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## REQUEST FOR PROPOSALS

**ITEM DESCRIPTION: PPSD Grow Your Own Teacher Apprenticeship Program**

**DATE AND TIME TO BE OPENED: Friday, September 1, 2023, at 12:00 p.m. EST**

**PRE-BID CONFERENCE (IF APPLICABLE): Wednesday, June 28, 2023, at 10:00 a.m. EST**

**SUBJECT MATTER EXPERT (NAME): Cynthia Ramirez**

**SUBJECT MATTER EXPERT (NAME): [Cynthia.ramirez@ppsd.org](mailto:Cynthia.ramirez@ppsd.org)**

**QUESTION DEADLINE: Friday, July 14, 2023, at 11:59 p.m. EST**

### Instructions

1. Bidders must submit sealed proposals in an envelope clearly labeled with the Item Description shown above on the outside of the envelope. The proposal envelope and any information relative to the proposal must be addressed to:

**Providence Public School District  
Purchasing Department, Suite 206  
797 Westminister Street  
Providence, RI 02903**

2. Bidders must include **at least** one original, one copy, and a digital PDF copy on a flash drive.
3. Proposal responses must be in ink or typewritten.
4. Bidders are advised that all materials submitted to Providence Public Schools for consideration in response to this Request for Proposals shall be considered to be public records as defined in [R.I. General Law Section 38-2 et seq.](#), without exception, and may be released for public inspection. All proposals submitted become the property of Providence Public Schools.
5. Bid proposals that are not present in the Providence Public Schools Purchasing Department at the time of opening for whatever cause will be deemed to be late and will not be considered. Postmarks shall not be considered proof of timely submission.

6. Questions regarding this request for proposals must be submitted to the Subject Matter Expert via email by the question deadline listed above. Questions will be answered via addendum to be posted publicly on the Providence Schools website. Bidders are responsible for checking the website for all addenda distributed in response to questions and requests for additional information.

**Notice to Vendors  
General Terms**

1. Providence Public Schools reserves the right to award the contract on the basis of the lowest responsible evaluated bid proposal.
2. In determining the lowest responsive evaluated bid proposal, cash discounts based on preferable payment terms will not be considered.
3. No proposal will be accepted if it is made in collusion with any other bidder.
4. Providence Public Schools reserves the right to award to a single vendor, to split the award between multiple vendors and to reject any and all proposals. Unless otherwise specified, Providence Public Schools reserves the right to make the award by item or items or by total as may be in its best interest.
5. As Providence Public Schools is exempt from the payment of Federal Excise Taxes and Rhode Island Sales Tax, prices quoted are not to include these taxes.
6. In case of error in the extension of prices quoted, the unit price will govern. In the event there is a discrepancy between the price written in words and written in figures, the prices written in words shall govern.
7. Awards shall be subject to the General Terms set forth herein, which terms shall be deemed accepted by the Bidder upon submission of the bid proposal, subject to the provisions of this paragraph, and shall be further deemed to be incorporated into the contract upon issuance of the award. Any proposed exceptions, modifications, or deviations from the terms, conditions, and specifications contained herein must be listed and fully explained on a separate sheet attached to the Bidder's detailed conditions and specifications and referred to separately in the Bids. Such proposed exceptions, modifications, or deviations shall be an additional variable for consideration by the Providence Public School District in addition to vendor qualifications, price, quantity, and/or scope of services. In all cases not indicated by Bidders as an exception, modification, or deviation, it is understood that the terms, conditions and specifications of the Providence Public School District shall apply. No exception, modification, or deviation shall be deemed accepted, approved, or otherwise incorporated into the contract unless expressly set forth in the award notice.
8. Proposals must meet the attached specifications. Bids may be submitted on an "equal in quality" basis. Providence Public Schools reserves the right to decide equality and determine whether bids are responsive. Bidders must indicate brand or make offers and submit detailed

specifications if other than brand requested.

9. A bidder who is an out-of-state corporation shall qualify or register to transact business in this State, in accordance with R.I. General Law [Section 7-1.2-1401](#) et seq. as amended)
10. Delivery dates must be shown in the bid. If no delivery dates are specified, it will be assumed that an immediate delivery from stock will be made.
11. Only one shipping charge will be applied in the event of partial deliveries for blanket or term contracts.
12. For contracts involving construction, alteration and/or repair work, the provisions of State Labor Law concerning payment of prevailing wage rates apply (See R.I. General Law [Section 37-13-1](#) et seq. as amended).
13. All proposals will be disclosed at the opening date and time listed above. After a reasonable lapse of time, tabulation of proposals may be viewed on the Providence Public School's website (<https://www.providenceschools.org/Page/4634>).
14. Awards will be made within ninety (90) days of the proposal opening. All proposal prices will be considered firm, unless qualified otherwise. Requests for price increases will not be honored.
15. No goods should be delivered and no work should be started without a Purchase Order from Providence Public Schools.
16. Prior to commencing performance under the contract, the successful bidder (the "Contractor") shall attest to compliance with provisions of R.I. General Law [Section 28-29-1](#), et seq. If exempt from compliance, the Contractor shall submit a sworn Affidavit by a corporate officer to that effect, which shall accompany the signed contract.
17. Prior to commencing performance under the contract, Contractor shall, submit a certificate of insurance, in a form and in an amount satisfactory to Providence Public Schools.
18. The Contractor will not be permitted to: assign or underlet the contract; or assign either legally or equitably any monies or any claim thereto without the previous written consent of the Director of Purchasing.
19. The Contractor shall not be paid in advance.
20. The contract shall be in effect from the date of award through December 31, 2024 or for such other duration as may be agreed to in writing and signed by the parties, unless terminated by either party at any time, with or without cause.
21. In the event of termination by District or the Contractor prior to completion of the contract, compensation shall be prorated on the basis of hours actually worked, and the Contractor shall

only be entitled to receive just and equitable compensation for any satisfactory work completed and expenses incurred up to the date of termination.

22. Failure to deliver within the time quoted or failure to meet specifications may result in default in accordance with the general specifications.
23. The Contractor must conduct a criminal background check, at the Contractor's expense, of all employees employed under the contract who interact with students, except District employees. The Contractor shall provide a copy of the background check report(s) to the District, upon request.
24. The Contractor is not an employee of the District and is not entitled to fringe benefits, pension, workers' compensation, retirement, etc. District shall not deduct Federal income taxes, FICA (Social Security), or any other taxes required to be deducted by an employer, as this is the responsibility of the Contractor.
25. The Contractor understands products produced as a result of the contract are the sole property of the District and may not be used by the Contractor without the express written permission of the District.
26. The Contractor agrees to hold District and the City of Providence harmless from any and all damages incurred by District or the City by reason of the Contractor's negligence or breach of contract, including without limitation, damages of every kind and nature, out-of-pocket costs, and legal expenses.
27. The contract may not be modified or amended in any way except by mutual agreement in writing and signed by each party. Notwithstanding the foregoing, and subject to the provision concerning exceptions, modifications, or deviations set forth in Paragraph 7 hereinabove, the General Terms shall not be modified or amended in any way by subsequent agreement. In the event of a conflict between the General Terms and any subsequent modification or amendment to the contract, the General Terms shall control.
28. The Contractor expressly submits itself to and agrees that all actions arising out of or related to the contract or the relationship between the parties shall occur solely in the venue and jurisdiction of the State of Rhode Island.

**BID FORM 1: BIDDER INFORMATION**

**Agrees to Bid on: PPSD Grow Your Own Teacher Apprenticeship Program**

**DATE AND TIME TO BE OPENED: September 1, 2023, at 12:00 p.m. EST**

Name of Bidder (Firm or Individual): \_\_\_\_\_

Business Address: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Contact Email Address: \_\_\_\_\_

Contact Phone Number: \_\_\_\_\_

Delivery Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Representation

\_\_\_\_\_  
Title



Providence Public School District (PPSD)

## **Request for Proposals**

PPSD Grow Your Own Teacher Apprenticeship Program

June 2023

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# I. General Information

## Background

Nationally, according to data from the American Association of Colleges for Teacher Education (AACTE), the number of students earning an undergraduate degree in education has dropped from 200,000 annually in the early 1970s to less than 90,000 in 2018-19<sup>1</sup>. Most recent pre-pandemic data from 2018-19 shows that this trend has been particularly pronounced in high-need specialty areas, as there has been a 4% decrease in special education degrees conferred, a 27% decrease in science and mathematics education, and a 44% decrease in foreign language education<sup>2</sup>. In addition, the coronavirus pandemic has led to an overall decline in undergraduate enrollment, which has further contributed to declining participation in teacher preparation<sup>3</sup>. Furthermore, despite continued efforts, there continues to be a mismatch between the demographics of teachers and the students they serve. According to AACTE, 55% of students currently enrolled in public schools in the U.S. are non-white, compared to 29% of annual completers of teacher preparation programs at a national level who identified as non-white<sup>4</sup>.

Like many urban school districts in the United States, Providence Public School District (“PPSD”) is recruiting secondary math and special education applicants to fill classroom vacancies. The district is also prioritizing increasing certification opportunities to support our rapidly growing population of Multilingual Learners (“MLLs”). As student demographics and needs rapidly change, our district is seeing an acute and growing need to fill teacher vacancies in critical areas such Teaching English to Speakers of Other Languages (“TESOL”) and/or Bilingual Dual Language Immersion (“BDL”), Mathematics (any level), and Special Education, particularly within the specific fields of Early Childhood Special Education and Severe Intellectual Disability Special Education. In order to ensure the growing needs of students are met, we must think differently about how we are recruiting, training, and retaining our teacher workforce in order to fill these critical areas and ensure an excellent education for every student.

