1. Can one district submit for more than one site within a district (multiple sites, separate applications for each)?

   **A school district may submit more than one application for different projects offered at different sites within the district, but each application would need to include career pathways different from the other applications with appropriate employer and community college partners, separate budget documentation for each site, a unique MoU signed by all partners, separate administration/staff, and separate student populations who cannot move between projects at different sites. In this situation, each proposal would be reviewed and scored separately.**

2. Can one district create different pathways at different schools, just under the same submission?

   **Yes, but each of the career pathways must serve a defined cohort of students who are enrolled full-time, beginning day one of 9th grade, in the P-TECH pathway at one school and would not be allowed to move between schools/pathways. Additionally, the proposal must identify appropriate employer and community college partners for each pathway, a unique MoU signed by all partners, and administration/staff for each pathway. Such a proposal would still have to operate within the maximum funding for a single proposal as per the RFP and would be reviewed and scored as a single proposal.**

3. If a consortium of districts proposed a P-TECH program with a common governance and management structure but multiple pathways, could each pathway be hosted at a different location? In other words, students participating in Pathway A would be hosted at Location A, and students in Pathway B would be hosted at Location B.

   **Yes, but each of the career pathways must serve a defined cohort of students who are enrolled full-time, beginning day one of 9th grade, in the NYS P-TECH pathway at one school and would not be allowed to move between locations/pathways. Additionally, the proposal must identify appropriate employer and community college partners for each pathway, a unique MoU signed by all partners, and administration/staff for each pathway. Such a proposal would still have to operate within the maximum funding for a single proposal as per the RFP and would be reviewed and scored as a single proposal.**

4. Can the LEA/LEAD district of a currently funded PTECH consortium project be eligible for a new grant if they propose to set up DIFFERENT pathways with the same IHE partner that they are partnered with under the existing grant?

   **The LEA/LEAD district of a currently funded P-TECH consortium project is eligible for a new grant if they propose to set up different pathways with the same IHE partner with whom they are currently partnered. However, funding between the two projects would need to be kept entirely separate, students from the new project would not be eligible to enter the currently funded project, and currently enrolled students would not be eligible to switch pathways into the new project. Additionally, new industry partners representing the different pathways would need to be identified and sign a unique MoU.**

5. Can a district currently being served by an existing PTECH grant apply for this grant if the degree program differs?

   **See response to question 4.**

6. Would a "new" project from a currently funded LEA be eligible if the pathways under consideration are not actually offered by the IHE at the time of application but is under development to potentially be offered at a future date.

   **The pathways/college degree programs offered by the partnering IHE would need to meet the skills needs of partner employers for targeted careers, be registered with the NYS Education Department, and be offered by the IHE at the time of implementation with students – July 1, 2018, the first day of the implementation program year.**

7. Would a pathway be eligible if it did not terminate with an AAS but rather was part of a 2 + 2 articulation agreement between a community college and a BS from a four-year SUNY college or university?

   **If a two-year degree cannot lead to immediate employment with the industry partner, then it will not be considered eligible under this grant.**

   **The purpose of the NYS P-TECH project is to provide economically and/or academically at-risk students with the preparation for middle skills jobs that can be obtained with the industry-identified two-year degree. Students may opt to continue their education with a four-year degree after**

**completing the NYS P-TECH program, but they must be able to secure targeted industry jobs with the two-year degree.**

8. Can an individual school apply for this opportunity and not a district?

   **No. Only a NYS school district can be the applicant.**

9. Can a BOCES be the applicant?

   **No. Only a NYS school district can be the applicant.**

10. Can BOCES act as the fiscal agent?

    **No. Only a NYS school district can act as the fiscal agent.**

11. If a school has a Smart Scholar program can we still apply for a P TECH?

    **Applicants for the NYS P-TECH grant must be a school district, not a school. A school district with a school hosting a Smart Scholars program can apply for a NYS P-TECH grant; however, if the two programs were located within the same school, they would need to remain completely separate programs with separate governance, separate budgets, and separate student populations.**

12. Would BOCES be subject to the subcontracting limits?

    **The 20% subcontracting limit applies to any subcontract with the exception of service contracts between members of the partnership. Therefore, if a BOCES is a partner with a NYS P-TECH project, it is not subject to the subcontracting limits; however, if a BOCES is not a partner with a NYS P-TECH project, the 20% subcontracting limit would apply.**

13. Could a countywide Chamber of Commerce or a County Economic Development Authority serve as the business partner for a PTECH partnership?

