecting and training mentors and/or peer assistance reviewers • a process for ensuring that content-specific expertise is available to teachers receiving mentoring or induction programs • an evidence-based mentoring approach based on the New York State Teaching Standards, the district’s teacher practice rubric, and the New York State Mentoring Standards • other initiatives that directly address Induction and Mentoring <p><i>Note: all new teachers must receive at least one year of mentoring to obtain professional certification status</i></p>	<p>Initiatives may include and/or address (but not be limited to):</p> <ul style="list-style-type: none"> • a performance driven process for selecting and training mentors and/or coaches • an evidence based mentoring approach based on the district’s applicable leadership practice rubric • special focus on leading teacher effectiveness initiatives including evidence-based classroom observation • other initiatives that directly address Induction and Mentoring

4. Evaluation	
<i>Any funding requested in this area must directly address implementation needs for evaluation systems based on Education Law §3012-c.</i>	
4T - Teacher Evaluation	4L - School Leader Evaluation
Initiatives may include (but are not limited to): <ul style="list-style-type: none"> • Training for evaluators • Technology tools to capture and manage data from observations, student learning objectives (SLOs), and other aspects of the evaluation system • funding for new or improved human capital data systems to capture evaluation information and connect it to other human capital data • funding to pilot new evaluation instruments like student, parent or surveys 	Initiatives may include (but are not limited to): <ul style="list-style-type: none"> • Training for evaluators • Technology tools to capture and manage data from observations, student learning objectives (SLOs), and other aspects of the evaluation system • funding for new or improved human capital data systems to capture evaluation information and connect it to other human capital data • funding to pilot new evaluation instruments like student, parent or teacher surveys
5. Ongoing Professional Development/Professional Growth	
<i>Any funding request in this area must address Professional Development/Professional Growth activities, describe the measurable learning objectives for any professional development program(s) for which funding is being requested and how they meet known needs in the district, and provide evidence or sources of data that support the design and content of this work.</i>	
5T - Teacher Professional Development/ Growth	5L - School Leader Professional Development/ Growth
Initiatives may include (but are not limited to): <ul style="list-style-type: none"> • design and development of PD materials or online resources • developmental programs for teachers, delivery of the training could be to trainers who will turnkey development to teachers, or delivery of training directly to teachers • coaching models 	Initiatives may include (but are not limited to): <ul style="list-style-type: none"> • design and development of PD materials or online resources • developmental programs for leaders, delivery of the training could be to trainers who will turnkey development to teachers, or delivery of training directly to leaders • coaching models
6. Performance Management	
<i>Any funding request in this area must directly address Performance Management</i>	
6T - Teacher Performance Management	6L - School Leader Performance Management
Initiatives may include (but are not limited to): <ul style="list-style-type: none"> • start up of peer assistance processes for struggling teachers 	Initiatives may include (but not be limited to): <ul style="list-style-type: none"> • start up of peer assistance processes for struggling principals
7. Career Ladder	
<i>Any funding request in this area must address developing a Career Ladder, including how performance of effective or highly effective plays at least some role in the selection of teachers and/or leaders for these roles, their maintenance of the career ladder role, and any other</i>	

criteria required for selection/de-selection in these roles. Also please describe the structure of additional compensation and additional duties for stages of the career ladder. NOTE: initiatives listed in 7 would meet the mandatory minimum requirement for at least one supplemental financial award initiative to improve equitable distribution of talent.

*Historically, career advancement in New York – in terms of both certification and compensation – has been linked to higher education degrees and credits (e.g., additional compensation for additional credits and/or degrees) and often requires teachers or school leaders to leave those roles altogether in order to earn additional compensation. Career ladder initiatives implemented under this grant must offer career development pathways for teachers and school leaders dependent at least in part upon evaluation ratings of effective and/or highly effective and may include other criteria desired by the district. Career ladder roles would offer additional compensation and require additional duties and should be designed to attract or retain effective educators in high needs schools and/or subject areas while enabling them to play additional roles in supporting other educators. * TIF Districts please see footnote 3*

