

## NYS P-TECH 2014-2021 Q&A

**PLEASE NOTE:** The deadline for submission of 2014-2021 NYS P-TECH applications has been extended to **September 19, 2014**.

### ELIGIBLE APPLICANT QUESTIONS

1. In eligibility for this grant, is a distinction made between non-public schools that are classed “Independent” and “non-public” i.e., an independent school serves normally classified students of which 80% or more of student families pay tuition ranging anywhere from \$20-40K+ per year and a non-public where 100% of students have IEPs (Autism Spectrum Disorders, Learning Disabilities, Emotional Disorders, ADHD, etc.) and 97% of student families receive 100% funding from NYCDOE and is Title IV?

**No, there is no distinction made between non-public schools that are classified “Independent” and “non-public”.**

2. We already have a P-TECH grant. Should we apply?

**Currently funded districts that want to apply to create a new P-TECH project may do so, but funds between the two schools cannot be mixed.**

3. Will school districts with an existing NYS P-TECH Program be at a competitive disadvantage even if we are proposing to establish a completely new NYS P-TECH Program at a different location?

**Currently funded districts that want to apply to create a new NYS P-TECH project may do so, and they will be scored according to the same criteria (as identified in the Proposal Evaluation Rubric) as all other applications; however, please keep in mind that awards will be prioritized as follows per the Method of Award section of the RFP:**

- **Up to a total of 10 awards will be made to eligible partnerships.**
- **Awards will first be made to the highest scoring partnership that meets the minimum scoring threshold in each of the seven geographic regions currently served by ONLY ONE NYS P-TECH project. These regions include: Central New York; Long Island; Mohawk Valley; New York City; North Country; Southern Tier; and Western New York.**
- **In the event that there is not an eligible partnership to be funded in one or more of the seven regions, those funds will be included in the statewide funding.**

- **The remaining grants will be awarded to the highest scoring eligible proposals in a statewide ranking until a maximum of 10 awards have been made or until there are no fundable applications remaining.**

4. We are a college and currently a partner in the existing 2013-20 NYS P-TECH program. We are not the lead applicant in that program. Can we also be a partner in the upcoming 2014-21 NYS P-TECH program? We would be working with different school districts than those in the 2013-20 program. As a college, we would not be the lead applicant in the 2014-21 program.

**Yes, a Higher Education partner in the 2013-2020 cohort may participate as a partner with different school districts in the 2014-21 NYS P-TECH Program.**

## **BUDGET QUESTIONS**

5. Can you provide a definition of existing “college in the high school” rates as referenced on page 8 of the RFP?

**College in the high school rates are those tuition rates institutions of higher education charge high school students taking college courses while still enrolled in high school. These rates can vary from institution to institution but are generally calculated at one-third of the published part-time per-credit cost.**

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

**It is possible that 2014-21 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.**

7. There is no mention of a Project Coordinator listed under the allowable expenses. Is this an allowable use of grant funding?

**Yes, the role of a Project Coordinator would be an allowable expenditure for these grant funds.**

8. Please provide clarification on the following (page 15 of the RFP) – “It is advisable that projected costs associated with students earning credits for the AAS degree be modelled over the six year period of enrollment rather than on a per credit or per course basis.” Could you provide an example that demonstrates the meaning of modelling the costs over the six year period?

**When allocating proposed award amounts over the seven years of the grant cycle, applicants should consider when students will begin taking college**

**courses. As many students will be taking more college courses in the later years of the program, any applicant proposing to use grant money to cover the cost of the college courses should consider this when planning budget expenditures.**

9. Could you provide an estimate of the State Aid reimbursable amount per student for the 2019-20 and 2020-21 school years?

**At this time, we cannot provide an estimate of the State Aid reimbursable amount per student in 2019-20 and 2020-2021 as State Aid is subject to annual appropriations by the Governor and Legislature.**

### **APPLICATION GUIDELINES QUESTIONS**

10. Will attachments (such as resumes, job descriptions, letters of support, etc.) be allowed beyond the 10 page narrative limit?