    **A Chamber of Commerce or a County Economic Development Authority or other business association may serve as the business partner for a NYS P-TECH partnership provided the entity has identified a need for highly skilled workers for specific jobs within a particular industry. The entity would also be responsible for all responsibilities listed under the business partner in the MOU to be conducted by member businesses and/or the entity's staff.**

14. Is the abstract included in the 10-page narrative limit?

**No. The abstract can be a separate document, consisting of no more than one page.**

15. Are we allowed to submit attachments, such as resumes of key project personnel?

    **All key program information as required by the RFP should be contained within the 10-page narrative.**

16. Can the P-TECH program include a majority of at-risk students and also serve students who are not considered at-risk?

    **No. Per page 1 of the RFP under Purpose of the Grant, "The model incorporates a six-year program that combines high school, college, and career training and will be targeted to academically and/or economically at-risk students." The definition of at-risk can include:**
    - **Have been identified as academically and/or economically at-risk for not successfully completing high school and/or not enrolling in or succeeding in college;**
    - **Belong to populations that have historically not had access to or success in higher education, such as students with disabilities or English Language Learners;**
    - **Are in attendance in a school district with Focus status and/or Priority or Focus School(s), including those schools defined in Education Law 211-f and identified as Struggling Schools and Persistently Struggling Schools, as most recently determined by NYSED. (A listing of the eligible Focus districts and Priority and Focus schools, including Struggling and Persistently Struggling Schools, may be found on the NYSED website.)**

17. On page 4 of the RFP, there's a list of degree programs that might not meet requirements — are these degree programs expressly prohibited? Or if we can fit them in within required time period, is that okay?

    **Degree programs which are expressly prohibited include but are not limited to: Nursing, Radiologic Technology, Occupational Therapy Assistant, Physical Therapy Assistant, Massage Therapy, and Dental Hygiene.**

18. Following up on the question above, are the degree programs (PT assistant, dental hygiene, etc.) not recommended because they require practicum experiences? Or for another reason?

    **Some allied health programs are not suitable for NYS P-TECH due to additional licensure/certification/accreditation requirements or restrictions**

**on clinical placements. In large part the programs listed either have strict requirements in program progression that do not coincide with the NYS P-TECH model or have specific language in Education Law that would not allow a NYS P-TECH student to complete their clinical experiences within a restricted scope of practice.**

19. The RFP mentions that programs must train students for high skills jobs in technology, manufacturing, healthcare or finance. Does an entrepreneurial path count as "finance"?

    **Yes**.

20. The RFP (page 5) indicates that projects with a focus on computer science pathways resulting in an AAS degree in computer science or a related field receive five bonus points. What do you consider to be a related field? Would mechatronics be considered a related field? Engineering?

    **Fields related to a degree in Computer Science can include but are not limited to: Computer Information Systems; Computer Technology; Computer Networking; Cybersecurity; Information and Network Technology; and Health Information Technology. Degrees in Mechatronics and/or Engineering would NOT be considered related fields for the purpose of this RFP.**

21. In order for our application to be competitive we would like to get the five bonus points to create a partnership so that our students receive an Associate's degree in Computer Science. However, our research reveals there are no Associate Degrees currently offered in Computer Science in the US. Could a project focused on computer technology qualify for the bonus points or are you looking for a newly created Associates degree to be developed by our post-secondary partner?