Based on current data, we also know that there are existing mismatches between the racial and ethnic backgrounds of PPCSD’s teaching population and the students we serve. Whereas 87.5% of students in PPCSD during the 2022-23 school year identify as Black/African American, Hispanic/ Latino, and two or more ethnic or racial identities, the current teacher workforce in Providence is 17.5% Hispanic/Latino and Black/African American. In order to further diversify our teaching staff, PPCSD is seeking to intentionally tap into our existing local talent pool in order to recruit, train, and retain the next generation of teachers.

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<sup>1</sup> *Colleges of Education: A National Portrait Second Edition*. (n.d.). <https://aacte.org/wp-content/uploads/2022/03/Colleges-of-Education-A-National-Portrait-Executive-Summary.pdf>

<sup>2</sup> Chirichella, C. (2022, March 22). *AACTE’s National Portrait Sounds the Alarm on Declining Interest in Education Careers*. American Association of Colleges for Teacher Education (AACTE). <https://aacte.org/2022/03/aactes-national-portrait-sounds-the-alarm-on-declining-interest-in-education-careers/>

<sup>3</sup> *Colleges of Education: A National Portrait Second Edition*. (n.d.). <https://aacte.org/wp-content/uploads/2022/03/Colleges-of-Education-A-National-Portrait-Executive-Summary.pdf>

<sup>4</sup> Chirichella, C. (2022, March 22). *AACTE’s National Portrait Sounds the Alarm on Declining Interest in Education Careers*. American Association of Colleges for Teacher Education (AACTE). <https://aacte.org/2022/03/aactes-national-portrait-sounds-the-alarm-on-declining-interest-in-education-careers/>

“Grow Your Own” (“GYO”) strategies offer a promising solution to help address these challenges, as GYO teacher preparation models can help to increase teacher diversity, improve teacher recruitment and retention efforts, and lower barriers to entry that may currently prevent passionate, talented individuals from entering the teaching profession. In seeking to address these challenges, PPSD hopes to establish formal partnerships with high-quality Educator Preparation Provider (“EPPs”) in order to provide an opportunity for talented individuals to complete a clearly articulated, no-cost, district sponsored GYO teacher preparation program while they remain employed full time within PPSD.

We know how important it is for all children to have access to an excellent educator who is well equipped to teach them on day one, and we expect retention to increase as more candidates enter the profession via GYO pathways. In alignment with district-wide diversification and quality educator preparation goals, we are driven to recruit, support and train community members and teacher assistants, who often share lived experiences with our current and future students, through a teacher apprenticeship-style program that aims to reduce barriers many future teachers face to entering and staying in education. As the data shows, there is real promise in investing directly in the Providence community in order to source the next generation of diverse teaching talent. As we think about ways to meet our Turnaround Action Plan goals for teachers within PPSD, there is a huge opportunity to meet and/or exceed those goals by tapping into our existing community-based talent pools and providing those candidates with an excellent preparation that is focused on on-the-job learning and better preparing candidates to be “day one ready”.

PPSD’s existing teacher assistant (“TA”) staff members in particular present a key talent pool that we are seeking to more intentionally recruit and train as certified teachers-of-record. Our existing TAs are much more racially representative of the students we serve, as 41.5% of PPSD teacher assistants identify as Hispanic/Latino or Black/African American. However, many of our TAs may be currently unable to earn a post-secondary degree and certification due to financial, geographic, and educational barriers. Specifically, we know that many of our current TAs lack the ability to move up on the education career ladder due to lacking a bachelor’s degree. Whereas previous initiatives implemented by PPSD have focused on expanding access to the profession by providing low-cost alternative routes to certification, PPSD is now making a strategic investment in building out high-quality pathways that focus on increased on-the-job training, including pathways that will allow those with an associate’s degree or ~60 degrees of college credit to earn a bachelor’s degree and certification to teach in Rhode Island.

We believe that whereas talent can be found everywhere, opportunity and access cannot. By lowering the barriers that prevent many talented individuals from becoming teachers while still upholding high expectations for quality of preparation, we believe that we will be able to train a new generation of home-grown teaching talent. Currently, there are over 355 TAs employed in the district, a vast majority of whom have indicated they would be interested in becoming a certified teacher if given the opportunity. In a survey from the 2022-23 school year, 74/92 (~80%) of TA respondents shared that they would be interested in becoming a teacher in PPSD if the opportunity was available to them.

Further, due to the growing need to better serve our student speakers of other languages, multilingual students, and students with disabilities, PPSD is seeking to prioritize the creation of no-cost GYO pathways that specifically allow candidates to earn certification in a high-needs area, including TESOL, BDL, Math, and Special Education, all while remaining in a full-time role with PPSD during their preparation period.

Finally, PPSD believes that the best way to ensure teacher candidates are “day-one-ready” is to ensure they are well-supported and well-equipped to meet all student needs. Thus, by seeking to establish a GYO program model that increases the wraparound supports that teacher candidates receive during their preparation, greatly increasing the time that candidates will spend working with students prior to becoming teachers-of-record, and ensuring coursework and training offered by EPP awardees is centered around key district priorities such as culturally responsive teaching and trauma informed instruction, we believe the GYO program model shows great promise for helping to meet our current and future staffing needs.

At PPSD, we believe that the ideal GYO program model will provide effective, low-cost, relevant training pathways for qualified, passionate individuals who will have the promise of a future teaching job in the district upon completion of the program. While teacher shortages and diversity mismatches are concerns across the country, GYO programs are powerful mechanisms to help alleviate shortages and diversify the teacher profession. Ultimately, it is our belief that PPSD-sponsored GYO programs will allow our district to tap into homegrown talent that already exists within the greater-Providence region, helping to ensure that every PPSD student has access to the excellent teachers they need and deserve.

For all of the reasons listed above, PPSD is seeking to partner with high-quality **EPPs** in order to create and implement a **clearly articulated, district-sponsored, no-cost pathway** by which eligible teacher assistants, non-certified PPSD employees, and passionate individuals from the community can access the education career ladder, earn a **post-secondary degree or credential** and initial **certification** to teach in Rhode Island.

## Purpose

The purpose of the **PPSD Grow Your Own (GYO) Teacher Apprenticeship Program RFP** is to allow PPSD to competitively select EPP partners who will work with PPSD to create high-quality pathways by which aspiring teachers can **become teachers for free while getting paid to do so**. These aspiring teachers may be current TAs, substitute teachers, tutors, non-certified employees, parents, guardians, or other community members who have shown a heart for students and expressed interest in becoming a teacher within Providence schools. During the program, all candidates will be employed by PPSD and serve in a paid, full-time, student-facing position while completing their coursework and clinical experience requirements. PPSD will ensure that candidates will not serve as the teacher-of-record in a clinical practice setting prior to their completion of the program.

This RFP opportunity will provide competitive funding to select **EPPs**, who will in turn agree to use funds awarded by PPSD to **cover all tuition, textbooks, certification assessments, and fees on behalf of candidates selected by PPSD for enrollment**. As further outlined in the “Eligible Applicants” section of this RFP, both **in-state** and **out-of-state** EPPs that are able to offer an approved pathway to certification in Rhode Island are eligible to apply.

**The goal of this competitive solicitation is to help lower financial barriers to entry for a more diverse pool of candidates, while also maintaining a high bar for the quality of preparation that those candidates receive.** By increasing EPP enrollment, removing financial barriers, prioritizing

extended clinical internship/student teaching experience, and recruiting directly from within our diverse local community, PPSD believes our district can both strengthen existing EPP relationships and forge new partnerships that will provide a sustainable, high-quality teacher pipeline.

As participants in an approved PPSD GYO program, selected teacher candidates will be given the opportunity to **earn a post-secondary credential and certification** to teach in Rhode Island at **no out-of-pocket cost**, all while being **employed full-time by PPSD during the entirety of their preparation**. Prior to their participation in an EPP awardee's GYO program, all selected teacher candidates must meet all state and local requirements for employment in a full-time, student-facing position within PPSD, as well as all admission requirements for the partner IHE in which they will be enrolled. During their preparation experience, teacher candidates will serve under the guidance of a highly qualified PPSD **mentor teacher**, with whom they will collaborate and engage in coaching sessions. Candidates will serve in a minimum 1-year clinical internship/residency experience, during which they will serve in a paid, full-time, student-facing position while taking on increasingly greater responsibilities via a gradual release model. Selected EPPs must allow for this residency experience to satisfy the clinical internship/student teaching requirements for all teacher candidate participants.

This opportunity will be available to current, eligible TAs employed by PPSD, as well as other current and eligible PPSD employees or eligible individuals from the community who are interested in becoming a teacher and agree to be employed full time in a paid, full-time, student-facing position while completing their coursework and clinical experience requirements via a GYO program. EPPs must agree to admit and enroll GYO candidates selected by PPSD, so long as those candidates meet the minimum admission requirements of the EPP partner.

Upon successful completion of all program and certification requirements, candidates will then be eligible to be hired into a full-time role as a certified teacher-of-record within PPSD. Upon hire, the district will enter into an agreement with each individual candidate to ensure a commitment to teach within PPSD for an agreed-upon minimum term.

