

RFP #GC15-013
2015-2022 NYS Pathways in Technology Early College High Schools

Questions and Answers

Program Design

1. Must a P-TECH program be for six years? Will this grant fund a program designed so that a student may complete all high school and AAS degree requirements in five years or even in four years?

The NYS P-TECH Program is designed as a six year program to allow the students targeted by this grant the time and opportunity to complete their Regents high school diploma, their AAS degree, and workplace learning. If students accelerate through the program on campus or at a work site, they can complete the program in five years.

The location of instruction may change but the cohort must remain together at each location.

3. Some of the local programs with degrees related to STEM areas are AS, AA, or AOS. Would those degrees also be eligible?

Yes. Students will earn an Associate of Applied Science degree or the two-year degree that is the industry standard for the targeted jobs in a high tech field.

4. I know that the RFP for the NYS Pathways in Technology Early High School (P-TECH) grant requires an AAS degree, but it also indicates that the two-year degree that is the industry standard for the targeted jobs is also acceptable. I am wondering if, specifically, an Associate of Science or A.S. degree is acceptable as well?

Yes. See Answer 3.

5. What is meant by a "2+2+2" or a "4+2" program? We are not familiar with that terminology.

A 4+2 program is the traditional high school program wherein students complete their high school requirements from the freshman year through the senior year at their home school district, graduate, and then continue on to a two- year degree program at an institution of higher education. A 2+2+2 program is one where students remain in their home school districts for their freshman and sophomore years, attend a CTE program at their BOCES full or part -time during their junior and senior years, graduate from high school, and then continue to a two- year degree program at an institution of higher education. NYS P-TECH is an integrated six year program with early introduction of college courses no later than 10th grade and should NOT be divided into two year components, e.g. two years of high school, two years of CTE and college course and two years to complete college courses.

6. W51 T.75h(,)Tc 0.006 Tw [(si)-8 (x)]TJ 0 Tc2.51 0 Td /LBody3Tc 0.003 T6i (y)-5 (e (ge)-5 (52-

when their programs of study require, but the majority of their high school coursework* should be done in one location where the teachers, staff, and leaders are all focused on the goals of the NYS P-TECH model. This may be a stand-alone school or a school-within-a-school model but NOT a multiple high school model.

*Some high school requirements may be met through dual credit college courses taken either at the NYS P-TECH high school or the college campus.

8. We'd like to have two school districts and a BOCES partner. Programming would be taught on all of the school district campuses and at the partner college; is that okay? To further explain – all students would start their learning at one school district campus, but then once they decide on which of five programs (AAS degrees) to pursue, they would go to the district campus that offers that program; is that okay? Our thought is that each school district has different equipment and facilities, which would make them more or less appropriate to host students pursuing different degrees – so if we could determine students' P-

school, but the NYS P -TECH program must have a distinct identity and serve a targeted cohort for the core program.

11. Page 7 (second to last bullet) refers to "offering multiple pathways." What might that entail?

Multiple pathways means a NYS P -TECH project may offer more than one AAS degree program for more than one career pathway .

12. There's a reference to "students with varying levels of academic achievement in 8th grade." We see the data from grade 8 as a way to encourage and place students in the new program. Does this mean something else or something in addition to that?

The NYS P-TECH Program is focused on disadvantaged students and those who exhibit a risk factor that would indicate they would not attend college without the supports of NYS P -TECH. Schools should not use an academic screen to select students, though they can consider student interest.

13. Can you target serving the at-risk students characterized on page 44 of the application but also ultimately serve other students as well? Is there a required percentage of the population served that must fall into the target populations described?

All students participating in the NYS P -TECH Program should be identified using the following criteria:

- x At-risk for not successfully completing high school or not enrolling in or succeeding in college;
- x Belong to populations that have historically not had access to or success in higher education;
- x Do not have the financial resources to fully fund an Associate degree without tuition assistance; and
- x Are in attendance in a school district with Focus status as most recently determined by NYSED at the following link:
<http://www.p12.nysed.gov/accountability/ESEADesignations.html>

14. Page 13, item 3 states, "intensive, individualized academic support..." Might that also include computer learning programs? Can funds be used for those if it does?

Computer learning programs may be used as part of intensive, individualized academic support, and funds may be used for such a purchase.

See Answer 18 . Additionally , by starting college coursework no later than 10th grade, students will have the opportunity to spread their course work over five years and potentially six if college coursework begins in the 9th grade.

20. The RFP states college learning must begin in 10th grade and all learning must be over four semesters. Does that mean students would have to take all four semesters in a row beginning in 10th grade? Or could they take one semester of course-work in grade 10, then one semester in grades 11-13? In other words, can they do the learning in four semesters but not have those semesters be necessarily in sequence?

See Answer 19 .

21. The RFP (pg. 57) mentions that credit-bearing college course work should be introduced no later than 10th grade. Can we offer an introductory credit-bearing college course in 10th grade, then wait on further college courses until students get to grades 12-14?

See Answers 18 and 19. Students should continue taking college course work throughout grades 10, 11, 12, 13 and 14.