    **Please see answer to question 20.**

22. Is there a minimum number of students that the program should serve?

    **No. However, the number of students served will be measured in terms of cost effectiveness when the proposed budget is reviewed.**

23. Can one business partner staff member mentor multiple students? Or must there be a different mentor for each student?

    **One business partner staff member may mentor multiple students. A separate mentor for each student is not required.**

24. Regarding the target of 90 hours of extended learning time for students — is that over the entire six years? Or is it 90 hours for each year of the grant program?

   **The target of 90 hours of extended learning time for students is for each year of the grant program except the Planning Period.**

25. Regarding the required extended learning time, could you provide additional guidance and clarification? Are we required to provide 90 hours of extended learning time to all students at every grade level as they are added in subsequent years (i.e. by 2022 grades 9-12 would participate in 90 hours of ELT)? Or could this requirement be met by offering a non-mandatory summer program for incoming 9th graders each year? Could it also be met by offering after-school tutoring? Could you provide some examples for how this requirement could be met?

   **Please see response to question 24. This requirement can be met through summer programming, after-school programming, weekend programming, or any combination thereof.**

26. According to the RFP (page 4), the degree requirements must be completed within a four-semester sequence, not including mandatory summer or intercession periods. On page 7, the RFP states that the college course work should be introduced no later than 10th grade. Since most school districts operate on a two-semester system, this could mean that students would need to complete all of the college work by 11th grade (so it's a "sequence"), leaving three years of schooling for this six-year program. What do you anticipate students will be doing in this time period? Finishing high school requirements for a Regents diploma? Engaging in work-based experiences? Or perhaps the four semesters of college-level work don't need to be completed sequentially?

   **The "four-semester sequence" refers to Years 5 and 6 of students' six-year program and is intended to indicate that students must complete their two-year degree requirements by the end of the spring semester in their sixth year without taking mandatory summer or intercession periods. By starting college coursework no later than 10th grade, students will have the opportunity to spread their college course work over five years and potentially six if college coursework begins in the 9th grade. During the first four years of the six-year program, students should complete their requirements for a high school Regents diploma while also completing some college credits and workplace learning.  Year 5 may also provide time for any students who do not complete the high school diploma requirements by the end of Year 4.  The last two years of the six-year program should be dedicated to completing college course work and work based learning components.**

27. Page 9 of the RFP notes that all partners must commit to participating in a statewide network of P-TECH schools. What is involved in this participation? If there are expenses involved, can the grant funding be used to cover those expenses?

    **This participation refers to attending twice yearly NYS P-TECH convenings in Albany, NY as well as monthly school leader calls and any additional statewide NYS P-TECH functions, when schedules allow. Travel to and from NYS P-TECH convenings/functions can be covered by grant funds under FS-10 Budget Code 46: Travel Expenses.**

28. On page 13, there's a reference to prioritizing partnerships that serve students who fall into the three listed categories. What form will this prioritizing take? Bonus points?

    **Priority within the scoring for Section 1: Target Population will be given to those proposals which thoroughly address identifying and targeting at-risk populations and how they will serve those populations. The more thorough the description of the students and the services provided by the proposed project, the more points may be awarded in this section.**

29. On page 13, the RFP states that the NYS P-TECH program will prioritize partnerships that demonstrate the willingness and capacity to serve students who (third bullet) are in attendance in a district with a Focus status and/or Priority or Focus schools or struggling or persistently struggling schools. Do the students in the P-TECH program have to be attending those Focus, Priority, etc. schools? For example, if a district has an elementary school designated as a Focus school, but it's students from the high school (in good standing) who are in the P-TECH program, is that okay?

    **Students targeted by the NYS P-TECH program under this bullet should be in attendance in a Focus District or Focus/Priority school. Projects proposing to serve students from a district with a designated elementary school but not a designated high school will not score as high as projects proposing to serve students from a designated high school, as the NYS P-TECH Program serves high school students.**

30. The RFP mentions that the funded programs "will be required to document their performance through reporting on a set of performance metrics and achievement of critical benchmarks for student performance." Will these performance metrics and benchmarks be set by the lead applicant or will SED provide these when the grant funds are awarded?