EPP awardees must agree to utilize awarded funds to cover all programmatic expenses on behalf of selected candidates, including tuition, textbooks, fees, and one issuance of all required certification assessments that candidates must complete in order to earn their initial RI teacher certification.

## **Program Design and Timeline Options**

Based on PPSD data regarding the most likely candidate pools for this program, selected GYO candidates must meet the following eligibility criteria as defined for **Candidate Pool A** or **Candidate Pool B**:

Candidate Pool A: Candidates who possess an associate's degree or 60 credit hours from an accredited institution of higher education.

Candidate Pool B: Candidates who possess a bachelor's degree from an accredited institution of higher education.

*As such, EPP applicants may propose to serve these respective candidate pools via either of the following GYO Program Options:*

**Program Option 1:** Bachelor’s degree-granting program for those in Candidate Pool A. EPP applicants must agree to administer this type of program along a timeline that would allow each candidate to be eligible to become a teacher-of-record in Rhode Island within two years, or by no later than December 31, 2025, assuming a start date of January 2024.

**Program Option 2:** Post-baccalaureate or master’s-degree granting pathway for those candidates in Candidate Pool B. EPP applicants must agree to administer this type of program along a timeline that would allow each candidate to be eligible to become a teacher-of-record in Rhode Island within one year, or by no later than December 31, 2024, assuming a start date of January 2024.

Applicants should review the “**Section IV. Scored Application Components**” section of this document for more information regarding how individual applications offering either of these program options will be evaluated.

## **Award Details**

The PPSD Grow Your Own Teacher Apprenticeship Program RFP offers **up to 3 awards of \$100,000 each, for a total of \$300,000**, to EPP(s) who can offer high-quality, low-cost pathways to aspiring educators. **Individual applications should not exceed a requested award amount above \$100,000.00, and EPPs may (and are encouraged to) submit multiple applications for award based on the different program models they can offer. EPPs may submit applications covering either Program Option as outlined above.** Separate applications may also be submitted outlining different certification pathways that EPP applicants are able to offer. EPPs who wish to submit more than one application should follow the same submission procedures and deadlines for all applications they submit. For example, if an EPP is submitting five applications, PPSD should receive five separate mailed packages with five separate attachments.

This RFP is heavily weighted to favor of a higher number of candidates served, while still maintaining program quality. It also gives preference to programs that equip teachers to teach in high-vacancy subject areas, including TESOL, BDL, Mathematics, and Special Education.

## **Eligible Applicants**

This competitive solicitation is open to any Rhode Island Department of Education (RIDE) approved Educator Preparation Provider (EPP), **as well as** qualified out of state EPPs. Out-of-State providers must be fully approved by their respective state’s designated EPP approving body, and must certify that they are already eligible to offer a pathway to certification for candidates in Rhode Island based on Rhode Island’s existing [reciprocity rules](#) for out-of-state certification. A list of states with current inter-state certification reciprocity with Rhode Island are listed on the [RIDE website](#). All EPP applicants must be currently approved to offer the specific certification pathways for which they are applying. PPSD reserves the right to confirm with RIDE that each applicant (in-state or out-of-state EPP) is fully approved and able to offer a pathway to certification for the proposed certification areas outlined in their

RFP response. All applicants must provide a copy of their latest IRS 990 tax form and meet all other requirements as outlined in the “Mandatory Requirements” section of this RFP.

## Schedule

All times Eastern Standard Time (EST)

Event	Time	Date
Request for Proposals Released		June 21, 2023
Pre-Bid Conference	10:00 a.m.	June 28, 2023
Deadline for Question Submissions	11:59 p.m.	July 14, 2023
PPSD response to Questions Posted		July 21, 2023
Submission Deadline: Date and Time Applications to Be Opened (Application Deadline):	12:00 p.m.	September 1, 2023
Notice of Award for All Applicants		September 15, 2023
All Contracts Finalized **		December 1, 2023**

\*\*Note: All contract/MoU signature deadlines and proposed contract/MoU start dates are tentative and subject to all final approvals once final awardees are determined.

## II. Scope of Work Summary

*The following Scope of Work summary provides an overview of the minimum requirements that selected awardees will be expected to meet upon contract award.*

1. The Awardee must provide aspiring educators (“candidates”) serving in Providence Public School District (“PPSD”) with a tuition-free education resulting in a post-secondary degree or credential, and Rhode Island teacher certification in at least one certification field. All certification fields offered as part of the proposed partnership must be mutually agreed upon by the Awardee and PPCSD. The Awardee must be currently approved to offer the specific certification pathways for which they are applying. Prior to award, PPCSD reserves the right to confirm with RIDE that each proposed Awardee (in-state or out-of-state EPP) is fully approved and able to offer a pathway to certification for the proposed certification areas outlined in their RFP response.
2. Awarded funding must be used to entirely cover tuition, textbooks, and fees for all selected candidates. No cost for programming shall be passed on to individual candidates.
3. The Awardee must agree to cover the cost of one issuance of each required certification assessment for all selected candidates who complete the awardee’s approved Grow Your Own

(“GYO”) program. Unless covered by the Awardee’s approved budget, any additional issuance of a required certification exam will be paid for by either PPSD or the candidate.

4. a. **Bachelor’s Degree Programs (Program Option 1):** The Awardee must administer their GYO program along a timeline that would allow each candidate to earn a bachelor’s degree and be eligible to become a teacher-of-record in PPSD within two years, or by no later than December 31, 2025, assuming a start date of January 2024.  
  
b. **Master’s Degree or Post-Baccalaureate Option (Program Option 2):** The Awardee must administer their GYO program along a timeline that would allow each candidate to earn either a master’s degree or post-baccalaureate credential and be eligible to become a teacher-of-record in PPSD within one year, or by no later than December 31, 2024, assuming a start date of January 2024.
5. The Awardee must allow PPSD to recommend all candidates for participation in the awardee’s GYO program. As long as recommended candidates meet all state and local requirements for employment in a full-time, student-facing position, and as long as they meet minimum admission requirements for the Awardee’s teacher preparation program, they must be automatically admitted to the Awardee’s institution.
6. The Awardee must work with PPSD to place each candidate in a paid, full-time, student-facing position within PPSD for the duration of their participation in the GYO program. During this residency component of the program, candidates will serve in a minimum 1-year clinical internship experience. Each candidate must be assigned to a high-quality cooperating/mentor teacher, identified by PPSD, for the entirety of their participation in the Awardee’s GYO program.
7. The Awardee must allow for each candidate’s 1-year residency experience to satisfy the clinical internship/student teaching requirements for that candidate. Once selected and enrolled in the Awardee’s GYO program, candidates will be employed by PPSD in a paid, full-time, student-facing position for the entire duration of the program. PPSD will ensure that candidates will not serve as the teacher-of-record in a clinical practice setting prior to their completion of the program.
8. The Awardee must ensure that if a candidate chooses to unenroll from the Awardee’s program prior to their completion of the program, the Awardee will allow PPSD to select a new candidate to enroll in the program at no additional cost. Prior to program start date, the Awardee and PPSD shall mutually agree upon a deadline after which new candidates would not be able to enroll and complete programming within the period covered under the award, unless otherwise discussed between both the Awardee and PPSD.
9. The Awardee must agree to allow PPSD, at PPSD’s sole discretion, to purchase additional candidate seats in the approved GYO program at the Awardee’s prorated amount per candidate, as outlined in the award and corresponding budget.

10. The Awardee must submit a proof of candidate progress report, on a semesterly basis, that outlines program progress and outcomes to date. Minimum semesterly report requirements include:
  - a. Candidate progress data
  - b. Candidate names
  - c. GPAs
  - d. Enrollment status (enrolled vs. unenrolled)
  - e. Degree and/or certification currently held
  - f. Candidates' completion of student teaching requirements
  - g. Any other relevant information as requested by PPSD.
11. The Awardee shall provide to PPSD, within 90 calendar days of the conclusion of the contract term, a written final report that outlines program activities and outcomes. Minimum final report requirements include:
  - a. Comprehensive summary of program activities and outcomes, including wraparound support activity and outcomes, according to supports described in response to Technical Response #6
  - b. Candidate progress data outlined in scope item #10.
  - c. Graduation status, certification assessment passage status, and employment status for each candidate
  - d. Overall evaluation of program effectiveness, including candidate graduation rate and certification assessment passage rates
  - e. PPSD satisfaction survey regarding the effectiveness of the candidates' preparation as a result of the program
  - f. Recommendations for program improvements for future candidates
12. For the duration of the contract term, the Awardee must be responsive to all program evaluation requests from PPSD.
13. The Awardee must provide supplementary academic, career, and certification preparation support, within awarded funding, to all candidates enrolled in the programs, as outlined in their proposal.
14. The Awardee shall agree to cooperate with PPSD in establishing their Grow Your Own program as a Registered Apprenticeship in teaching program, if pursued by PPSD.
15. The Awardee shall agree to provide any information requested from PPSD to assist PPSD with efforts to have candidates in a GYO program pay back requisite funds if they do not complete an agreed upon commitment as teacher-of-record, according to PPSD discretion. The Awardee will not be asked by PPSD to return any awarded funds, but instead the candidate may be asked to reimburse PPSD for an amount equivalent to their allocated seat's value, according to a separate agreement between PPSD and the candidate.
16. Unused funding from the Awardee's award may be reallocated, at the discretion of the PPSD.