7T - Teacher Career Ladder	7L - School Leader Career Ladder
<p>Initiatives may include (but are not limited to):</p> <ul style="list-style-type: none"> • establishment of new “leader or “master” teacher titles for educators rated effective or better who stay in a teaching role in a high needs schools but add duties including coaching and developing new or struggling educators, working with student teachers, etc. • additional funding to grant more teachers the opportunity to earn these roles in high needs schools and/or subject areas • implementation of innovative school/classroom organizational models involving teams of teachers in different career ladder stages (e.g. among many possible options, New American Academy, Brooklyn, NY) • studies and start-up funding to revamp current teacher job descriptions to provide a coherent pathway to greater leadership responsibility through a lead teacher and/or assistant principal role where performance plays a significant role in advancing through the pathway 	<p>Initiatives may include (but are not limited to):</p> <ul style="list-style-type: none"> • establishment of new “leader or “master” principal titles for educators rated effective or better who stay in their principal role in a high needs schools but add duties including coaching and developing new or struggling administrators, working with leadership interns, etc. • additional funding to grant more leaders the opportunity to earn these roles in high needs schools • studies and start-up funding to revamp current administrator job descriptions to provide a coherent pathway to principal roles and better distribution of leadership responsibility across the school • studies and start-up funding to revamp current job descriptions to provide a coherent pathway for leadership and/or effective distribution of responsibilities within a leadership team

Appendix D: Scoring Rubrics

Scoring Rubric for Section A: High Level Overview of Envisioned TLE Continuum (25 points)

Score	Description
Clarity and Comprehensiveness: Applicants describe their envisioned TLE system with measurable goals and outcomes and provide relevant data on which a gap analysis is based.	
9-10	Persuasive, clear and detailed description of the district's envisioned end-state TLE continuum. Description includes all components, for both teachers and leaders, within the TLE continuum along with relevant data. The envisioned system is convincing in portraying a future where recruitment and retention of effective educators is a major goal and includes anticipated improvements with measurable outcomes for all components for teachers and leaders. Well-conceived and thoroughly developed.
6-8	General, detailed and includes limited relevant data. Description of future TLE continuum includes some measurable outcomes for all or most of the components for teachers and leaders. District's envisioned end-state is almost convincing in its portrayal of a future where recruitment and retention of effective educators is the goal. Some minor inconsistencies and/or weaknesses.
3-5	Non-specific, incomplete and/or includes irrelevant data. Limited description of the future TLE continuum and may not describe all components of the continuum for teachers and leaders. The envisioned system has few anticipated improvements with measurable outcomes. District's envisioned end-state does not convincingly portraying a future system where recruitment and retention of effective educators is a major goal. Lacks focus and/or detail.
0-2	Lack of data. Lack of comprehensiveness in the description of the envisioned TLE continuum. Envisioned TLE system is not clear. Lack of focus, detail and/or anticipated improvements with measurable outcomes.
Addressing Issues of Equity: Envisioned TLE continuum addresses how high needs students will be better served by effective and highly effective teachers and leaders. Envisioned TLE continuum includes ways to improve outcomes for high needs students including those in poverty, with disabilities or English Language Learners. Envisioned TLE continuums will improve the equitable distribution of educator talent within schools and districts, informed by relevant data.	
9-10	Envisioned TLE continuum clearly articulates how the likelihood is increased for high needs students to have effective and highly effective teachers and leaders. There is evidence of current distribution and the proposed continuum is persuasive in its ability to create a more equitable distribution of talent.
6-8	Envisioned TLE continuum explains how the likelihood is increased for high needs students to have effective and highly effective teachers and leaders. There is some evidence of current distribution and is somewhat persuasive in its ability to create a more equitable distribution of talent.

3-5	Envisioned TLE continuum partially explains how the likelihood is increased for high needs students to have effective and highly effective teacher and leaders. There is little evidence of current distribution and is not convincing in its ability to create a more equitable distribution of talent.
0-2	Envisioned TLE continuum fails to explain how the likelihood is increased for high needs students to have effective and highly effective teachers and leaders. There is no evidence of current distribution and is incomplete/not convincing.
Gap Analysis: Applicant provides an analysis of the differences between current and envisioned practices based on a high level description of current practices as compared to the envisioned system.	
4-5	Thorough analysis of relevant and meaningful educational data that makes the envisioned TLE system compelling and appropriate to meet the district's needs for effective teachers and leaders. Analysis clearly articulates how the current practice differs from the envisioned system and proposed next steps are logical and have a high probability of contributing to the development of a successful TLE system.
2-3	Limited analysis of educational data that suggests how the envisioned system might be appropriate to meet the district's needs for effective teachers and leaders. Differences between the current and envisioned systems are described, but the analysis is weak. Proposed next steps may be logical but the probability of contributing to the successful development of a TLE system is unclear.
0-1	Non-educational and non-relevant data included which does not make a case for how the envisioned system will or can meet the district's needs for effective teachers and leaders. Differences between the current and envisioned system are not clearly articulated with limited or non-existent analysis. Probability of success is minimal.

