



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

To: Higher Education Committee

From: Joseph P. Frey

Subject: Graduate Level Clinically Rich Principal Preparation Pilot Program Request for Proposals (RFP)

Date: January 24, 2011

Authorizations:

SUMMARY

Issue for Discussion

Policies related to the Request for Proposals (RFP) for the Graduate Level Clinically Rich Principal Preparation Pilot Program.

Reason(s) for Consideration

Review of Policy

Proposed Handling

The proposed policies are submitted to the Higher Education Committee for review at its February 2011 meeting.

Background Information

At its November 2009 and December 2009 meetings, the Board of Regents approved the conceptual framework for graduate level clinically rich principal preparation pilot programs that would prepare school leaders for high need schools and be open to both collegiate and non-collegiate institutions with demonstrated results in raising the achievement of high need students. At the May 2010 meeting, the Board adopted a proposed amendment to the regulations as an emergency measure relating to the establishment of graduate level clinically rich principal preparation pilot programs, and endorsed the plan to implement this pilot program through a Request for Proposals (RFP) process. At the September 2010 meeting, the Board approved an amendment to the regulation relating to the establishment of graduate level clinically rich principal preparation pilot programs.

Quality preparation programs are essential to ensuring that the next generation of school leaders are prepared to "turn around" our State's underperforming schools and to enhance teaching and learning. With the development of the Cohesive Leadership System, New York is already making significant progress toward strengthening school leadership in high need areas. Six of the 54 collegiate programs that prepare school leaders in the State are now under transformation.

Research studies show that school leaders are critical to helping improve student performance and preparation programs that are grounded in intensive clinical experiences prepare effective school leaders. To maximize student growth and achievement in high need schools, the Department will select program providers for graduate level clinically rich principal preparation pilot programs through a Request for Proposals (RFP) process.

In order to ensure that any program selected to offer a clinically rich principal preparation pilot program is of high quality, the Board of Regents will establish a Blue Ribbon Commission to evaluate all applications. This Blue Ribbon Commission will be comprised of highly renowned school leader educators. The Blue Ribbon Commission will make recommendations to the Board of Regents for those programs that should be authorized to establish clinically rich principal preparation pilot programs, from collegiate and non-collegiate providers or in partnerships. The goal is to create a process that will ensure a rigorous programmatic review and to select only the highest quality providers to assist in the preparation of principals for our high need schools. In addition, non-collegiate programs will be required to seek accreditation from an education preparation program accrediting body approved by the Board of Regents.

Policy Issues

Policy issues to be considered by the Board of Regents include: a regional approach to funding; the evaluation role of the Blue Ribbon Commission; the critical programmatic elements being reviewed and scored, the Regents Priorities to be addressed and the budget scoring process.

1. A regional approach to funding the partnerships being proposed is:

- New York City
- The Big Four
(Buffalo, Rochester and Syracuse City School districts and Yonkers Public Schools)
- Rest of State

The Department is recommending that a regional approach to awarding grants be followed to ensure an equitable distribution of funds to **high need communities** across the State. The applicants must partner with one or more of the State's 647 high need schools (this includes SURR schools, Persistently Low Achieving Schools and/or Schools in Improvement Status). Funding will be allocated to each region based on the percent of high need schools within each region as indicated below.

Graduate Level Clinically Rich Principal Preparation Pilot Program Request for Proposals

CHART OF AVAILABLE FUNDS BY REGION

Region	Schools Total %	Dollar breakdown by Schools
NYC	57%	\$5,749,614
Big 4*	21%	\$2,132,921
Rest of State	21%	\$2,117,465
	100%	\$10,000,000

SURRE – Schools Under Registration Review
PLAS – Persistently Lowest Achieving Schools
SIIS – Schools in Improvement Status

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

- In New York’s Race to the Top application we indicated that a Blue Ribbon Commission of distinguished school leader educators would be convened to assist in the review and rating of all applicants for participation in the pilot program. The Commission will be appointed by the Board of Regents. It is recommended that the proposed role of the Commission in reviewing and scoring the technical/programmatic section of applicants’ proposals be as follows. This section of the RFP would be worth a total of 60 points. Prior to the Commission’s review of any applicant’s proposal, the Department’s Office of College and University Evaluation (OCUE) will review each applicant’s submission for Program Registration. Only those Program Registration applications that are potentially approvable will be forwarded to the Commission for review. For those applicants whose Program Registration applications are initially found to be deficient, a short period of time will be provided to correct those deficiencies.

Each narrative application will be independently reviewed and scored by two members of the Commission using the scoring rubric in the proposal. The two scores will be averaged together and that total will be the narrative/technical score for the applicant’s proposal. In the event there is a 15-point or more difference between reviewers in the narrative/technical score assigned to an application, a third reviewer of the Commission will evaluate the application. The lowest score will be dropped and the narrative score will be based on the average of the remaining two evaluations.

Those applications that receive a minimum score of 45 points from the Commission (75 percent of available points) indicating meeting the minimum programmatic levels will be forwarded to a Committee of the New York State Board of Regents (Committee) for review and scoring. The Committee will assign to each application a

score of up to 20 points relating to the identified Regents priorities in the evaluation rubric. The Chancellor will appoint members of the Board of Regents to serve on the Committee to review applications under this pilot program. Each application will be read by two Regents. The two scores will be averaged together and that total will be the score each applicant receives for addressing the Regents Priorities.