22. We find students are more motivated on summer course work if they get college credit, and we would like to offer an introductory credit-bearing college course over the summer for incoming 10th graders (that orients students to the college, gives them some basic skills, etc.). Is that okay? If it's not allowed because it is credit-bearing, could we offer the course with no credits, and those students who wanted to receive the college credit could choose to pay for it themselves?

Students may take college credit course work during the summer so long as it is cost -free to the student/family .

23. Is the Lead Applicant required to provide five additional professional development days annually or five total days over the seven-year grant period? Five additional professional development days must be offered over the seven -year grant period . This is the responsibility of the Lead Implementation Partner.

Funding

24. Page 48 of the RFP states: "Applicants should take into account that, as high school students, NYS P-TECH students will NOT be eligible for TAP or Pell funding." Does that mean that P-TECH students would be eligible for TAP or Pell beginning in their 5th year of the program?

NYS P-TECH students remain on their high school register for all six years of the program, and as such, they are not eligible for TAP or Pell.

25. Are there limitations to the usage of grant funds for transportation? May we budget money to bus students daily between their home school districts to the common instructional location? May we budget funds for individual students to travel to work sites for mentoring, internships, etc.? Can funds be used for group field trips?

NYS P-TECH grant funds may be used for transportation for students for daily travel between their home districts and the common instructional location, travel to work sites for mentoring and internships, and travel for field trips. There is no specific limitation on funds used for this purpose, but all expenditures must be in compliance with applicable State laws and regulations and NYSED's Fiscal Guidelines and should be reasonable and appropriate to cover program expenses. All budgets will be subject to review and modification in the grant-making process.

26. Is transportation of students from P-TECH campus to the higher-education partner campus an allowable expense under this grant?

28. Are higher education partners encouraged or REQUIRED to waive or reduce tuition costs to no more than existing "college in high school rates"?

Higher education partners are encouraged to waive or reduce tuition costs to no more than the existing college in the high school rates, and the degree must be cost-free to students and their families.

29. Will carryover be allowed if there are any unspent grant funds in any given project year?

It is possible that 2015-22 NYS P-TECH projects will be allowed to carry over unspent funds from one grant year to the next; however, requests to carryover funds will be evaluated on an individual basis and contingent upon the grantees' progress, performance, and program needs.

30. Under allowable expenditures in the RFP (ss(m)-3 1pLp2hfe0 Td [(T)-5 (E)1 (C)6 (H)6 our R T

9 (e)-5 (t)12 (c)12 (h0 (oo)10 (r)-2 (e)12 (l)x)4 egv3p (e)]TJ .

34. Do MOU's with partners need to contain an itemization of estimated costs by category or is the information on the Resource and Expenditure Plan sufficient? (Do you need some kind of formal verification for salary and benefit costs for partner organizations for MWBE purposes)

MOUs do not need to contain an itemization of estimated costs. The information provided in the Resource and Expenditure Plan is sufficient. Including a breakdown of salary and benefit costs for partner organizations within the appropriate sections of the budget narrative and FS -10 is sufficient for M/WBE purposes.

35. Will it be possible to request a waiver that will allow us to make M/WBE commitments initially just for the first year's M/WBE requirement and then work out the M/WBE details annually thereafter? The year one planning period will give us time to better identify and assess M/WBE firms to ensure full compliance annually.

At this time, in this situation, the submission of the utilization plan is being deferred. Please complete the M/WBE documentation based upon your program's proposed Y

are encouraged to develop a mentor program based on local experience, employer partner capacity and best practices.

MOUs

40. Can we modify the MOU form (other than inserting information for the Lead Applicant and partners) or do we need to use the exact MOU form in the RFP?

44. What health career programs would be eligible for our students to take?

The Business/Employer Partner must be a regional New York State employer, a consortium of employers from the same sector, and/or industry entity/association that requires highly skilled employees which will utilize the knowledge and skills obtained from the secondary and postsecondary programs proposed under the application and agrees to place students who successfully complete the program first in line for a job.

49. Can one of the business partners in a consortium revisit the question of participation in the program during the initial planning year?

No, all P-TECH partners should be prepared to meet the stated commitments and should not revisit their participation. With that said, if one of multiple business partners is unable to meet its commitments, the NYS P-TECH partnership must continue to include at least one business partner that has signed the MOU and is prepared to meet the stated commitments.

50. Can additional business partners be added to a consortium during the planning year or at any time thereafter?

Yes, but all new business partners must sign the MOU.

Sustainability

51. Page 16 of the RFP mentions a sustainability plan. Should we address that someplace in the program narrative? Or is that just general information for program planning?

Sustainability may be addressed in the program narrative, but reviewers will specifically review the budget materials to consider the likelihood of long-term sustainability of the program.

52. Is the expectation that the full program will continue beyond the seven-year grant period without the support of new grant funds?

Yes.

Other

53. Page 5 of the RFP states that school districts “must maintain a demonstration of full implementation of an approved APPR plan...” Do districts need to

demonstrate this for the grant application? If so, what kind of documentation are you looking for?

No APPR documentation is required with the application.

54. When you use the term school leader, do you mean an administrator such as a principal or an AP?

Yes.

55. Should we be using the 2014-

61. Is the abstract included in the 10-page limit of the proposal narrative?

No. The abstract can be a separate document no more than one page.