Scoring Rubric for Section B: Specific TLE Initiatives Proposed (35 points)

Score	Description
Quality of Proposed Plan: points awarded based on the coherence and clarity of the plan for new initiatives and the rationale for why these initiatives best meet the district's needs.	
9-10	Specific, coherent and includes relevant data. Complete, detailed and clearly articulated explanation as to why the proposed initiative(s), new and/or enhanced, is the logical next step. Well-conceived and thoroughly developed.
6-8	General, detailed and includes limited relevant data. Adequate explanation as to why the proposed initiative(s), new and/or enhanced, is the logical next step. Some minor inconsistencies and weaknesses.
3-5	Non-specific, incomplete and includes irrelevant data. Limited explanation as to why the proposed initiative(s), new and/or enhanced, is the logical next step. Lacks focus and detail.
0-2	Lack of data. Fails to explain why the proposed initiative(s), new and/or enhanced, is the logical next step. Lacks focus and detail.

Addressing Issues of Equity: Plan proposes ways to improve outcomes for high needs students including those in poverty, with disabilities or English Language Learners. Plans address how high needs students will be more likely than before the grant to be served by effective and highly effective teachers and/or leaders. Plans will improve the equitable distribution of educator talent within schools and districts, informed by relevant data.	
Score	Description
9-10	Plan explicitly addresses initiatives that are likely to improve outcomes for high needs students by increasing the likelihood of their having effective or highly effective teachers and leaders. Plan includes clear evidence of current distribution of effective talent within schools and across the district and is persuasive in its ability to create more equitable distribution of talent through the TLE initiatives proposed..
6-8	Plan addresses initiatives that involve high needs students by increasing the likelihood of their having effective or highly effective teachers and leaders. Some evidence of current need for improved outcomes is provided and is somewhat persuasive that the TLE initiatives proposed will lead to improved outcomes for high needs students.
3-5	Plan proposes limited focus on improving outcomes for high needs students through TLE initiatives. Little evidence is provided about the current level of learning of high needs students and/or proposed plan is not convincing in its ability to improve learning outcomes for these students through the TLE initiatives selected.
0-2	No specific plan proposed to address high needs students, improve their learning outcomes or improve equitable distribution of talent, or the plan proposed is incomplete/not convincing.
Probability of desired outcome: Plan is based on research and/or other persuasive evidence that implementation will lead to clearly articulated and measurable positive outcomes that will meaningfully advance the district's teacher and leader effectiveness.	
7-8	Highly persuasive that significant, measurable, and positive outcomes will result.
5-6	Generally persuasive that planned measurable outcomes will result.
3-4	Some doubts about whether plan will lead to desired outcomes, if the outcomes are ambitious/ meaningful or outcomes are measurable.
0-2	Plan does not appear likely to result in meaningful and measurable outcomes.
Sustainability of the effort: Applicant provides a plan or assurances that progress along the TLE continuum will continue after the grant funding ends.	
Score	Description
6-7	Initiative is one-time and self-sustaining, requiring little in future funding for benefits to continue beyond the grant period.
3-5	Clear plan in place for continuing the initiative using other funding sources, if it successful in delivering the desired outcomes.
0-2	Initiative is not likely to continue past the grant period regardless of its success, or there is not likely to be progress toward the development of a district TLE continuum.

Scoring Rubric Section C: Evidence of Organizational Capacity (20 points)