17. The Awardee shall otherwise implement a Grow Your Own program as specified in their application's response to the Required Application Components section of this RFP, including all specifications outlined by the applicant in response to Mandatory Requirement and Technical Response items.

## III. Application Details, Submission, and Evaluation Process

### Contract Term

**Bachelor's Degree Programs (Program Option 1):** January 1, 2024\*\* to December 31, 2025\*\*, under the original contract terms and is performance-based. Providence Public Schools will confirm these options, if desired, to continue the original contract, via the previously indicated option year(s).

**Master's and Post-Baccalaureate Programs (Program Option 2):** January 1, 2024\*\* to December 31, 2024\*\*, under the original contract terms and is performance-based. Providence Public Schools will confirm these options, if desired, to continue the original contract, via the previously indicated option year(s).

**\*\*Note:** All contract/MoU signature deadlines and proposed contract/MoU dates are tentative and subject to all final approvals once final awardees are determined.

### Project Timeline

The applicant will provide a summary of a project timeline within their bid materials, as further outlined in the "Mandatory Requirements" and "Technical Response" sections of this document. Awardee vendor will allocate sufficient time to ensure seamless transition and 100% continuity of all bid detailed services on the contract start date (January 1, 2024\*\*).

**\*\*Note:** All contract/MoU signature deadlines and proposed contract/MoU start dates are tentative and subject to all final approvals once final awardees are determined.

### Limitations

This Request for Proposals (RFP) does not commit the Providence Public School Department to award any contract or pay for the preparation of any proposal submitted in response to this RFP. PPSD may withdraw or amend this RFP in its entirety or in part, at any time if it is in the best interests of the organization to do so. This award is contingent upon the receipt of funding.

## Submission Process and Format

Applicants must submit sealed proposals in an envelope clearly labeled with the Item Description shown above on the outside of the envelope. The proposal envelope and any information relative to the proposal must be addressed to:

**Providence Public School District  
Purchasing Department, Suite 206  
797 Westminster Street  
Providence, RI 02903**

**Submission Deadline:** All proposals must be received by no later than **September 1, 2023, at 12:00 pm EST**. Late submissions will not be considered. Bidders must include **at least** one original, one copy, and a digital PDF copy on a flash drive.

Proposal responses must be in ink or typewritten. There is no minimum or maximum page or word limit for individual questions or for the entire application. Applicants are encouraged to respond to each question thoroughly but concisely. Standard formatting conventions of 1-inch margins, Times New Roman font, 8.5" x 11" paper, and 12-point font are required.

EPPs are allowed to (and are encouraged to) apply for multiple awards based on the different program models they can offer, and EPPs are allowed to submit applications covering either Program Option as outlined above. **Individual applications shall not exceed a requested award amount above \$100,000.00.** Separate applications may also be submitted outlining different certification pathways that EPP applicants are able to offer. EPPs who wish to submit more than one application should follow the same submission procedure, as outlined here, for each application they submit.

## Required Application Components

To achieve a uniform review process and obtain the maximum degree of comparability, it is required that proposals be organized in the manner specified.

The Proposal shall be submitted in the format as set forth below:

- 1. Bid Form 1: Bidder Information (page 5 of this document)**
- 2. Cover Page (1-page summary of project goals and objectives)**
- 3. Mandatory Requirements Section, including copy of IRS 990 tax form as an attachment.**
- 4. Technical Response Section.**

Note: Applicants should be sure to submit a technical response based on the Program Option they are proposing to offer. Technical responses will be assessed against the respective rubric for the Program Option that applicants are proposing to offer.

5. **A proposed budget attachment, labeled “Project Budget” that includes pay structure, expenses and leverage funding and source. Please use Appendix A as a budget template.**

## **Proposal Questions–Submission and Deadline**

Questions concerning this solicitation should be emailed to [Cynthia.ramirez@ppsd.org](mailto:Cynthia.ramirez@ppsd.org).

Questions are due by **July 14, 2023**, no later than **11:59pm EST**. Responses will be sent back no later than the end of business day on **July 21, 2023**. Please ensure email subject line and documents are labeled PPSD GROW YOUR OWN TEACHER APPRENTICESHIP PROGRAM RFP.

Note: Questions received after the date and time specified will not be answered.  
Proposals received after the due date and time will not be considered.

## **Pre-Bid Conference**

Pre-Bid Conference Date: **June 28, 2023**

Pre-Bid Conference Time: **10 a.m.-11:30 a.m. EST**

Pre-Bid Conference Format: In-Person and Virtual Options

Pre-Bid Conference Details: All applicants are encouraged to attend the Pre-Bid Conference meeting, hosted by PPSD and representatives from the National Center for Grow Your Own. In the Pre-Bid Conference, applicants can learn more about RFP requirements and ask clarifying questions based on RFP contents. All pre-bid conference materials, including asked and answered questions, will be posted as an addendum to this RFP following the pre-bid conference.

### **In-Person Pre-Bid Conference Details:**

**Location:** 379 Washington Street, FACE Conference Room, Providence, RI 02903

**Parking:** Street parking as available

**Arrival information:** Please promptly at or prior to the 10 a.m. EST start time to ensure seating. Upon arrival, a PPSD staff member will be available to assist with entry.

### **Virtual Pre-Bid Conference Details:**

**Zoom Link:**

<https://us02web.zoom.us/j/88451915887?pwd=RVVKRkhyV29EOEp6bTFpK0lDZ3pvQT09>

**Meeting ID:** 884 5191 5887

**Passcode:** 084132

# Evaluation Components and Contract Award

Each vendor proposal will be reviewed and scored against the mandatory requirements and technical response criteria, as documented in “**Section IV. Scored Application Components**” below. Applicants who do not meet all requirements as listed within the “Minimum Requirements” section of this document will not be eligible to receive a technical score, and thus will not be eligible for award.

Applicants deemed responsive to all Minimum Requirements will receive a technical score based on the respective Technical Response Rubrics shown in “Appendix B: Technical Response Rubric”. The maximum number of technical points earned is 100. A review committee with at least three members will evaluate the proposals. Each member of the committee will conduct a thorough, independent evaluation of each proposal. The committee will then meet for a discussion after which members will have the option to revise their scores. The technical score will be determined by averaging each member’s score in each category.

Providence Public Schools may choose to seek clarifications from vendors with regard to their proposals. All responses will be provided in writing, and incomplete and/or unclear responses may result in a proposal being deemed technically unacceptable. Proposals found to be technically or substantially non-responsive at any point in the evaluation process will be rejected and not considered further.

PPSD may, at its sole option, elect to require presentation(s) by offerors clearly in consideration for award. Providence Public Schools reserves the right to make a selection without requesting clarification. Additionally, Providence Public Schools may not necessarily seek clarifications from all vendors submitting proposals.

## IV. Scored Application Components

### Mandatory Requirements (Pass/Fail)

The applicant must address all mandatory requirement items listed below and provide, in sequence, all requested information and documentation. Applications that do not earn a passing score in all mandatory requirement items will not be considered for award. All mandatory requirements must be met and given a passing score in order for an application to receive remaining scores for the Technical Response section.

Item	Mandatory Requirements	(For PPCS use only:)  Assigned Score
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		(Pass/Fail)
M1	<b>Contact Info:</b> Detail the name, title, email address, mailing address, and telephone number of the person the Solicitation Coordinator and Subject Matter Expert should contact regarding the response.	
M2	<b>Agrees to Scope of Services:</b> Provide a statement confirming that, if awarded a contract, the applicant will accept and agree to all terms and conditions outlined in the section “Scope of Work Summary” of this RFP.	
M3	<p><b>Approved to Certify and Offer a Bachelor’s, Master’s, or Post-Baccalaureate certificate:</b> Provide a statement clearly confirming which of the following Program Options the applicant is applying to offer within the enclosed application:</p> <p><b>Bachelor’s Degree Program (Program Option 1)</b></p> <p style="text-align: center;">or</p> <p><b>Master’s Degree or Post-Bacc. Program (Program Option 2) *.</b></p> <p>* If the applicant is proposing to offer Program Option 2, they must specify what post-secondary credential (Master’s, or Post-Baccalaureate certification) they plan to offer.</p>	
M4	<p><b>EPP Approval Status:</b> Applicants must certify that they are an approved Educator Preparation Provider that is <u>currently</u> approved within their respective state to offer the proposed certification pathways outlined in the application. Rhode Island based providers must be fully approved by the Rhode Island Department of Education (RIDE) to offer any proposed certification pathway as outlined in the RFP response. Out-of-State providers must be fully approved by their respective state’s designated EPP approving body, and must certify that they are <u>already</u> eligible to offer a pathway to certification for candidates in Rhode Island based on Rhode Island’s existing <a href="#">reciprocity rules</a> for out-of-state certification. A list of States with current inter-state certification flexibility with Rhode Island are on the <a href="#">RIDE website</a>.*</p> <p>*Note: PPSD reserves the right to confirm with RIDE that each applicant (in-state or out-of-state EPP) is fully approved and able to offer a pathway to certification for the proposed certification areas outlined in their RFP response.</p>	
M5	<b>No Cost to Candidate:</b> Provide a statement confirming that, if funding is awarded based on an application to this Request for Proposals, candidates will not bear any costs from tuition, textbooks, certification assessments, or fees.	
M6	<b>Registered Apprenticeship:</b> Provide a statement indicating that, upon successful program implementation, the applicant is willing to participate in	

