



PLAN Mentor School Request for Bids (RFB) Technical Proposal Form

DEADLINE TO APPLY: Friday, June 28, 2024

Instructions: Bidders are strongly encouraged to review and consider the information contained in the Request for Bids (RFB) guidance posted on the PLAN Pilot Applications pages of NYSED's website as they develop their responses. Questions regarding the PLAN Pilot, including questions about the application process, must be submitted by email to plan.pilot@nysed.gov according to the instructions on the website. Questions will not be responded to directly. To ensure all potential applicants have access to the same information, a summary of Questions & Answers will be maintained on the PLAN Pilot Applications pages of NYSED's website: <https://www.nysed.gov/plan-pilot/applying-become-plan-mentor-school>.

When completing this form, you are strongly encouraged to develop your answers in a separate document, then input them into the form when you are ready to submit. The form will not save your responses while you're working, but it will give you the option to save your responses after you have submitted. A PDF of the full form is posted on the PLAN Pilot Application pages of NYSED's website for reference: <https://www.nysed.gov/plan-pilot/applying-become-plan-mentor-school>.

* Required

Part 1. Contact Information

Contact A: Person completing this form

1. Name of person completing this form: *

2. Title of person completing this form: *

3. Email address of person completing this form: *

4. Phone number of person completing this form (optional):

Contact B: Legal applicant with authority to contract on behalf of proposed Mentor School

5. Name of applicant entity: *

6. Title of official authorized to sign contracts: *

7. Email address: *

8. Phone number (optional):

Contact C: Building principal of proposed Mentor School (or BOCES district superintendent, if proposed Mentor School is a BOCES program)

9. Name of building principal: *

10. Email address: *

11. Phone number (optional):

PLAN Support Leader

12. Will one of the above-listed individuals be fulfilling the role of PLAN Support Leader (to serve as a point of contact and coordination for PLAN Pilot Schools, the PLAN Professional Learning Provider / Technical Assistance Center staff, USNY-RRF and NYSED and their research and evaluation partners)?

Yes

No

13. Enter the name of the PLAN Support Leader: *

PLAN Support Leader (if not one of the above named)

14. Name of PLAN Support Leader: *

15. Title of PLAN Support Leader: *

16. Email address of PLAN Support Leader: *

17. Phone number of PLAN Support Leader (optional):

18. Who is the best contact in case the PLAN team has follow-up questions regarding this application? **If "other" please enter the individual's email address.** *

- Person completing this form
- Official authorized to sign contracts
- Building principal or BOCES district superintendent of proposed Mentor School
- PLAN Support Leader (if other than one of the individuals listed above)
- Other

Part 2. School/Program Data

19. Regions in New York State that the proposed Mentor School would be willing to serve: *

For a map showing which counties are in each region, visit <https://esd.ny.gov/regions>. A list of counties in each region can be found at https://www.health.ny.gov/health_care/medicaid/regulations/global_cap/regional/regions.htm

	School is willing and able to support this region.	School could support this region if need be .	School is unable to support this region. We understand that this may be the reason we are not selected.
Capital Region	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Central NY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finger Lakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Long Island	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mid-Hudson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mohawk Valley	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New York City	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
North Country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Southern Tier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Western NY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. School building (or BOCES program) name: *

21. BEDS Code: *

22. Institution ID: *

23. Name of school district (or BOCES) in which school/program is located: *

24. Focus Area for which you are applying: *

- Career and Technical Education and Work-Based Learning
- Inquiry-Based Approaches with Learner Profiles
- Project-Based Learning and Performance-Based Assessment Tasks

Part 2A. Focus Area Assurances

The following assurances reflect baseline needs for the Focus Area you selected. Additional relevant capabilities can be described in Part 3.

Focus Area A: Career and Technical Education and Work-Based Learning

25. Indicate the proposed Mentor School's willingness and ability to support the grade levels for this Focus Area: *

School is **willing and able** to support these grade levels.

School is **unable** to support these grade levels.
We understand that this may be the reason we are not selected.

Grades 9-12

26. Indicate the proposed Mentor School's willingness and ability to support the subject areas required for this Focus Area: *

School is **willing and able** to support these subject areas.

School is **unable** to support these subject areas.
We understand that this may be the reason we are not selected.

Career & Technical Education

Core Subject Areas (English, Math, Science, Social Studies)

Focus Area B: Inquiry-Based Approaches with Learner Profiles

27. Indicate the proposed Mentor School's willingness and ability to support the grade levels for this Focus Area: *

School is **willing and able** to support these grade levels.

School is **unable** to support these grade levels.
We understand that this may be the reason we are not selected.

Grades 6-8

Grades 9-12

28. Indicate the proposed Mentor School's willingness and ability to support the subject areas required for this Focus Area: *

School is **willing and able** to support these subject areas.