All members on the Committee and the Commission that review eligible applications will be trained on all aspects of the Graduate Level Clinically Rich Principal Preparation Pilot Program RFP, with specific reference to Regents Priorities, Proposal Narrative, Proposal Format and Narrative Scoring Rubric(s).

Appropriate protocol will be followed to ensure that there is no conflict of interest on the part of the Commission reviewers or the Committee selected to review the applications.

3. Proposal Review Process Timeline

- Training on general guidelines and scoring rubric for all Reviewers (Commission and Committee Reviewers)

Approximately 1 hour

- Review of questions and answers from Webinar posed by potential applicants (Blue Ribbon Commission and Regents Committee Reviewers)

Approximately 1 hour

- Reading, Reviewing, Scoring and Ranking of proposals: (Each proposal must have two readings - Blue Ribbon Commission and Regents Committee Reviewers)

Approximately 3 hour minimum per proposal for each reading (If there are 20 proposals that would mean 40 reviews)

- If more than a 15-point difference in scores for the same proposal a third reviewer will read, review and score the proposal, the lowest score will be dropped and the average of the two highest scores will be used as the score for that proposal. (For Commission Reviewers only)

4. Proposed Evaluation Rubric

Non-budgetary components of the evaluation rubric will address both requirements included in the Commissioner's Regulations and programmatic priorities identified by the Board of Regents in their overall reform agenda. Both the Commission and the Committee will be asked to assess specific items related to the Regents priorities. Specific Regents priorities include educating students with disabilities; educating English language learners; preparing teachers for hard-to-staff subject areas, especially in the STEM disciplines; and developing innovative approaches for

preparing teachers for high need schools that will positively impact student achievement.

Blue Ribbon Commission Scoring Rubric

The proposed elements to be reviewed by the Blue Ribbon Commission (up to 60 points to be awarded):

A. Collaboration (Maximum 4 points)

The proposal provides a clear and detailed description of the scope and extent of involvement by collaborating partners, showing substantial collaboration among them in the planning and proposed implementation of project activities and indicates substantial collaboration.

B. Recruitment (Maximum 3 points)

Proposal describes the specific strategies, admission standards, and activities that will be used to recruit and select to not only a diverse group of the highest caliber of candidates to the pilot program but also candidates with a strong commitment to high need schools; and lists the specific criteria that must be met by participants in order to be eligible for the program.

C. Program Objectives, Strategies, Activities, Services, and Performance Measures/Data Sources (Maximum 50 points)

- The proposal describes how School Building Leaders are prepared in the use of technology in an effective and innovative fashion to positively impact the operation of a high needs school. (Up to 5 points)
- The proposal describes the preparation of School Building Leaders to take into account the rich variety of cultural styles found in high need schools so as to enable effective, appropriate, and beneficial interaction and collaboration between school personnel and the community. (Up to 5 points)
- The proposal describes how program participants will be monitored and evaluated on their performance formatively throughout the clinical program component and summative upon completion of all program requirements, including the roles of all parties involved (e.g. mentor-principal, program provider personnel, high-needs school personnel, other stakeholders). (Up to 10 points)
- The proposal describes in detail how the institution plans to select and provide training for mentors and how the mentors will be employed to provide effective support to the new School Building Leader throughout the program. (Up to 10 points)
- The proposal describes in detail how the institution will effectively prepare School Building Leaders to work with students educationally at risk, including students with disabilities and English language learners. (Up to 10 points)
- The proposal describes the process used by the institution to provide continued mentoring support for pilot program graduates. (Up to 5 points)

- The extent to which school leaders will be prepared to use data and other research based strategies to strengthen teacher effectiveness. (Up to 5 points)

D. Institutional Capacity (Maximum 3 points)

The proposal describes in detail the institution's prior positive impact on growth and achievement of all students and provides a clear description of the institution's experience, commitment, and plan to provide a research-based approach to implementing the Graduate Level Clinically Rich Principal Preparation Pilot Program.

Regents Committee Scoring Rubric

The proposed elements to be reviewed by the Board of Regents (up to 20 points will be awarded by the Board of Regents):

- The extent to which innovative approaches are employed using research-based clinically-rich educational models. (up to 7 points)
- The extent to which the proposal demonstrates collaboration with parents and community organizations and members to identify and respond to diverse school community interests and needs. (Up to 4 points)
- The extent to which the proposal prepares School Building Leaders for high need schools focused on improving student achievement for educationally at risk students. (Up to 9 points)

Budget and Budget Narrative (Maximum of 20 points)

This section of the RFP is independently scored by the Department's Contract Administration Unit.

The budget section of the proposal represents 20 points of the overall score and will be awarded points pursuant to a formula calculating the "best value." This calculation will be computed by the Contract Administration Unit upon completion of the final narrative scoring by the New York State Board of Regents.

5. Final Tabulation

After completing the budget scoring, the Contract Administration Unit will add the point scores for all the scoring sections and provide a rank order of the proposals based on their scores.

Recommendation

It is recommended that the Board of Regents adopt this approach so the Department can proceed in drafting the RFP and having it reviewed by the Office of the State Comptroller.