TLQP EDL Q&A.

1. NYSED Attachment I - Institution Profile has not previously been included as part of the 20-30 page limit for the Project Narrative. On page 17 of the RFP it states that this document is to be included in the 20-page limit. This attachment is usually 6-7 pages in length, so it will greatly limit our ability to describe the work we propose for the next phase of Project BLEND. Conversely, on page 18 of the RFP it states that Attachment I is not part of the 30-page limit.

A. **The Attachment I, Institution Profile is not included in the 20 page proposal narrative limit. The 20 page proposal narrative includes the following; Project Abstract, Meeting Leadership Education Needs of Eligible High-Need Schools and School Districts, Project Staffing and Management.**

2. Can you clarify the number of pages allowed for the application? In most places, the RFP states no more than 20 double-spaced pages (although Attachment I and V can be single-spaced), at a minimum 10-pt font. However, it is our understanding that the page limit doesn't apply to the resumes, MOA, course descriptions, FS-10, and organizational charts.  Is this correct? On page 18 of the RFP, it states there is a 30 page limit. Which is correct?

A. **The narrative may not exceed 20 double-spaced pages in a minimum 10 point font, (résumés, memoranda of agreement, letters of support, course descriptions, organization charts, and the TLQP 2015-16 Proposed Budget form do not count towards the 20 page limitation).**

3. May we assume that Attachment I is a separate document from the narrative?

A. **Yes, as stated in the Items List in the Page Limits and Standards section, Attachment I is a separate document from the narrative.**

4. Is Attachment V intended to be included in the page-limit for the Proposal Narrative or is it a separate document that supports Section C [Program Plan] of the Proposal Narrative?

A. No, it is not included within the 20 page narrative limit. **It is a separate document, as stated in the Items List in the Page Limits and Standards section that supports section C (Program Plan)**

5. There are two different page limits indicated on page 18 of the RFP. With the 2012-2015 RFP we were given the 30-page guideline which included our Project Narrative, Attachment V (Project Goals), the Budget Narrative and Attachment VI (Proposed Budget). For this round, do we have 20 pages or 30 pages to work within?

A. **The proposal narrative is limited to 20 pages as stated in the Page Limits and Standards section of the RFP.**

6. On page iv of the RFP, it is stated program proposals must conform to standards originally developed by the Interstate School Leaders Licensure Consortium (ISLLC Standards). Which version of these standards should we use -- 2008 or those proposed in 2014?

A. **The 2014 version is the correct version to use.**

7. On pages 5-6 in the RFP a list of criteria for a successful Educational Leadership Program Enhancement Project shows items A through O. Later in the document on pp. 19-20 a similar list appears within the Program Plan description; this list (with point values shown) includes items A through P. May we assume that the list with point values is the correct one to use?

A. **Yes, the list with the point values found in section XV, including items A through P, is the correct one to use. The list on pages 5-6 incorrectly excludes the following best practice:** **The applicant IHE and partner school districts should cooperatively develop and manage the project.**

8. If we choose to partner with a high-need Charter School in the Syracuse City School District, do we need a separate MOA from the Charter School Leader?

A. **Yes every partner is required to sign the MOU as stated in Section VI of the RFP: Partnership Agreements.**

9. In the program narrative, should we describe three years of work or just one?

A. **You should describe the work plan for the duration of the RFP which is three years.**

10. How does the RFP define the "full-time apprenticeship?" Are you following the state definition?

A. **The intent of the RFP is to encourage creative thinking regarding the internship within the regulatory requirements. The interest in having internships become “full-time” is to ensure that candidates participate in a clinical experience that mirrors the real-life world of a school leader. While the internship might not be a full-time (every day) experience, it should ensure that each candidate in a funded program will gain insight and experience into the full experience of a school leader throughout a school year. To accomplish this, interns will need to be released from responsibilities other than those that constitute authentic leadership and administrative tasks and responsibilities. Grant funds as well as funding from grant partners and/or other funding sources may be used to cover costs associated with full-time internship designs.**

11. Can you provide more clarification regarding the role of the faculty of arts and sciences, and its relationship to the school of education in the implementation of the leadership training program?

1. **A School of Arts and Sciences is a required partner. The Core academic subjects are the focus of all Professional Development activities that are to be offered with TLQP funds. The School of Education typically will collaborate with Schools of Arts and Science to offer content area professional development imbedded in appropriate pedagogy.**