    **Please see pages 21-26 of the RFP under "Accountability and Minimum Performance Reporting Requirements" for the minimum reporting data**

**required of NYS P-TECH grantees. NYSED reserves the right to request additional reporting based on the performance of individual projects.**

31. If performance metrics and benchmarks for student performance are to be developed by the lead application, should those be included in the application? If so, in which section of the narrative?

    **Please see answer to Question 30.**

32. Can we add responsibilities to the MOU provided in the application package?

    **Yes. Per Attachment 5: Memorandum of Understanding (MOU), additional responsibilities of each partner can be added to the MOU.**

33. On page 14 (item #4) of the RFP, there's an indication that no academic screening should be used for P-TECH applicants. Can you define what is meant by "screening?"

    **"Screening" in this RFP is meant to indicate a test or other tool used to indicate a student's academic success level. Because the NYS P-TECH Program is focused on academically and/or economically disadvantaged students and those who exhibit one or more risk factors that would indicate they would not attend college without the support of NYS P-TECH, schools should not use an academic screen or test to select students.**

34. Following up on the question above, would reviewing academic records constitute "screening?"

    **Reviewing students' academic records would be appropriate when selecting students as long as it was not used to screen out lower achieving students.**

35. On page 14 (bullet #7) of the RFP, there's mention of providing training to high school guidance counselors. Can you provide examples of trainings that would be considered appropriate?

    **Examples of trainings for high school guidance counselors would include but are not limited to professional development around how to recruit appropriate students for the NYS P-TECH Program; project-based learning; understanding alignment between high school and college coursework, support services for at-risk students, etc.**

36. Can you define what is meant by "age-eligible" on page 15 (item #9) of the RFP?

**"Age-eligible" in this context refers to students under the age of 18 who may not be able to sign off on specific documents and would require parental consent/signature.**

37. Can you define what appropriate certification would be for leaders (page 15, item #12)?

    **"Appropriate certification for leaders" would be those certifications required by the New York State Education Department for any administrator, school leader, teacher, or staff member working in a NYS P-TECH school.**

38. Will an application even be considered for funding if the proposed program serves students in two out of the three "at-risk" categories listed at the top of page 13 (for example, if a P-TECH program serves students in the first two categories on the bulleted list, but not the third)?

    **All students served by a NYS P-TECH project must be identified with at least one at-risk criterion. Applications will be scored on proposed projects' ability to identify, recruit, and serve those students who fall within at least one, if not more, at-risk categories.**

39. Can funding be carried over from year to year if it's not all spent?

    **No, funding cannot be carried over from year to year.**

40. Will any unspent funds from the planning year be allowed to be carried over into the first year of implementation?

    **No.**

41. Could you please clarify what time period the FS-10 and Budget Narrative cover? It appears that they should cover just the planning period from January 1 – June 30, 2018. Could you please confirm that this is the case?

    **The FS-10 (Budget), Budget Narrative, and M/WBE Package submitted with the application should cover just the Planning Period of January 1 – June 30, 2018. The Multi-Year Budget Summary (Attachment 3) and the Overall Resource and Expenditure Plan Worksheets (Attachment 4) are the only budget documents which require projected spending for each year of the grant.**

42. On page 23 (bullet #4), can you give an example of what a Six-year Integrated Scope and Sequence" would look like?

**See posted template of the NYS P-TECH Six-Year Integrated Scope & Sequence at** http://www.highered.nysed.gov/kiap/scholarships/PTech.htm **(Please note: a completed Six-Year Integrated Scope & Sequence is NOT required with the application.)**

43. In the description of reporting requirements starting on page 23, what would be considered acceptable "evidence?"

    **Acceptable evidence can include but is not limited to: annual student data rosters indicating retention and attrition; completion of high school coursework and required Regents examinations as indicated in SIRS; and completion of college course work with appropriate credit attainment.**

44. On pages 24-26, there is mention of "adequate progress." What would be considered adequate progress?

    **Adequate progress would be considered at least 75% of students completing and passing appropriate course work on time as identified in a project's Six-Year Integrated Scope and Sequence.**

45. Page 28 (1b.) mentions "high percentage." What would be considered a high percentage.

    **70% of participating students or above will be considered a high percentage.**

46. Is it possible to request an M/WBE waiver that will allow an applicant to make M/WBE commitments for just the first year and then work on the subsequent years' M/WBE purchases during the planning period? This would allow adequate time to identify M/WBE vendors that can provide the goods and services that will benefit the program.