	registration of the GYO program as an official Registered Apprenticeship, with PPSD serving as sponsor and the employer, if PPSD chooses to pursue that option.	
M7	<b>Coursework Delivery Format:</b> Applicants must clearly describe the coursework delivery format and outline whether coursework will be delivered in an in-person, remote, or hybrid format.	
M8	<b>Residency Period:</b> Applicants must attest that candidates will have at least one (1) year of full-time residency experience, and that the applicant will allow for each candidate's 1-year residency experience to satisfy the clinical internship/student teaching requirements for that candidate.	
M9	<p><b>Offers Certification Area Aligned to PPSD Educator Workforce Needs and Priorities:</b> The Applicant must certify that their proposed GYO program will offer certification in at least one of the following fields:</p> <ul style="list-style-type: none"> <li>● Teaching English to Speakers of Other Languages (TESOL)</li> <li>● Bilingual Dual Language Immersion (BDL)</li> <li>● Math (any level)</li> <li>● Special Education (prek-12) <ul style="list-style-type: none"> <li>○ Early Childhood Special Education</li> <li>○ Severe Intellectual Disability Special Education Certification</li> </ul> </li> </ul>	
M10	<p><b>Minimum Admissions Requirements:</b> Please outline your institutions' minimum admissions requirements for entry into the approved teacher preparation program.</p> <p>As a reminder, if awarded, the applicant must allow PPSD to recommend all candidates for participation in the proposed GYO program. As long as recommended candidates meet all state and local requirements for employment in a full-time, student-facing position within PPSD, and as long as they meet minimum admission requirements for the applicant's teacher preparation program, they must be automatically admitted to the applicant institution's teacher preparation program.</p>	
M11	<p><b>Program Timeline:</b></p> <p><b>Bachelor's Degree Program (Program Option 1) applicants:</b> Provide a statement affirming that the Applicant's proposed GYO program will occur along a timeline that would allow each candidate to earn a bachelor's degree and be eligible to become a teacher-of-record in PPSD within two years, or by no later than December 31, 2025, assuming a start date of January 2024.</p> <p><b>Master's Degree or Post-Bacc. Program (Program Option 2) applicants:</b> Provide a statement affirming that the Applicant's proposed GYO program will occur along a timeline that would allow each candidate to earn either a master's</p>	

	degree or post-baccalaureate credential and be eligible to become a teacher-of-record in PPSD within one year, or by no later than December 31, 2024, assuming a start date of January 2024.	
M12	<b>IRS 990 Tax Form:</b> Provide a copy of the applicant institution's latest IRS 990 tax form. This form should be included as an attachment to the RFP response.	

## Technical Response (100 Points)

The applicant must address all technical response items and provide, in sequence, the information requested. The evaluation team members will evaluate the responses and assign a score to each item using the rubric below. See **Appendix B: Technical Response Rubric** for a detailed breakdown of how each Technical Response Item will be scored.

### Technical Response–Program Option 1

*Applicants proposing to offer a GYO program which corresponds to Program Option 1 (bachelor's degree program for those with an associate's degree or 60 college credits) should respond to the following technical response items. Applications proposing to offer a GYO program which corresponds to Program Option 1 will be evaluated against **Technical Response Rubric: Program Option 1.***

#	Technical Response Item	Max Points	Assigned Points (For PPSD use only)
T1	<b>Candidate Seats:</b> Provide a count of the number of candidate seats, within the requested budget amount, that will be offered to PPSD for the proposed GYO program.	40	
T2	<p><b>Budget and Budget Narrative:</b> Submit a proposed budget (using the attached Appendix A: Budget Template), and an accompanying budget narrative. The budget must be annualized for each year of the program and must categorize all proposed costs for the program. No budget match is required, but if the applicant will supplement total program costs with other funding sources, this must be indicated in the budget. Additionally, please submit a reimbursement schedule, aligned to the applicant's budget and budget narrative, detailing when invoices will be sent and, generally, what will be charged at each program milestone.</p> <p><i>Note: Individual application budgets received must not exceed</i></p>	5	

	<i>\$100,000.00. EPPs may submit multiple applications and be awarded multiple awards.</i>		
T3	<p><b>Type of Certification:</b> In what grade/subject area(s) does the applicant propose to offer certification?</p> <p>Please note, pathways offered must allow for candidates to earn initial certification to teach in Rhode Island. Endorsement-only pathways will not be considered. Note that additional points are given to applications that offer specific certification areas (see the rubric in Appendix B for more details).</p>	8	
T4	<p><b>Single or Dual-Certification:</b> Will the proposed program offer a dual certification or single-certification option(s) only? If the proposed program will offer a dual-certification option, please confirm which fields candidates will earn certification in.</p> <p>Note that additional points are given to applications that offer a dual-certification pathway (see the rubric in Appendix B for more details).</p>	5	
T5	<p><b>Program Details:</b> Provide a detailed timeline and description of program activities, including the intended course schedule. This response should include, at a minimum:</p> <ul style="list-style-type: none"> <li>a) Descriptions of how courses will be delivered (online, in-person, hybrid), and an outline of where courses will be offered (e.g. on-campus, online learning management system, etc.)</li> <li>b) Course descriptions and full course schedule for the proposed GYO program, including number of credit hours for the degree or credential earned.</li> </ul>	8	
T6	<p><b>Description of Residency Model:</b> Provide a description of the residency and 1-year minimum clinical internship model to be employed during the program. At a minimum, this response must outline the following:</p> <ul style="list-style-type: none"> <li>a) How will high-quality site coordinators/field supervisors be incorporated into the program?</li> <li>b) How will candidates gradually take on more instructional responsibility over the course of the program?</li> <li>c) What evaluation process will be established to provide feedback to candidates throughout the program?</li> </ul>	8	
T7	<p><b>Wraparound Supports:</b> Describe in detail the academic, career, and certification preparation support plan that the applicant will offer to candidates to ensure success during their completion of the program and successful passage of any certification exam(s).</p>	7	

	Please provide the certification exam pass rates of candidates from similar programs your institution has administered in the past. Outline what wraparound supports you provided to those candidates and how supports for this GYO program would compare.		
T8	<b>Supports for Working Professionals:</b> Outline how your program will ensure adequate supports (academic, career, coaching, social-emotional, etc.) are embedded for candidates serving in a paid, full-time, student-facing position in PPSD? How will your coursework delivery model and program design accommodate the needs of working professionals?	7	
T9	<b>Cohort Model and Group Supports:</b> Outline how your program would group and place candidates in cohorts. Please address whether candidates will complete coursework exclusively with other cohort members, as part of more traditional student cohorts from outside PPSD, or both. How will your program ensure PPSD GYO candidates have a sense of belonging, mission, and connection with fellow cohort members?	3	
T10	<b>Trauma Informed Instruction:</b> Outline how your program would promote understanding and application of trauma informed instruction methods within all candidates. Please include specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.	3	
T11	<b>Culturally Responsive Teaching:</b> Outline how your program would promote understanding and application of culturally responsive teaching methods within all candidates. Please include specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.	3	
T12	<b>Training in Anti-Racist Pedagogy:</b> Outline how your proposed program would promote understanding and application of Anti-Racist Pedagogy methods within all candidates. Please include specific information on how the content, delivery method, and focus of coursework and other wraparound supports will reflect this PPSD priority. Please provide information on coursework content, pedagogical models, and demographics of faculty members delivering instructions.	3	
Score Awarded (Maximum Possible= 100)			

## Technical Response–Program Option 2

Applicants proposing to offer a GYO program which corresponds to Program Option 2 (master's degree or post-baccalaureate credential program for those with a bachelor's degree) should respond to the following technical response items. Applications proposing to offer a GYO program which corresponds to Program Option 2 will be evaluated against **Technical Response Rubric: Program Option 2.**

#	Technical Response Item	Max Points	Assigned Points (For PPSD use only)
T1	<b>Candidate Seats:</b> Provide a count of the number of candidate seats, within the requested budget amount, that will be offered to PPSD for the proposed GYO program.	40	
T2	<p><b>Budget and Budget Narrative:</b> Submit a proposed budget (using the attached Appendix A: Budget Template), and an accompanying budget narrative. The budget must be annualized for each year of the program and must categorize all proposed costs for the program. No budget match is required, but if the applicant will supplement total program costs with other funding sources, this must be indicated in the budget. Additionally, please submit a reimbursement schedule, aligned to the applicant's budget and budget narrative, detailing when invoices will be sent and, generally, what will be charged at each program milestone.</p> <p><i>Note: Individual application budgets received must not exceed \$100,000.00. EPPs may submit multiple applications and be awarded multiple awards.</i></p>	5	
T3	<p><b>Type of Certification:</b> In what grade/subject area(s) does the applicant propose to offer certification?</p> <p>Please note, pathways offered must allow for candidates to earn initial certification to teach in Rhode Island. Endorsement-only pathways will not be considered. Note that additional points are given to applications that offer specific certification areas (see the rubric in Appendix B for more details).</p>	8	
T4	<p><b>Single or Dual-Certification:</b> Will the proposed program offer a dual certification or single-certification option(s) only? If the proposed program will offer a dual-certification option, please confirm which fields candidates will earn certification in.</p> <p>Note that additional points are given to applications that offer a dual-</p>	5	