Score	Description
	<p>1. District's track record: demonstrated track record of implementation of one district-wide improvement initiative and an additional initiative (if applicant has a partner, then partner's track record must be included; if applicant does not have partner, then another district-wide initiative must be included).</p>
13-15	<p>Demonstrated track record includes:</p> <ul style="list-style-type: none"> • Details of one successfully implemented initiative district wide. Relevant data is included which demonstrates in a compelling way the measurable results in student learning/organizational practice obtained from the initiative. Applicant discusses lessons learned that contributed to successful management of the initiative and which inform the district's approach to initiative implementation. • If the district does not have a partner: a second successfully implemented initiative is included, following the criteria outlined above. • If the district has a partner: details are provided of partner's track record of obtaining measurable results with an initiative where the partner played a similar role to the proposed role as described within the proposal and MOU. Evidence is provided of personnel with relevant and/or appropriate skills to assist district in successful implementation of proposed initiative. Evidence is provided that partner has a proven track record within the field of education. • To receive a score in this band all initiatives included for the district and partner, if applicable, must fit the criteria outlined above.
10-12	<p>Demonstrated track record includes:</p> <ul style="list-style-type: none"> • Details of one successfully implemented initiative district wide. Relevant data is included which demonstrates in a compelling way the measurable results in student learning/organizational practice obtained from the initiative. Applicant discusses lessons learned that contributed to successful management of the initiative and which inform the district's approach to initiative implementation. • If district does not have a partner: a second implemented initiative is included but is either partially successful district wide or successful but not district wide. Relevant data is included but analysis of the measurable results in student learning/organizational practice obtained from the initiative is implied or inferred. Applicant discusses lessons learned that contributed to successful management of the initiative and/or discusses why and how they would be capable of implementing a district-wide initiative successfully. • If the district has a partner: details are provided of partner's track record of obtaining measurable results with an initiative but the partner played a different role to the one included in the proposal and MOU. Evidence is provided of personnel with relevant and/or appropriate skills to assist district in successful implementation of proposed initiative. Evidence is provided that partner has a proven track record within the field of education.

7-9	<p>Demonstrated track record includes:</p> <ul style="list-style-type: none"> • Details of one implemented initiative, either partially successful district wide or successful but not district wide. Relevant data is included but analysis of the measurable results in student learning/organizational practice obtained from the initiative is implied or inferred. Applicant discusses lessons learned that contributed to successful management of the initiative and/or discusses why and how they would be capable of implementing a district-wide initiative successfully. • If the district does not have a partner: a second implemented initiative is included, following the criteria outlined above in this scoring band. • If the district has a partner: details are provided of partner’s track record of obtaining measurable results with an initiative but the partner played a different role to the one included in the proposal and MOU. Partner provides evidence of personnel, but the relevance/appropriateness of the skills is not clearly aligned with successful implementation of the proposed initiative. Evidence is provided that partner has a proven track record within the field of education.
4-6	<p>Demonstrated track record includes:</p> <ul style="list-style-type: none"> • Details of one initiative implemented but it is unclear how extensively the initiative was deployed. Data is included, but may not be relevant to the initiative discussed or is not convincing as to whether measurable results in student learning/organizational practice were obtained. Little evidence of lessons learned or discussion of why they would be capable of implementing a district-wide initiative successfully. • If the district does not have a partner: a second implemented initiative is included, but the example is insignificant to student learning/organizational practice. Lack of relevant data or data analysis regarding measurable results in student learning/organizational practice is inconclusive or incorrect. No evidence of lessons learned or discussion of why they would be capable of implementing a district-wide initiative successfully. • If the district has a partner: details are provided of partner’s track record but it is not relevant to measurable results in a school context. Partner’s role is unclear. Personnel partner plans to deploy for the initiative are not clearly aligned with successful implementation of the proposed initiative. Little evidence is provided that partner has a proven track record within the field of education.
0-3	<p>Demonstrated track record includes:</p> <ul style="list-style-type: none"> • Details of one initiative implemented but the example is insignificant to student learning/organizational practice. Lack of relevant data or data analysis regarding measurable results in student learning/organizational practice is inconclusive or incorrect. No evidence of lessons learned or discussion of why they would be capable of implementing a district-wide initiative successfully. • If the district does not have a partner: a second implemented initiative is

	<p>included, following the criteria outlined above in this scoring band.</p> <ul style="list-style-type: none"> If the district has a partner: details are provided of partner's track record but it is not relevant to measurable results in a school context. Partner's role is unclear. Personnel partner plans to deploy for the initiative are not clearly aligned with successful implementation of the proposed initiative. No evidence is provided that partner has a proven track record within the field of education.
2. Work plan and timeline: by Year 1 and Year 2, including important milestones, monitoring procedures, and personnel details (organizational chart may be included in a separate document)	
4-5	Workplan and timeline are realistic and detailed. Relevant staff and roles are clearly identified and explained. An organizational chart is included with a clearly articulated description of how the district will monitor across the initiatives and the process that will be used to determine the need – and make any necessary changes – for mid-course corrections is detailed and convincing.
3-4	A vague workplan and/or incomplete timeline are provided. Relevant staff is identified but roles might be confusing or not described. An organizational chart is included but is incomplete or the description of how the district will monitor across the initiatives and the process that will be used to determine – and make any necessary changes – for mid-course corrections is not clear or leaves questions.
0-2	A vague and/or incomplete workplan and/or timeline are provided. Relevant staff and roles are not identified or are unclear. Lack of appropriate organizational chart. Description of how the district will monitor across the initiatives and the process that will be used to determine – and make any necessary changes – for mid-course corrections is unclear or missing.