    **All applicants must provide the complete MWBE package for the Planning Period (January 1 – June 30, 2018) based on their proposed expenditures and level of M/WBE participation. Please refer to the MWBE Compliance Checklist.**

    **NYSED encourages applicants to submit a complete M/WBE package; however, due to time constraints, where M/WBE vendors/providers cannot be identified by the time of submission, the grantee should indicate "TBD" in the submission documents. Grantees are allowed up to 30 days from date of notification of award to be in compliance. The M/WBE Grant Coordinator will work with grantees within the 30-day window to reach compliance.**

47. In calculating M/WBE participation goals for future years, can we exclude the sum of funds budgeted for college tuition and related fees?

   **For submission of the grant application, the M/WBE Goal Calculation Worksheet and other M/WBE documents should be calculated only for the award amount during the January 1, 2018 – June 30, 2018 Planning Period of the grant. Each subsequent year, awarded projects will be required to submit an FS-10 for the year and M/WBE Documents identifying the goal for that year. When/if projects begin using grant funds for college tuition and fees, those items may be excluded from the M/WBE goal as long as the expenses are clearly identified in the FS-10.**

48. Can we hand-deliver applications? If yes, is there a deadline time on November 15?

   **Yes. Hand-delivered applications must be received by the Program Office, Room 971 EBA, no later than 4:45 PM on November 15, 2017.**

49. If we hand-deliver our application, what is the contact name and phone number to give the security guard at the building entrance?

   **The contact names and phone numbers are:**
   **Amy Cox: 518-473-3769 – Room 971 EBA**
   **Jessica Struble: 518-486-5202 – Room 971 EBA**
   **Robert Hart: 518-474-3719 – Room 971 EBA**

50. Is it possible to have two strands for a cohort so in the 11$^{th}$ through 14$^{th}$ year students are taking their CTE PTECH credits particular to a strand?

   **NYS P-TECH projects are allowed to offer more than one career/degree pathway; however, academic and workplace learning specific to pathways should begin in 9$^{th}$ grade and college course work should begin no later than 10$^{th}$ grade.**

51. Does distance learning count for cohort classes (rural nature of the schools involved could prohibit enrollment)?

   **All students, whether from one school district or multiple school districts, must all come together on the first day of their NYS P-TECH Program at the same location for the beginning of their secondary education. The high school instructional program should be delivered to each cohort in a single, common location to ensure consistent, rigorous instruction that is infused with the targeted career pathways and offers a college-going, professional environment throughout the school day. Students will go to**

**appropriate locations (business/employer partner's worksites and/or the college partner's campus) for workplace learning and college coursework 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.**

52. How many credits constitute a majority of core courses to be taken as a cohort?

   **A cohort of students should complete all of their secondary level core courses together at a single location to ensure consistent, rigorous instruction that is infused with the targeted career pathways and offers a college-going, professional environment throughout the day. Once students begin exclusively taking pathway-specific college courses (generally in Years 5 and 6), their individual schedules will dictate which sections of the college courses they will be taking.**

53. Are students able to graduate early with their AAS or AOS?

   **Students are able to graduate with their AAS or AOS before the end of Year 6 based on their individual academic progress, but the NYS P-TECH Model is designed as a six-year model to provide time to ensure academic and skill mastery as well as multiple, well-designed work based learning experiences. The NYS P-TECH Program should not be marketed as anything other than a six-year program.**