	certification pathway (see the rubric in Appendix B for more details).		
T5	<p><b>Program Details:</b> Provide a detailed timeline and description of program activities, including the intended course schedule. This response should include, at a minimum:</p> <ul style="list-style-type: none"> <li>c) Descriptions of how courses will be delivered (online, in-person, hybrid), and an outline of where courses will be offered (e.g., on-campus, online learning management system, etc.)</li> <li>d) Course descriptions and full course schedule for the proposed GYO program, including number of credit hours for the degree or credential earned.</li> </ul>	8	
T6	<p><b>Description of Residency Model:</b> Provide a description of the residency and 1-year minimum clinical internship model to be employed during the program. At a minimum, this response must outline the following:</p> <ul style="list-style-type: none"> <li>d) How will high-quality site coordinators/field supervisors be incorporated into the program?</li> <li>e) How will candidates gradually take on more instructional responsibility over the course of the program?</li> <li>f) What evaluation process will be established to provide feedback to candidates throughout the program?</li> </ul>	8	
T7	<p><b>Wraparound Supports:</b> Describe in detail the academic, career, and certification preparation support plan that the applicant will offer to candidates to ensure success during their completion of the program and successful passage of any certification exam(s).</p> <p>Please provide the certification exam pass rates of candidates from similar programs your institution has administered in the past. Outline what wraparound supports you provided to those candidates and how supports for this GYO program would compare.</p>	7	
T8	<p><b>Supports for Working Professionals:</b> Outline how your program will ensure adequate supports (academic, career, coaching, social-emotional, etc.) are embedded for candidates serving in a paid, full-time, student-facing position in PPSD? How will your coursework delivery model and program design accommodate the needs of working professionals?</p>	7	
T9	<p><b>Cohort Model and Group Supports:</b> Outline how your program would group and place candidates in cohorts. Please address whether candidates will complete coursework exclusively with other cohort members, as part of more traditional student cohorts from outside PPSD, or both. How will your program ensure PPSD GYO candidates have a sense of belonging, mission, and connection with fellow cohort members?</p>	3	

T10	<b>Trauma Informed Instruction:</b> Outline how your program would promote understanding and application of trauma informed instruction methods within all candidates. Please include specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.	3	
T11	<b>Culturally Responsive Teaching:</b> Outline how your program would promote understanding and application of culturally responsive teaching methods within all candidates. Please include specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.	3	
T12	<b>Training in Anti-Racist Pedagogy:</b> Outline how your proposed program would promote understanding and application of Anti-Racist Pedagogy methods within all candidates. Please include specific information on how the content, delivery method, and focus of coursework and other wraparound supports will reflect this PPSD priority. Please provide information on coursework content, pedagogical models, and demographics of faculty members delivering instructions.	3	
	<i>Score Awarded (Maximum Possible= 100)</i>		

## V. Appendices

### Appendix A: Budget Template

You do not need to list specific names, but in sub-expenses lines, please indicate job titles associated with the program. In the budget narrative, elaborate on how these roles support program outcomes.

This should include expenses for textbooks and any other program materials provided to candidates.

<b>Budget</b>			
<b>Budget Period (Fiscal Year 20__)</b>			
<b>Expense Category</b>	<b>Award (proposed)</b>	<b>Awardee Contribution (Proposed)</b>	<b>Total Project (Proposed)</b>
Salaries & Benefits	\$0.00	\$0.00	\$0.00
Supplies	\$0.00	\$0.00	\$0.00
Programmatic Costs	\$0.00	\$0.00	\$0.00
<b>TOTAL</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

Please ensure the budget costs are annualized. You may either (1) complete a separate budget table for each year of the program, then include a summary table of total program costs per roll-up expense category, or (2) complete a single budget table for all years of the program, clearly indicating to which year of the program each expense line (or sub-expense line) applies.

For any startup expense that may only be borne in year 1 of the program, please include these expenses in year 1 only (you do not need to calculate an average annual rate of such expenses).

Indicate any matching funds or third-party contributions that would support the operation of the program. Not required but encouraged for applicants to consider to make applications more competitive from a cost standpoint.

This should include sub-expense lines for tuition, the costs of licensure assessments, and any other fees. This should be given at a rate per participant, then multiplied out by number of participants.

## Appendix B: Technical Response Rubrics

### Technical Response Rubric: Program Option 1

Submissions for Program Option 1 will be evaluated against the below rubric:

Question	Points Earned			
<b>T1: Candidate Seats:</b>  Provide a count of the number of candidate seats, within the requested budget amount, that will be offered to PPSD for the proposed GYO program.	<b>Maximum Points: 40 points</b>  Score = (Number of total candidates applicant can support / maximum number of total candidates supported across all applications received) * 40			
<b>T2: Budget and Budget Narrative:</b> Submit a proposed budget (using the attached Appendix A: Budget Template), and an accompanying budget narrative. The budget must be annualized for each year of the program and must categorize all proposed costs for the program. No budget match is required, but if the applicant will supplement total program costs with other funding sources, this must be indicated in the budget. Additionally, please submit a reimbursement schedule, aligned to the applicant's budget and budget narrative, detailing when invoices will be sent and, generally, what will be charged at each program milestone.  <i>Note: Individual application budgets received must not exceed \$100,000.00. EPPs may submit multiple applications and be awarded multiple awards.</i>	<b>0 points</b> The item is not addressed.	<b>1 point</b> EPP provides both a budget and budget narrative for the program, but items are poorly detailed, contain several errors, and/or do not clearly align to stated program goals.	<b>3 points</b> EPP provides both a budget and budget narrative for the program, but items are somewhat lacking in detail, contain errors, and/or only somewhat align to stated program goals.  The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semesterly.	<b>5 points</b> EPP provides both a budget and budget narrative for the program, and items are well detailed, contain no errors, and are clearly aligned to stated program goals.  The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semesterly.

<p><b>T3: Type of Certification:</b> In what grade/subject area(s) does the applicant propose to offer certification?</p> <p>Please note, pathways offered must allow for candidates to earn initial certification to teach in Rhode Island. Endorsement-only pathways will not be considered.</p>	<p><b>4 points</b> Applicant offers certification pathway in at least one of the following:</p> <ul style="list-style-type: none"> <li>• Teaching English to Speakers of Other Languages (TESOL)</li> <li>• Bilingual Dual Language Immersion (BDL)</li> <li>• Any Special Education area <u>other than</u> Early Childhood Special Education or Severe Intellectual Disability Special Education</li> <li>• Math (Middle Grades, 5-8)</li> </ul>	<p><b>8 points</b> Applicant offers certification pathway in at least one of the following:</p> <ul style="list-style-type: none"> <li>• Math (Secondary Grades, 7-12)</li> <li>• Special Education <ul style="list-style-type: none"> <li>○ Early Childhood Special Education</li> <li>○ Severe Intellectual Disability Special Education</li> </ul> </li> </ul>		
<p><b>T4: Single or Dual-Certification:</b> Will the proposed program offer a dual certification option, or single-certification option(s) only? If the proposed program will offer a dual-certification option, please confirm which fields candidates will earn certification in.</p>	<p><b>3 points</b></p> <p>Applicant offers a single certification option to all candidates in the proposed GYO program.</p>	<p><b>5 points</b></p> <p>Applicant offers dual- certification option to all candidates in the proposed GYO program</p>		
<p><b>T5: Program Details:</b> Provide a detailed timeline and description of program activities, including the intended course schedule. This response should include, at a minimum:</p> <p>Descriptions of how courses will be delivered (online, in-person, hybrid), and an outline of where courses will be offered (e.g. on-campus, online learning management system, etc.).</p> <p>Course descriptions and full course schedule for the proposed GYO program, including number of credit hours for the degree or credential earned.</p>	<p><b>0 points</b> The item is not addressed.</p>	<p><b>1 point</b> Timeline and course schedule are unclear or incomplete, or two of the required components are missing or lacking in sufficient detail.</p>	<p><b>5 points</b> Timeline and course schedule are complete, but one of the required components is missing or lacking in sufficient detail.</p>	<p><b>8 points</b> Timeline and course schedule are complete, and all of the required components are provided in sufficient detail. Program is clearly designed to accommodate the full-time work schedule of candidates, while maintaining rigorous content requirements.</p>