Scoring Rubric for Section D: Budget Narrative (20 points)

This section describes the proposed expenditures are appropriate, reasonable and necessary to support the project activities and goals. The expenditures and activities are supplemental to and do not supplant or duplicate services currently provided.

Score	Description
1. Proposed expenditures will be used to support the proposal's initiatives and goals	
6-8	Clear alignment between the proposed expenditures and the proposal's initiatives and goals are described in detail.
3-5	Alignment between the proposal expenditure and the proposed initiatives and goals is vague. The description is sufficient, but more detail would be helpful.
0-2	There is a lack of alignment between the proposed expenditure and the proposed initiatives and goals and/or the description is insufficient.

2. Costs are reasonable and necessary to support the proposal's initiatives and goals	
6-8	A detailed explanation of the costs justifies why they are reasonable and necessary to support the proposals' initiatives and goals.
3-5	The explanation of costs is not detailed enough but enough information is provided to suggest that they might be reasonable and necessary to support the proposal's initiatives and goals.
0-2	The explanation of costs is vague or not included and leaves open to question whether they are reasonable and necessary to support the proposal's initiatives and goals.
3. Proposed expenditures are supplemental and do not supplant or duplicate current initiatives (may enhance current initiatives)	
4	Applicant clearly explains how the expenditures are supplemental and do not supplant or duplicate current initiative. Applicant describes clearly and in detail how the proposed expenditures are designed to develop new initiatives and/or enhance current initiatives.
2-3	Applicant offers a vague explanation of how the expenditures are supplemental and do not supplant or duplicate current initiatives. Applicant describes how the proposed expenditures are designed to enhance current initiatives but the description is not detailed and/or clear.
0-1	Applicant does not offer an explanation or offers a weak and unconvincing explanation of how the expenditures are supplemental and do not supplant or duplicate current initiatives. There is no mention of how the expenditures might enhance current practices.

Appendix E: Examples of Possible District Approaches to this Grant

The following examples are hypothetical and illustrative only, but are provided as thought-starters for districts considering applying for this grant. Incorporating these examples into a district plan does NOT guarantee or increase the likelihood of its approval by the State.

1. Broad teacher-focus

District A assesses its teacher effectiveness initiatives using the continuum and decides that while many activities take place in recruiting, developing and recognizing teachers, the new APPR requirements provide the opportunity to ensure that consistent data about teacher practice and student learning are informing all steps. Since the district cannot touch each stage of the TLE continuum with this grant, they decide to focus on the following initiatives:

- Intensive principal and teacher training in effective teacher practice, including the Common Core instructional shifts and the district’s teacher practice rubric.
- Software tools to allow easy data capture of information from classroom observations, student learning objectives and other parts of the APPR in this district.
- Market pay for teachers of secondary science and math who agree to enter the district or existing teachers of these subjects who maintain an effective or highly effective performance rating in the district’s middle and high schools.
- New “master teacher” roles in the three schools with the highest needs students to attract/retain teachers earning effective or better to these schools. Master teachers would provide coaching and mentoring to other teachers in these schools.
- If successful, the district and its union hope to negotiate the incorporation of both into its ongoing compensation program.
- The district sets goals for success of its initiatives across the district and in the three highest needs schools around participation in each initiative, improvements on a district survey of teacher satisfaction, improved teacher retention rates, student learning improvements and secondary STEM student learning results.

2. Broad principal focus

District B, in considering the current TLE continuum, realizes it is facing many retirements in its administrative ranks. Other administrators vary in their readiness to lead a transition to the new teacher evaluation system and the Common Core. The district decides to focus its grant on building capacity amongst its administrators to improve teacher effectiveness and student outcomes. The district describes a plan to:

- Sponsor candidates in a clinically-rich administrator preparation program with a partner IHE.

- Create a recruitment bonus program to encourage administrators with a track record of success with high needs students to fill open administrator roles in the district.
- Provide a contracted or newly hired “talent coach” for every 4-5 principals for two years to provide intensive in-school support during the start-up of the new APPR in the district, ensuring the principals deeply understand evidence based-observation, the Common Core instructional shifts and how to incorporate formative and summative student learning into instructional planning and APPRs.
- The district sets goals around the number of new administrators who met the district’s hiring criteria from the IHE program and the recruitment bonus; successful implementation of APPR based on evidence from superintendent school visits and analysis of data.