**This RFP does not require resumes, job descriptions, or letters of support, thus they should not be included. Please provide the information requested in the Project Management and Staffing Plan section of the narrative as described on page 43 of the RFP: *“Describe the program’s planned staffing, considering both the responsibility for program leadership and accountability reporting. The description should include the qualifications of key professional staff...”***

11. Can the RFP narrative be single spaced?

**Per page 42 of the RFP, the Proposal Narrative and Budget Narrative are to be submitted on single-spaced 8.5” x 11” pages with one-inch margins.**

12. Is the Abstract included in the limit of 10-pages for the Proposal Narrative?

**Yes, the Abstract should be included in the 10 page limit of the Proposal Narrative.**

### **PROGRAM DESIGN QUESTIONS**

13. Page 24 of the RFP (Minimum Performance Reporting Requirements for Year 2 of the Grant) refers to 9<sup>th</sup> grade students participating in mentorships, workplace visits, speakers, internships, and apprenticeships. Are internships and apprenticeships required at the 9<sup>th</sup> grade level? Are they required to begin at a certain grade level?

**Internships and apprenticeships are not required at the 9<sup>th</sup> grade level, but some form of workplace learning such as workplace visits, mentoring, etc., should begin as early as the 9<sup>th</sup> grade to integrate the career portion of the NYS P-TECH project with the academic curriculum.**

14. The P-TECH grant allows for multiple post-secondary partners, as long as at least one is an AAS granting institution. As long as we remain true to the grant, and identify clearly defined 9-14 pathways for students resulting in a two-year degree, are we able to identify more than one career pathway in our focus area? For example, Students A and B have the same foundational pathway courses 9-12; and in 13-14 Student A chooses to attend one partner college majoring in Nursing and Student B chooses to attend another partnering college majoring in Radiology. Is it acceptable to structure this way, allowing for individual interests within economic needs of the region?

**Yes, it is acceptable to identify more than one career pathway in a focus area; however, career pathways should be identified based on the business/employer partner's workforce needs and should allow students to enter the workforce with a two-year college credentials. The NYS P-TECH Program is driven by regional industries identifying those middle-level jobs for which they need or will need a well-trained workforce. It is also important to note that the college coursework integrated into the foundational pathways during grades 9-12 must be identical to the coursework required of the program(s) as they are currently offered on the college campus.**

15. If we enroll a student in NYS P-TECH in the 9<sup>th</sup> grade, but by the 11<sup>th</sup> or 12<sup>th</sup> grade, the student's career goals have diverged from the pathway leading to the AAS degree, should the student be cut from the NYS P-TECH program entirely? If so, can that student's slot be filled by another student who was not part of the NYS P-TECH in the 9<sup>th</sup> or 10<sup>th</sup> grade but whose interest and qualifications fit with the NYS P-TECH program? If not, can the original NYS P-TECH students remain in the program if they would still benefit from the academic coursework despite the fact their career goals will not require the specific P-TECH-designated AAS degree?

**If a student enrolled in a NYS P-TECH program decides that his/her career/college degree goals have changed, he/she can exit out of the program. In order for a student to remain on the NYS P-TECH roster, he/she must fulfill all requirements of the program including college and career infused high school coursework, workplace learning, and the college requirements for the identified AAS degree. All NYS P-TECH projects should identify limited "exit ramps" for those students who chose not to continue/complete the requirements for the NYS P-TECH program. However, if a student exits the program, his/her slot CANNOT be filled by another student as that new student would not have started the integrated NYS P-TECH program in the 9<sup>th</sup> grade. Please keep in mind that grantees that do not meet minimum annual requirements for college credit attainment by enrolled students based on approved Student Performance Timelines will face a reduction in funding equal to a portion of the grant amount on a sliding scale based upon the number of college credits earned, pursuant to guidelines issued by SED.**

16. If students can be moved in and out of the P-TECH program due to their specific career goals and situations, what stipulations should apply?

**Students not enrolled in a NYS P-TECH project in the 9<sup>th</sup> grade are not allowed to move into a NYS P-TECH program. All NYS P-TECH students must start their integrated six-year program in the 9<sup>th</sup> grade. See response to Question 15.**

17. When is parental notification and sign off required regarding college preparatory services? (Bottom of page 14 of the RFP)

**Parental notification should begin when the NYS P-TECH project begins recruiting students. Once students are selected and accepted in the NYS P-TECH Program, parental sign off regarding college preparatory services should be secured.**

## **PROGRAM LOCATION QUESTIONS**

18. The RFP requires NYS P-TECH projects to serve all students at the “same, common location”. Does this mean a P-TECH program can operate only at one single location? We are a BOCES that operates more than one technical center across a large geographic region and would like to propose a P-TECH program that would offer program services at more than one of our technical centers to maximize outreach to our disadvantaged student population. Would such a program be ineligible because of this?