<p><b>T6: Description of Residency Model:</b> Provide a description of the residency and 1-year minimum clinical internship model to be employed during the program. At a minimum, this response must outline the following:</p> <p>How will high-quality site coordinators/field supervisors be incorporated into the program?</p> <p>How will candidates gradually take on more instructional responsibility over the course of the program?</p> <p>What evaluation process will be established to provide feedback to candidates throughout the program?</p>	<p><b>0 points</b> The item is not addressed.</p>	<p><b>1 point</b> Response does not contain a clear description of the residency model to be employed during the program, and/or two or more of the required components are missing or lacking in sufficient detail.</p>	<p><b>5 points</b> Response contains a clear description of the residency model to be employed during the program, but one of the required components is missing or lacking in sufficient detail.</p>	<p><b>8 points</b> Response contains a clear description of the residency model to be employed during the program, and all required components are addressed in sufficient detail.</p> <p>Mentor teachers, site coordinators, and field supervisors are meaningfully incorporated into the program, and the gradual release model provides a significant length of time in which the candidate engages in full-time teacher responsibilities (without serving as teacher-of-record), with the support of a mentor teacher.</p> <p>Candidates receive systematic feedback throughout the program to ensure their continuous development and growth.</p>
<p><b>T7: Wraparound Supports:</b> Describe in detail the academic, career, and certification preparation support plan that the applicant will offer to candidates to ensure success during their completion of the program and successful passage of any certification exam(s).</p> <p>Please provide the certification exam pass rates of candidates from similar programs your institution has administered in the past. Outline what wraparound supports you provided to those candidates and how supports for this GYO program would compare.</p>	<p><b>0 points</b> The item is not addressed.</p>	<p><b>1 point</b> Narrative provides a poor level of detail around the academic, career, and certification preparation support plan that the applicant will offer to candidates, or it does not clearly outline supports offered to candidates in similar past programs, or its pass rate history on certification exams is in the lower 25<sup>th</sup> percentile of all applicants.</p>	<p><b>4 points</b> Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to candidates, and it clearly outlines the supports offered to candidates in similar past programs, but its pass rate history on certification exams is in the lower 50<sup>th</sup> percentile of all applicants.</p>	<p><b>7 points</b> Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to candidates to ensure success both during and after their completion of the program. Narrative clearly outlines high-quality supports offered to candidates in similar past programs, and its pass rate history on certification exams is in the upper 50<sup>th</sup> percentile of all applicants.</p>
<p><b>T8: Supports for Working Professionals:</b> Outline how your program will ensure adequate supports (academic, career, coaching, social-emotional, etc.) are embedded for candidates serving in a paid, full-time, student-facing position in PPSD? How will your</p>	<p><b>0 points</b> The item is not addressed.</p>	<p><b>1 point</b> Narrative provides a poor level of detail around how the applicant will ensure adequate supports (academic, career, coaching, social-</p>	<p><b>4 points</b> Narrative provides a high level of detail around how the applicant will ensure adequate supports (academic, career, coaching, social-</p>	<p><b>7 points</b> Narrative provides a high level of detail around how the applicant will ensure adequate supports (academic, career, coaching, social-emotional, etc.) are embedded for candidates serving in a paid, full-time, student-facing position in PPSD, and it clearly outlines how the coursework delivery model and program design of the proposed program will accommodate the needs of working professionals.</p>

coursework delivery model and program design accommodate the needs of working professionals?		emotional, etc.) are embedded for candidates serving in a paid, full-time, student-facing position in PPSD, and it does not clearly outline how the coursework delivery model and program design of the proposed program will accommodate the needs of working professionals.	emotional, etc.) are embedded for candidates serving in a paid, full-time, student-facing position in PPSD, but it does not clearly outline how the coursework delivery model and program design of the proposed program will accommodate the needs of working professionals.	
<b>T9: Cohort Model and Group Supports:</b> Outline how your program would group and place candidates in cohorts. Please address whether candidates will complete coursework exclusively with other cohort members, as part of more traditional student cohorts from outside PPSD, or both. How will your program ensure PPSD GYO candidates have a sense of belonging, mission, and connection with fellow cohort members?	<b>0 points</b> The item is not addressed.	<b>1 point</b> Narrative provides a poor level of detail around how the applicant would group and place candidates in cohorts, and the applicant does not clearly describe how their program will ensure that PPSD GYO candidates feel a sense of belonging, mission, and connection with fellow cohort members.	<b>2 points</b> Narrative provides a moderate level of detail around how the applicant would group and place candidates in cohorts, and the applicant somewhat describes how their program will ensure that PPSD GYO candidates feel a sense of belonging, mission, and connection with fellow cohort members. Narrative lacks specificity.	<b>3 points</b> Narrative provides a high level of detail around how the applicant would group and place candidates in cohorts, and the applicant clearly describes how their program will ensure that PPSD GYO candidates feel a sense of belonging, mission, and connection with fellow cohort members. Narrative is specific and offers concrete details around the planned cohort model.
<b>T10: Trauma Informed Instruction:</b> Outline how your program would promote understanding and application of trauma informed instruction methods within all candidates. Please include specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.	<b>0 points</b> The item is not addressed.	<b>1 point</b> Applicant provides a poorly detailed description of how coursework offered as part of the proposed GYO program will promote understanding and application of trauma informed instruction methods within all candidates. Applicant does not include specific information on how the	<b>2 points</b> Applicant provides a moderately detailed description of how coursework offered as part of the proposed GYO program will promote understanding and application of trauma informed instruction methods within all candidates. Applicant provides some moderately detailed information	<b>3 points</b> Applicant provides a highly detailed description of how coursework offered as part of the proposed GYO program will promote understanding and application of trauma informed instruction methods within all candidates. Applicant provides highly detailed information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.

		content and focus of coursework and other wraparound supports will reflect this PPSD priority.	on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.	
<b>T11: Culturally Responsive Teaching:</b> Outline how your program would promote understanding and application of culturally responsive teaching methods within all candidates. Please include specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.	<b>0 points</b> The item is not addressed.	<b>1 point</b> Applicant provides a poorly detailed description of how the proposed GYO program will promote understanding and application of culturally responsive teaching methods within all candidates. Narrative lacks specificity on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.	<b>2 points</b> Applicant provides a moderately detailed description of how the proposed GYO program will promote understanding and application of culturally responsive teaching methods within all candidates. Narrative provides moderately specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.	<b>3 points</b> Applicant provides a highly detailed description of how the proposed GYO program will promote understanding and application of culturally responsive teaching methods within all candidates. Narrative provides highly specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.
<b>T12: Training in Anti-Racist Pedagogy:</b> Outline how your proposed program would promote understanding and application of Anti-Racist Pedagogy methods within all candidates. Please include specific information on how the content, delivery method, and focus of coursework and other wraparound supports will reflect this PPSD priority. Please provide information on coursework content, pedagogical models, and demographics of faculty members delivering instructions.	<b>0 points</b> The item is not addressed.	<b>1 point</b> Applicant provides a poorly detailed description of how the proposed GYO program will promote understanding and application of Anti-Racist Pedagogy methods within all candidates. Response lacks specific information on how the content, delivery method, and focus of coursework and other wraparound supports will reflect this PPSD priority, or the narrative lacks information on coursework content,	<b>2 points</b> Applicant provides a moderately detailed description of how the proposed GYO program will promote understanding and application of Anti-Racist Pedagogy methods within all candidates. Response includes specific information on how the content, delivery method, and focus of coursework and other wraparound supports will reflect this PPSD priority, but the narrative lacks more specific information on coursework content,	<b>3 points</b> Applicant provides a highly detailed description of how the proposed GYO program will promote understanding and application of Anti-Racist Pedagogy methods within all candidates. Response includes specific information on how the content, delivery method, and focus of coursework and other wraparound supports will reflect this PPSD priority, including more specific information on coursework content, pedagogical models, and demographics of faculty members delivering

		pedagogical models, and demographics of faculty members delivering instructions.	pedagogical models, and demographics of faculty members delivering instructions.	
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## Technical Response Rubric: Program Option 2

Submissions for Program Option 2 will be evaluated against the below rubric:

Question	Points Earned			
<p><b>T1: Candidate Seats:</b></p> <p>Provide a count of the number of candidate seats, within the requested budget amount, that will be offered to PPSD for the proposed GYO program.</p>	<p><b>Maximum Points: 40 points</b></p> <p>Score = (Number of total candidates applicant can support / maximum number of total candidates supported across all applications received) * 40</p>			
<p><b>T2: Budget and Budget Narrative:</b> Submit a proposed budget (using the attached Appendix A: Budget Template), and an accompanying budget narrative. The budget must be annualized for each year of the program and must categorize all proposed costs for the program. No budget match is required, but if the applicant will supplement total program costs with other funding sources, this must be indicated in the budget. Additionally, please submit a reimbursement schedule, aligned to the applicant's budget and budget narrative, detailing when invoices will be sent and, generally, what will be charged at each program milestone.</p> <p><i>Note: Individual application budgets received must not exceed \$100,000.00. EPPs may submit multiple applications and be awarded multiple awards.</i></p>	<p><b>0 points</b> The item is not addressed.</p>	<p><b>1 point</b> EPP provides both a budget and budget narrative for the program, but items are poorly detailed, contain several errors, and/or do not clearly align to stated program goals.</p>	<p><b>3 points</b> EPP provides both a budget and budget narrative for the program, but items are somewhat lacking in detail, contain errors, and/or only somewhat align to stated program goals.</p> <p>The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semesterly.</p>	<p><b>5 points</b> EPP provides both a budget and budget narrative for the program, and items are well detailed, contain no errors, and are clearly aligned to stated program goals.</p> <p>The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semesterly.</p>