3. Focus on improving outcomes for students with disabilities

District C assesses its greatest need to be improving outcomes for students with disabilities in addition to ensuring high quality implementation of its new APPR system. In this grant application, the district:

- Works with an IHE partner to implement a recruitment bonus for new secondary content teachers (or existing district secondary content teacher) to add a certification in teaching students with disabilities.
- Implements a research-based PD program (for example PBIS, or Wilson Learning) for all teachers and administrators and sets clear goals for the outcomes that will result.
- Collaborates with its BOCES in a BOCES-wide program to design challenging but achievable student learning objectives for teachers of students with severe disabilities.

Appendix F: Additional Resources

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Standards

1. *Educational Leadership Policy Standards*. Adopted by the National Policy Board for Educational Administration. Web. 2008.
http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf
2. *The New York State Mentoring Standards*. Web. 2012.
<http://www.highered.nysed.gov/tcert/pdf/mentoringstds10032011.pdf>
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General

1. *ResourceCheck Tool: Assess your District's Resource Use*. Education Resource Strategies (ERS). July 2010. Tool. Web. http://erstrategies.org/documents/pdf/Comm-20110411_ResourceCheck.pdf

1. Preparation

1. Adelman, Chad, Kevin Carey, Erin Dillon, Ben Miller, and Elena Silv. *A Measured Approach to Improving Teacher Preparation*. 2011. Education Sector. Web. www.educationsector.org/sites/default/files/publications/TeacherPrep_Brief_RELEASE.pdf
2. Barnett, Berry, Alesha Daughtrey, and Alan Weider. *A better system for schools: developing, supporting, and retaining effective teachers*. Publication. Web. http://teachersnetwork.org/effectiveteachers/images/CTQ_FULLResearchReport_021810.pdf
3. Boyd, Donald, Pamela Grossman, Hamilton Lankford, Susanna Loeb, and James Wyckoff. *Teacher Preparation and Student Achievement*. Publication. Educational Evaluation and Policy Analysis, vol.31, no. 4, pages 416-440, December 2009.
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5. National Council on Teacher Quality. *National Review of Teacher Preparation Programs*. Publication. Web. <http://www.nctq.org/p/edschools/reports.jsp>
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7. Wilson, S., Floden, R., & J. Ferrini-Mundy. (2001). *Teacher preparation research: Current knowledge, gaps, and recommendations*. University of Washington: Center for the Study of Teaching and Policy. Web. <http://depts.washington.edu/ctpmail/PDFs/TeacherPrep-WFFM-02-2001.pdf>

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2. Byron, Auguste, Paul Kihn, and Matt Miller. *Closing the Talent Gap: Attracting and Retaining Top-Third Graduates to Careers in Teaching*. Washington, DC: McKinsey & Company, September 2010.
3. National Center for Education Evaluation and Regional Assistance. *Moving Teachers: Implementation of Transfer Incentives in Seven Districts*. 2012. Publication. Web. http://www.mathematica-mpr.com/publications/pdfs/education/TTI_fnlrpt.pdf
4. National Center on Teacher Quality. *Bumping HR: Giving Principals More Say Over Staffing*. 2010. Publication. Web. http://www.nctq.org/tr3/docs/nctq_site_based_hiring.pdf
5. Traveras, Jonathan and Barbara Christiansen. *Breaking the Cycle of Failure in the Charlotte-Mecklenburg Schools*. Publication. Education Resource Strategies (ERS) and The Aspen Institute. April 2010. Web. http://www.aspeninstitute.org/sites/default/files/content/docs/ED_Case_Study_Strategic_Staffing.pdf

3. Induction and Mentoring

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 4. *Issue Analysis: Building a Thriving Teacher WorkForce. Teacher Evaluation 2.0*. Publication. The New Teacher Project, Oct. 2010. Web. <http://tntp.org/assets/documents/Teacher-Evaluation-Oct10F.pdf?files/Teacher-Evaluation-Oct10F.pdf>
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5. *Principal Leadership Actions: A Guide to Assessing Principal Actions That Drive Dramatic Gains in Student Achievement*. Publication. New Leaders for New Schools. Web. <http://www.newleaders.org/>

5. Professional Development/Growth

1. Association for Supervision and Curriculum Development (ASCD). Resources. Web. <http://www.ascd.org/Default.aspx>
2. EngageNY. Resources. Web. <http://engageny.org/>
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