School is **unable** to support these subject areas.
We understand that this may be the reason we are not selected.

Core Subject Areas (English, Math, Science, Social Studies)

Focus Area C: Project-Based Learning and Performance-Based Assessment Tasks

29. Indicate the proposed Mentor School's willingness and ability to support the grade levels for this Focus Area: *

School is **willing and able** to support these grade levels.

School is **unable** to support these grade levels.
We understand that this may be the reason we are not selected.

Grades 9-12

30. Indicate the proposed Mentor School's willingness and ability to support the subject areas required for this Focus Area: *

School is **willing and able** to support these subject areas.

School is **unable** to support these subject areas.
We understand that this may be the reason we are not selected.

Core Subject Areas (English, Math, Science, Social Studies)

Part 3. Narrative (90 points)

The Narrative should include the following three (3) sections:

- 1. **Educational Aims, Core Commitments, and Vision (10 points):** In this section, bidders should (a) explain the school/program's interest in participating in the Pilot and describe how the school/program's core commitments align with the Focus Area, (b) describe their overall vision for what the school/program would contribute to the Pilot as a PLAN Mentor School.
- 2. **PBLA Proficiency and Focus Area Alignment (30 points):** In this section, bidders should describe the extent to which the school/program is already successfully implementing a system of PBLA in the selected Focus Area, in terms of their current conditions and assets in three (3) domains: Educator Supports and Professional Learning, Assessment, and Data Practices.
- 3. **Program Plan and Organizational Capacity (50 points):** In this section, bidders should describe how the proposed Mentor School would implement each of the required deliverables and provide evidence of their school/program's capacity to do so in a collaborative manner, in partnership with their district/board and consistent with the goals of the Pilot.

These sections are outlined below, including some key considerations to spur your thinking for responding to each subsection prompt. See "Technical Proposal Narrative - Examples of Information to Include" on the Applying to Become a PLAN Mentor School webpage for additional examples of information that you may consider addressing in your responses to difference subsections: <https://www.nysed.gov/plan-pilot/applying-become-plan-mentor-school>

Hyperlinks to specific webpages may be included as part of the evidence in the narrative, as long as a clear explanation is included in the narrative that indicates what reviewers should look for on those webpages. However, reviewers should not be expected to explore external links or websites.

Section 1. Educational Aims, Core Commitments, and Vision (10 points)

In this section, provide an overview of how the ideas of the pilot align with, and have the potential to advance, the school/program's mission, vision, and values, including why you believe the school community would be supportive of participating in the Pilot as a Mentor School.

31. Educational Aims and Core Commitments (5 points):

Explain the school/program's interest and aims for participating in the Pilot, including how the school/program's core commitments, conditions, and assets align with the Pilot and would be furthered by participation as a Mentor School.

Consider: Why does this school/program want to be a Mentor School? Why do you believe this school/program would be a good fit for the Pilot? What would success look like for this school/program over the pilot period (2024-2027) in terms of what you hope to gain? How will the district/board support the proposed Mentor School's commitments? *

32. Vision for Supporting PBLA Implementation (5 points):

Describe your school/program's overall vision for what your school/program can contribute to supporting PBLA implementation in PLAN Pilot Schools as a Mentor School within a PLAN Pilot Network for this Focus Area.

Consider: From your perspective, what will it mean to serve as a Mentor School in the PLAN Pilot? How do you envision providing mentorship to diverse PLAN Pilot Schools? What would success look like for your school/program over the pilot period (2024-2027) in terms of what you hope to contribute? How will the district/board support the proposed Mentor School's vision? *

Section 2. PBLA Proficiency and Focus Area Alignment (30 points)

There are many models of implementing PBLA and they are varied, but high-quality performance assessment systems have three (3) key practice areas in common: Educator Supports and Professional Learning, Assessment, and Data Practices. (See "Technical Proposal Narrative - Examples of Information to Include" on the Applying to Become a PLAN Mentor School webpage: <https://www.nysed.gov/plan-pilot/applying-become-plan-mentor-school>.)

In this section, describe the extent to which the school/program is successfully implementing a system of PBLA in the Focus Area for which you are applying, in terms of its current conditions and assets in these three (3) domains.

33. Educator Supports and Professional Learning (10 points):

Building upon the ideas and values you described in Section 1., we would like to know how the school/program supports educators to implement PBLA in the classroom and school building and to orient instructional practices to deepen student learning. Explain the school/program's current conditions and assets in this domain and how they align with the ideas of the Pilot and the Focus Area for which you are applying.