<p><b>T3: Type of Certification:</b> In what grade/subject area(s) does the applicant propose to offer certification?</p> <p>Please note, pathways offered must allow for candidates to earn initial certification to teach in Rhode Island. Endorsement-only pathways will not be considered.</p>	<p><b>4 points</b> Applicant offers certification pathway in at least one of the following:</p> <ul style="list-style-type: none"> <li>• Teaching English to Speakers of Other Languages (TESOL)</li> <li>• Bilingual Dual Language Immersion (BDL)</li> <li>• Any Special Education area <u>other than</u> Early Childhood Special Education or Severe Intellectual Disability Special Education</li> <li>• Math (Middle Grades, 5-8)</li> </ul>		<p><b>8 points</b> Applicant offers certification pathway in at least one of the following:</p> <ul style="list-style-type: none"> <li>• Math (Secondary Grades, 7-12)</li> <li>• Special Education <ul style="list-style-type: none"> <li>○ Early Childhood Special Education</li> <li>○ Severe Intellectual Disability Special Education</li> </ul> </li> </ul>	
<p><b>T4: Single or Dual-Certification:</b> Will the proposed program offer a dual certification option, or single-certification option(s) only? If the proposed program will offer a dual-certification option, please confirm which fields candidates will earn certification in.</p>	<p><b>3 points</b></p> <p>Applicant offers a single certification option to all candidates in the proposed GYO program.</p>		<p><b>5 points</b></p> <p>Applicant offers dual- certification option to all candidates in the proposed GYO program</p>	
<p><b>T5: Program Details:</b> Provide a detailed timeline and description of program activities, including the intended course schedule. This response should include, at a minimum:</p> <p>Descriptions of how courses will be delivered (online, in-person, hybrid), and an outline of where courses will be offered (e.g. on-campus, online learning management system, etc.).</p> <p>Course descriptions and full course schedule for the proposed GYO program, including number of credit hours for the degree or credential earned.</p>	<p><b>0 points</b> The item is not addressed.</p>	<p><b>1 point</b> Timeline and course schedule are unclear or incomplete, or two of the required components are missing or lacking in sufficient detail.</p>	<p><b>5 points</b> Timeline and course schedule are complete, but one of the required components is missing or lacking in sufficient detail.</p>	<p><b>8 points</b> Timeline and course schedule are complete, and all of the required components are provided in sufficient detail. Program is clearly designed to accommodate the full-time work schedule of candidates, while maintaining rigorous content requirements.</p>
<p><b>T6: Description of Residency Model:</b> Provide a description of the residency and 1-year minimum</p>	<p><b>0 points</b> The item is not</p>	<p><b>1 point</b> Response does not contain a clear</p>	<p><b>5 points</b> Response contains a clear description of the</p>	<p><b>8 points</b> Response contains a clear description of the residency model to be employed during the program, and all required components are addressed in sufficient detail.</p>

<p>clinical internship model to be employed during the program. At a minimum, this response must outline the following:</p> <p>How will high-quality site coordinators/field supervisors be incorporated into the program?</p> <p>How will candidates gradually take on more instructional responsibility over the course of the program?</p> <p>What evaluation process will be established to provide feedback to candidates throughout the program?</p>	addressed.	description of the residency model to be employed during the program, and/or two or more of the required components are missing or lacking in sufficient detail.	residency model to be employed during the program, but one of the required components is missing or lacking in sufficient detail.	<p>Mentor teachers, site coordinators, and field supervisors are meaningfully incorporated into the program, and the gradual release model provides a significant length of time in which the candidate engages in full-time teacher responsibilities (without serving as teacher-of-record), with the support of a mentor teacher.</p> <p>Candidates receive systematic feedback throughout the program to ensure their continuous development and growth.</p>
<p><b>T7: Wraparound Supports:</b> Describe in detail the academic, career, and certification preparation support plan that the applicant will offer to candidates to ensure success during their completion of the program and successful passage of any certification exam(s).</p> <p>Please provide the certification exam pass rates of candidates from similar programs your institution has administered in the past. Outline what wraparound supports you provided to those candidates and how supports for this GYO program would compare.</p>	<p><b>0 points</b> The item is not addressed.</p>	<p><b>1 point</b> Narrative provides a poor level of detail around the academic, career, and certification preparation support plan that the applicant will offer to candidates, or it does not clearly outline supports offered to candidates in similar past programs, or its pass rate history on certification exams is in the lower 25<sup>th</sup> percentile of all applicants.</p>	<p><b>4 points</b> Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to candidates, and it clearly outlines the supports offered to candidates in similar past programs, but its pass rate history on certification exams is in the lower 50<sup>th</sup> percentile of all applicants.</p>	<p><b>7 points</b> Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to candidates to ensure success both during and after their completion of the program. Narrative clearly outlines high-quality supports offered to candidates in similar past programs, and its pass rate history on certification exams is in the upper 50<sup>th</sup> percentile of all applicants.</p>
<p><b>T8: Supports for Working Professionals:</b> Outline how your program will ensure adequate supports (academic, career, coaching, social-emotional, etc.) are embedded for candidates serving in a paid, full-time, student-facing position in PPSD? How will your coursework delivery model and program design accommodate the needs of working professionals?</p>	<p><b>0 points</b> The item is not addressed.</p>	<p><b>1 point</b> Narrative provides a poor level of detail around how the applicant will ensure adequate supports (academic, career, coaching, social-emotional, etc.) are embedded for candidates serving in a</p>	<p><b>4 points</b> Narrative provides a high level of detail around how the applicant will ensure adequate supports (academic, career, coaching, social-emotional, etc.) are embedded for candidates serving in a</p>	<p><b>7 points</b> Narrative provides a high level of detail around how the applicant will ensure adequate supports (academic, career, coaching, social-emotional, etc.) are embedded for candidates serving in a paid, full-time, student-facing position in PPSD, and it clearly outlines how the coursework delivery model and program design of the proposed program will accommodate the needs of working professionals.</p>

		paid, full-time, student-facing position in PPSD, and it does not clearly outline how the coursework delivery model and program design of the proposed program will accommodate the needs of working professionals.	paid, full-time, student-facing position in PPSD, but it does not clearly outline how the coursework delivery model and program design of the proposed program will accommodate the needs of working professionals.	
<b>T9: Cohort Model and Group Supports:</b> Outline how your program would group and place candidates in cohorts. Please address whether candidates will complete coursework exclusively with other cohort members, as part of more traditional student cohorts from outside PPSD, or both. How will your program ensure PPSD GYO candidates have a sense of belonging, mission, and connection with fellow cohort members?	<b>0 points</b> The item is not addressed.	<b>1 point</b> Narrative provides a poor level of detail around how the applicant would group and place candidates in cohorts, and the applicant does not clearly describe how their program will ensure that PPSD GYO candidates feel a sense of belonging, mission, and connection with fellow cohort members.	<b>2 points</b> Narrative provides a moderate level of detail around how the applicant would group and place candidates in cohorts, and the applicant somewhat describes how their program will ensure that PPSD GYO candidates feel a sense of belonging, mission, and connection with fellow cohort members. Narrative lacks specificity.	<b>3 points</b> Narrative provides a high level of detail around how the applicant would group and place candidates in cohorts, and the applicant clearly describes how their program will ensure that PPSD GYO candidates feel a sense of belonging, mission, and connection with fellow cohort members. Narrative is specific and offers concrete details around the planned cohort model.
<b>T10: Trauma Informed Instruction:</b> Outline how your program would promote understanding and application of trauma informed instruction methods within all candidates. Please include specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.	<b>0 points</b> The item is not addressed.	<b>1 point</b> Applicant provides a poorly detailed description of how coursework offered as part of the proposed GYO program will promote understanding and application of trauma informed instruction methods within all candidates. Applicant does not include specific information on how the content and focus of coursework and other wraparound supports	<b>2 points</b> Applicant provides a moderately detailed description of how coursework offered as part of the proposed GYO program will promote understanding and application of trauma informed instruction methods within all candidates. Applicant provides some moderately detailed information on how the content and focus of coursework and other wraparound	<b>3 points</b> Applicant provides a highly detailed description of how coursework offered as part of the proposed GYO program will promote understanding and application of trauma informed instruction methods within all candidates. Applicant provides highly detailed information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.

		will reflect this PPSD priority.	supports will reflect this PPSD priority.	
<b>T11: Culturally Responsive Teaching:</b> Outline how your program would promote understanding and application of culturally responsive teaching methods within all candidates. Please include specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.	<b>0 points</b> The item is not addressed.	<b>1 point</b> Applicant provides a poorly detailed description of how the proposed GYO program will promote understanding and application of culturally responsive teaching methods within all candidates. Narrative lacks specificity on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.	<b>2 points</b> Applicant provides a moderately detailed description of how the proposed GYO program will promote understanding and application of culturally responsive teaching methods within all candidates. Narrative provides moderately specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.	<b>3 points</b> Applicant provides a highly detailed description of how the proposed GYO program will promote understanding and application of culturally responsive teaching methods within all candidates. Narrative provides highly specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.
<b>T12: Training in Anti-Racist Pedagogy:</b> Outline how your proposed program would promote understanding and application of Anti-Racist Pedagogy methods within all candidates. Please include specific information on how the content, delivery method, and focus of coursework and other wraparound supports will reflect this PPSD priority. Please provide information on coursework content, pedagogical models, and demographics of faculty members delivering instructions.	<b>0 points</b> The item is not addressed.	<b>1 point</b> Applicant provides a poorly detailed description of how the proposed GYO program will promote understanding and application of Anti-Racist Pedagogy methods within all candidates. Response lacks specific information on how the content, delivery method, and focus of coursework and other wraparound supports will reflect this PPSD priority, or the narrative lacks information on coursework content, pedagogical models, and demographics of faculty members	<b>2 points</b> Applicant provides a moderately detailed description of how the proposed GYO program will promote understanding and application of Anti-Racist Pedagogy methods within all candidates. Response includes specific information on how the content, delivery method, and focus of coursework and other wraparound supports will reflect this PPSD priority, but the narrative lacks more specific information on coursework content, pedagogical models, and demographics of faculty members	<b>3 points</b> Applicant provides a highly detailed description of how the proposed GYO program will promote understanding and application of Anti-Racist Pedagogy methods within all candidates. Response includes specific information on how the content, delivery method, and focus of coursework and other wraparound supports will reflect this PPSD priority, including more specific information on coursework content, pedagogical models, and demographics of faculty members delivering

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