



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY,
NY 12234

To: Higher Education Committee

From: John L. D'Agati

Subject: Program Design and Evaluation Process for the Graduate Level Clinically Rich Principal Preparation Pilot Program Request for Proposals

Date: September 6, 2011

Authorizations:

SUMMARY

Issue for Decision

Should the Board of Regents define the regional funding as proposed below.

Reason(s) for Consideration

Review of Policy

Proposed Handling

This issue will come before the Higher Education Committee at its September 2011 meeting, where it will be voted on and action taken. It will then come before the full Board at its September 2011 meeting for action.

Procedural History

At the November and December 2009 meetings, the Board of Regents approved actions to transform school leadership in New York State and to recruit skilled leaders in New York's high need schools, including approving the conceptual framework for Graduate Level Clinically Rich Principal Preparation Pilot Programs. This framework was included in New York's Race to the Top proposal.

At their May 2010 meeting, the Board of Regents adopted, as an emergency measure, proposed regulations relating to the establishment of Graduate Level Clinically Rich Principal Preparation Pilot Programs.

Section 52.21(c)(7) of the Commissioner's Regulations, as adopted in May 2010, establishes the general program registration standards for the pilot program and requires candidates to meet the general requirements for the school building leader certificate as prescribed in the current program registration requirements for traditional leadership preparation programs.

At their February 2011 meeting, the Board of Regents reviewed policy issues and proposed scoring rubrics for the Graduate Level Clinically Rich Principal Preparation Pilot Program.

Background

In July 2011, the Board of Regents considered the following policy issues:

- Proposal review process
- Definition of "high need school" for purpose of clinical experience component to mean "achieving high need school"
- Regulatory language regarding recommendation of program completers for initial certification

The Board agreed to discuss the following topics at the September 2011 meeting:

- How should regions be defined for purposes of funding?
- Should there be any changes to the scoring rubric based on experience with the graduate teacher preparation pilot?
- How can the RFP be designed to ensure more innovative applications?
- How can sustainability be better evaluated in the Regents priorities while adhering to the Office of the State Comptroller's procurement guidelines?
- Should partnerships with elementary schools be excluded and funding limited to partnerships with high need middle and high schools?

Update: Revise the definition of "high need school" for the purpose of the clinical experience component to mean "achieving high need school"

After further review it does not appear that it is necessary to change the regulations and clarification can be made in the RFP.

Update: Clarify regulatory language around recommendation of certification

The Department recommends that, as originally intended, the program should only be open to candidates who do not yet possess an SBL certificate. Therefore, no change to the regulations is required.

Decision: How should regions be defined for purposes of funding?

At the February meeting, the Department proposed distributing funds according to the percentage of high need schools, as follows:

Funding Formula Discussed February 2011		
Region	Schools Total %	Dollar breakdown by Schools
Big 4*	22%	\$ 2,182,000
New York City	57%	\$ 5,652,500
Long Island	4%	\$ 397,000
Rest of State	17%	\$ 1,686,000
Total Funding	100%	\$ 9,917,500

SURR—Schools Under Registration Review; PLAS—Persistently Lowest Achieving Schools; SIIIS—Schools in Improvement Status

* Buffalo, Rochester and Syracuse City School districts and Yonkers Public Schools

The Department has further refined the formula to reflect updated percentages of high need schools and to address the Regents policy goal of placing program completers in regions of the state that have concentrations of high need schools, as shown in the tables below.

- Funds will be allocated according to the latest figures on the percentage of schools identified in need of improvement. The percentages in the tables below are preliminary and approximate pending final release.
- Funds will be distributed based on the region in which the applicant proposes to place candidates in jobs following their completion of the program.
- By dividing the state into additional smaller regions according to geographic location, this formula will encourage the development of clinically rich principal preparation programs in all regions of the state.

Regional Funding Available by Need		
	% of SINIs	Funding Available
Queens/Staten Island	9.9%	\$ 981,833
Brooklyn	15.1%	\$ 1,497,543
Manhattan	8.9%	\$ 882,658
Bronx	15.9%	\$ 1,576,883
New York City Total	49.9%	\$ 4,938,915
Buffalo Region	6.8%	\$ 674,390
Syracuse Region and North Country	8.8%	\$ 872,740
Rochester Region & Southern Tier	9.4%	\$ 932,245
Capital Region	6.1%	\$ 604,968
Yonkers Region	10.9%	\$ 1,081,008
Long Island	8.0%	\$ 793,400
Rest of State	50.1%	\$ 4,958,750
Total		\$ 9,917,500

Discussion: Improvements to RFP design and application scoring based on experience from the graduate teacher RFP and other feedback

Based on experience from the graduate teacher RFP and other feedback, the Department has made significant improvements to the RFP design and application scoring.

Recruitment and diversity - Applicants will be required to describe their efforts to ensure diversity, both in the recruitment and selection of principal candidates and in the recruitment and selection of mentors. These descriptions will be evaluated and scored as part of the Blue Ribbon Commission review.

Innovative applications - The RFP will not specify what research the proposal must be based on or what innovations NYSED is looking for so that applicants will simply regurgitate those specifications. Instead, applicants can earn up to 5 points for evidence that their “core program design” is innovative and research-based (scored by Blue Ribbon Commission).

Regents Reform Agenda (innovation) - Applicants will be required to describe how they will ensure candidates who complete the program will have a deep understanding of the following Regents Priorities: Common Core State Learning Standards, Using Data, and Teacher Evaluation. Applicants should be able to demonstrate innovative methods in which technology can be used to support, encourage and instruct candidates to implement the Regents Priorities. This aspect will be scored out of 6 points by the Regents committee.

Sustainability—The Regents will review the following information regarding how the program will be sustained once the RTTT funding is exhausted:

- Budget summary, including LEA contribution, applicant contribution, other contributions, and amount requested in proposal.
- Explanation of who is financially responsible for all preparation costs, including principal candidate’s salary/stipend, and potential funding sources that could be used to fund the program in the future.
- Description of the current pipeline for candidates and how the future pipeline will increase the number of highly effective principals in New York State.
- Description of how institutions currently monitor their graduates and institutions’ track record for supporting their graduates after graduation, as well as plans for how they will monitor and support graduates in the future.
- Plan for how to build institutional capacity so that the program can continue once pilot is completed.

Priority for programs to train secondary school principals—Under the Board of Regents scoring category of “Serving High-Need Communities,” applicants will be able to earn points for partnerships that include secondary schools. This would allow the Board of Regents to determine whether a proposal that includes a mix of elementary and secondary schools, or a proposal that is predominantly elementary, can still adequately serve high need communities. The Department does not recommend excluding elementary schools because we want to be able to fund as many proposals as possible and, in some regions of the state, there may simply not be a sufficient number of achieving, high need partner schools at the secondary level to enable us to award the entire regional allocation. (Note: Applicants will also be asked to describe the type of relationship(s) they have had and currently have with high need school(s) as part of the “Serving High-Need Communities” section.)

Recommendation

It is recommended that the Board of Regents approve the modifications relating to the regional funding formula for the Graduate Level Clinically Rich Principal Preparation Pilot Program Request for Proposals.

Timetable for Implementation

The proposed modifications will become effective immediately to ensure timely posting of the Graduate Level Clinically Rich Principal Preparation Pilot Program Request for Proposals.