Consider: How does the school/program support both teachers and school leaders in implementing PBLA? What policies and practices does the school/program have in place to provide routine support for infusing PBLA into classrooms for all types of students, and supporting educators in taking appropriate actions based on student performance? How does the district/board support the school/program's success in this domain? *

34. Assessment (10 points):

We would like an overview of how the school/program successfully and systematically uses performance-based assessments in a manner that is aligned with the Focus Area for which you are applying, including how teachers, schools leaders, and students are engaged in the process of designing and using performance-based assessments. Explain the school/program's current conditions and assets in this domain and how they align with the ideas of the Pilot and the Focus Area for which you are applying.

Consider: Describe the school/program's history and track record in using performance-based assessments and associated rubrics to evaluate student progress, including how tasks and rubrics are developed and strategies for inter-rater reliability. How does the district/board support the school/program's success in this domain? *

35. Data Practices (10 points):

We want to know how the school/program uses student performance data, particularly in terms of strategies for building assessment literacy throughout the school community and approaches used for feedback and reporting for student performance data in accessible and equitable ways. Explain the school/program's current conditions and assets in this domain and how they align with the ideas of the Pilot and the Focus Area for which you are applying.

Consider: Describe the school/program's practices as they relate to using student performance data from multiple measures of assessment to inform decisions, as well as how the school community engages with such data to build assessment literacy and improve practice. How does the district/board support the school/program's success in this domain? *

Section 3. Program Plan and Organizational Capacity (50 points)

The purpose of Mentor Schools in the PLAN Pilot Program is to provide Pilot Schools with first-hand exposure to successful PBLA implementation and a source of ongoing mentoring and coaching supports from educators already experienced in implementing PBLA in their own classrooms and schools. If selected as a Mentor School, bidders will be responsible for the following five (5) deliverables in pursuit of these aims:

1. Provide a **PBLA Support Leader** throughout the contract term who will serve as a point of contact and coordination with their network's Pilot Schools and PLAN TAC, as well as with USNY-RRF and NYSED and their research and evaluation partners;
2. Invite teachers and leaders from PLAN Pilot Schools to engage in the Mentor School's established **professional learning experiences** alongside their teachers and leaders, including, to the maximum amount possible, creating and providing new professional learning activities that support both Mentor School and Pilot School teachers and school leaders;
3. Provide **opportunities for PLAN Pilot School staff to visit** and, if/when feasible, provide Pilot School staff with short-term opportunities to experience and participate in the life and work of the Mentor School, beyond just visiting and observing;
4. Provide **instructional coaching** for PLAN Pilot School educators; and
5. Provide **mentoring** to PLAN Pilot School educators and **engage in PLAN Pilot Communities of Practice** (CoPs).

In this section, describe how the school/program would implement each of the deliverables and provide evidence of the school/program's capacity to do so in a collaborative manner, in partnership with the district/board and consistent with the goals of the Pilot. Your responses must include specific discussion on your ability to support the region(s)

36. Program Plan (25 points):

Describe the school/program's thinking and planning around supporting diverse schools and educators **under each deliverable** in terms of:

- What expertise and opportunities you have to offer,
- How many Pilot School educators you could serve during each year of the project,
- How the funding from this competition will be used (i.e., budget narrative),
- Any additional funding sources and/or in-kind contributions you would leverage, and
- How you would approach challenges to effectively serve as a PLAN Mentor School in the Focus Area and region(s) for which you are applying.

Your response must address planning for each of the five (5) deliverables. *

37. Organizational Capacity (25 points):

Describe the school/program's capacity to execute the plan in a collaborative manner. To demonstrate capacity,

- describe the school/program's track record with work that is similar in scope and extent;
- for any services to be provided by the district/board or other partners, describe their track record with work that is similar in scope and extent;
- for any services and/or budget contributions to be provided by other partners, include a letter or similar document from each partner that describes their support for their role in the project.

Your response must address planning for each of the five (5) deliverables. *

Part 4. Additional Materials

In addition to a completed technical proposal form (Parts 1, 2, and 3), the following attachments should be submitted in PDF format to plan.pilot@nysed.gov.

- **Required:** Signed Cost Proposal
 - <https://www.nysed.gov/sites/default/files/programs/plan-pilot/plan-mentor-school-rfb-cost-proposal-template.xlsx>
- **Required:** Signed District or Board Commitment Form for PLAN Mentor Schools
 - <https://www.nysed.gov/sites/default/files/programs/plan-pilot/district-or-board-commitment-form-for-plan-mentor-schools.pdf>
- **Required:** Signed School or BOCES Program Commitment Form for PLAN Mentor Schools
 - <https://www.nysed.gov/sites/default/files/programs/plan-pilot/school-or-program-commitment-form-for-plan-mentor-schools.pdf>
- *Optional:* Letter(s) of Support. For any services and/or budget contributions to be provided by other partners, bidders are strongly encouraged to include a letter or similar document from each partner that describes their support for their role in the project.

Visit the Applying to Become a PLAN Mentor School webpage for additional information: <https://www.nysed.gov/plan-pilot/applying-become-plan-mentor-school>

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