

NYS P-TECH
Request for Proposals (RFP)
Tutorial

August 2019

NYS P-TECH RFP Tutorial

- The purpose of this tutorial is to review key aspects of the NYS P-TECH program and recently posted RFP so that interested applicants understand:
 - its core mission and required partnership roles
 - key elements inherent to a successful NYS P-TECH project
 - what can lead to applicant disqualifications or poor scores

NYS P-TECH RFP

Purpose of Grant

- The New York State Pathways in Technology Early College High School (NYS P-TECH) prepares students for high-skills jobs of the future in STEM fields.
- The model incorporates a six-year program that combines high school, college, and career training and will be targeted to underserved and/or economically at-risk students.

Scope of Grant

- The NYS P-TECH Program grant provides funding for regional partnerships that respond to the greatest need for enhanced access to post-secondary opportunity for students and the potential to build a local talent pipeline for industries with a favorable job outlook. Each partnership will include K-12, higher education, and business/employer partners.

Project Period

- January 1, 2020 through June 30, 2026.

NYS P-TECH Concept:

- The best way to conceptualize the NYS P-TECH model is to identify the intended outcome and work backwards.
- For example, identify the jobs and employers that need skilled employees.
 - Those jobs must be entry-level and lead to a middle-class salary.
- Then identify the AAS degree (or the two-year degree that is the industry standard for the targeted jobs) that meets the skills needed of partner employers and prepares students for a career in that job field.
- Next, find a college that offers the specified AAS degree which can partner with your NYS P-TECH high school and the employer(s).
- *Remember that the location of the partners must allow for easy access between them throughout the integrated six-year plan.*

Partnership roles and key elements to a successful NYS P-TECH project

- K-12 partner commits to the NYS P-TECH model, which means serving all students in a common location beginning in 9th grade in order to assure
 - that all students receive a consistent, innovative program
 - are immersed in a college-going culture and environment integrated with NYS P-TECH career pathways
 - and all faculty have the opportunity to collaborate and focus on NYS P-TECH instructional and support services

Partnership roles and key elements to a successful NYS P-TECH project

- All 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 a single location where the teachers, staff, and leaders are all focused on the goals of the NYS P-TECH model.
- This may be as stand-alone school or a school-within-a-school model.
- Demonstrates that students will be provided the necessary academic interventions and coursework to prepare them to begin taking college courses no later than 10th grade
- Provides extended learning time (a target of 90 additional instructional hours per year)
- Identifies key leadership personnel with decision-making responsibility to identify resources and resolve any issues that hamper full implementation of the NYS P-TECH 9-14 model.

NYS P-TECH: Target Population

The applicant should describe an effective plan to identify, target, recruit, and enroll a full complement of students who are at-risk

- This population includes students who have been identified as traditionally underserved and/or economically disadvantaged.
- The narrative should describe the approach to be used to identify and recruit students to participate in the project and describe in detail the project's efforts to recruit a high percentage of students who are in attendance in a school district with a graduation rate below 82%.

The following elements will be measured and reported each implementation year:

- Number of students enrolled
- Percent of enrolled students who are at-risk, economically disadvantaged, or otherwise underserved

Essential responsibilities of higher education partners include:

- Identifying the AAS degree (or the two-year degree that is the industry standard for the targeted jobs) that meets the skill needs of partner employers, prepares students for an entry-level job with a middle-class salary, and offers the best career preparation.
- The AAS degree (or the two-year degree that is the industry standard for the targeted jobs) should be sufficient to qualify students for target jobs without further education while providing students with college credits that can be readily transferred if they choose to pursue additional degrees.
- Identifying appropriate college courses to include in the program's scope and sequence, ensuring that students can earn an AAS degree (or the two-year degree that is the industry standard for the targeted jobs) within six years of beginning the NYS P-TECH program.

Degree pathway limitations:

- Healthcare related degree programs which are not allowable include but are not limited to: Nursing, Radiologic Technology, Occupational Therapy Assistant, Physical Therapy Assistant, Massage Therapy, Dental Hygiene, Diagnostic Medical Sonographers, Nuclear Medicine Technologists, and Magnetic Resonance Imaging Technologists.
- Special attention must be paid to the number of total and semester college credits required for the degree completion. For degree programs with more than 64 credits, applicants must explain how they can be completed in four academic semesters of normal registration.

Essential responsibilities of business/employer partners include:

- Identifying a mentor for every participating student (a sample commitment would be for mentors to participate in at least two face-to-face opportunities with their mentee per year and communicate with their mentee online every week with an approximate time commitment of 30 minutes per week)
- Providing workplace visits, speakers, job shadowing, internships and apprenticeships for participating students
- The proposal narrative must identify the jobs that will be filled by students completing the proposed programming – meaning the job does not require any additional college degrees or other programs of study
- Proposal narrative must describe work-based learning project activities which are aligned with the curriculum goals and regional employment needs identified and highlights the in-kind contributions and collaborations from the business/employer partner

Applicant Challenges...

Describe a plan for addressing any local challenges for the specific program requirements of NYS P-TECH. These may include, but are not limited to:

- **Transportation requirements (especially to colleges in outlying years) – if mass transit options are NOT available – must be fully described:**
 - **Students need know up front if they should expect to get themselves to campus or if the district will be providing transportation to and from the campus and at what times those will be offered.**
 - **This can mean the students are on campus when they have no classes or do not have transportation for certain classes when their preferred classes are offered.**
- **Student recruitment from targeted population to meet enrollment goals**
- **Staffing particularly in STEM fields, etc.**

Applicant Challenges: Memorandum of Understanding (MOU)

The MOU must outline each member's roles and responsibilities in the project, and it should contain articulation language that ensures that the higher education credits earned in the program are transcript-based and acceptable toward the AAS degree to be earned from the higher education partner.

All parties to the MOU must demonstrate the commitment of the organization's top leadership to support program implementation, identify resources, and resolve any policy or regulatory issues that may hamper aspects of the innovative NYS P-TECH 9-14 model.

The application must identify the specific school(s) in the district that will be participating.

The application must identify a specific higher education (college) partner (e.g. Queensborough Community College is a specific higher education partner, but CUNY is NOT).

Applicant Challenges: Disqualifications

- The MOU **MUST** be signed by all partners – specifically, the school district superintendent (or designee), the president of the participating college(s) (or designee), and the CEO for the industry partner(s) (or designee).
- If the proposed project is a consortium project, then all participating school district superintendents must sign the MOU. Since consortia projects are generally implemented by a BOCES, the BOCES District Superintendent is required to sign, as well.
- Letters of Support will **NOT** be accepted in lieu of a signature on the MOU.
- Insertion of **contingency clauses to the MOU** which allows any partner to rescind their full commitment will **be grounds for disqualification of the application.**

Application Submission

- Only applications from eligible applicants that are received by the deadline will be reviewed.
- Submit 1 original and 3 copies, postmarked by **October 1, 2019**, to the address below.
New York State Education Department
Attn: NYS P-TECH GRANT
Office of Postsecondary Access, Support, and Success
971 EBA
89 Washington Avenue
Albany, New York 12234
- Also submit an electronic version containing all application and M/WBE documents in Microsoft Word and/or PDF format. They should be submitted to NYSPTech@nysed.gov. (The electronic submission does not replace the need for hard copy submission to have a postmark no later than **October 1, 2019**.)

Information on how to submit questions can be found in the posted RFP.

An additional webinar reviewing the RFP will also be posted to the website.

Thank you for your attention!