**Per the Responsibilities of the Partners section of the RFP, beginning on page 6, the K-12 partners must commit “...to fully implement the NYS P-TECH model, serving all students in the same common location beginning in 9<sup>th</sup> grade to assure that all students have a consistent, innovative program and college and career culture and all faculty have the opportunity to collaborate and focus on NYS P-TECH instructional and support services...” This means that 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.**

**\*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.**

19. If we want to house the grades 9 and 10 P-TECH activities at one of our BOCES' technical centers, but the grade 11 and 12 activities at another technical center and the grade 13 and 14 activities at the partner college, does this mean our project is not approvable because it doesn't meet the "same, common location" requirement?

**It is acceptable for the common location of the project to change after two years as long as all students in a cohort are together at that common location. Students within a cohort should not be attending classes at different schools or BOCES technical centers- they must be together at the same, common location even if that location changes after Year 2 and again after Year 4. However, as each of the seven years of the project will bring a new cohort of students, keep in mind that at Year 5, a project like this may have five cohorts of students at three different locations.**

20. Must all of the P-TECH activities be provided at a single, same common location?

**See response to Question 18.**

21. Must all college courses provided through the NYS P-TECH program be provided at the single, same common location?

**College courses provided through the NYS P-TECH program may be provided at the NYS P-TECH high school or at the partnering college campus. See response to Question 18.**

22. When a student reaches the fifth and sixth year of the program and is focused primarily on college work, can the student enroll in and physically attend the college that will be granting the AAS degree? Or is it the expectation that all college academic work will be provided at the NYS P-TECH common location?

**NYS P-TECH students do NOT enroll at the college as part-time or full-time college students. They will remain registered at their high school under the NYS P-TECH program until they complete all requirements for the NYS high school Regents diploma and the AAS degree. When a student reaches the fifth and sixth years of the NYS P-TECH program, it is expected that he or she will be taking college-level courses at either the NYS P-TECH high school or at the partnering college campus.**

23. As a result of our rural location, we have a very strong network of Distance Learning academic courses taught among and between our districts. May Distance Learning be included as a method of delivery for academic coursework?

**Yes, Distance Learning may be included as a method of delivery for academic coursework, but NYS P-TECH students are required to attend their academic classes together at one location. NYS P-TECH students should not take courses in their home school districts and then attend the NYS P-TECH high school on a part-time basis or with the intention of attending a common location in later years of the project. For those projects proposing to use Distance Learning for college coursework, please keep in mind that if 50% or more of a college program is able to be completed through distance learning, it must be registered (“approved”) in the distance education format.**

24. If you form a common location for delivery of P-TECH courses, are students able to remain in their home school for some academic coursework for part of the day and attend the common location of the P-TECH school for the rest of the day?

**No, NYS P-TECH students cannot remain in their home school for some academic coursework. All coursework should be conducted in a common location.**

#### **NYS P-TECH STUDENT STATUS AND TUITION/TAP AND PELL QUESTIONS**

25. Are NYS P-TECH students considered to be high school students through the fifth and sixth years of the program even though they may have completed grade 12 and high school graduation requirements by the end of the fourth year?

**NYS P-TECH students will remain registered at their high school through the fifth and sixth years of their NYS P-TECH program even after they may have completed the requirements for their NYS Regents high school diploma provided that they are taking college coursework specific to the AAS degree for their chosen career pathway.**

26. What is NYSED’s position on the graduation status of NYS P-TECH students at the end of four years? Will they receive a high school diploma after four years?

**At the end of the first four years of the NYS P-TECH Program, students should have completed the requirements for a NYS Regents high school diploma; however, students will not receive their high school diploma until they complete all the requirements of the NYS P-TECH Program (Regents high school diploma, workplace learning, and AAS degree) unless they exit the NYS P-TECH Program before completion of all requirements.**

27. The RFP is clear that P-TECH students are not eligible for TAP and Pell grants for coursework. Does this apply to the 9-12 college coursework only, and they are eligible once they have graduated from high school and are in attendance at the partner college?

**Students in the NYS P-TECH Program do not graduate at the end of 12<sup>th</sup> grade (see question 26). Since they will not have graduated from high school, they are not eligible for TAP or Pell grants. However, partnering higher education institutions are allowed to reduce or waive tuition.**

28. Tuition credits will be deeply discounted in our program. Assume that in years 6 and 7 of the 2014 - 21 NYS PTECH program that students have graduated from high school and are attending college to complete their AAS degree. Are those NYS PTECH students eligible for Pell and/or TAP funds given that the students will have graduated high school? Are those students eligible for traditional student loans?

**Students in the NYS P-TECH Program do not graduate at the end of 12<sup>th</sup> grade (see question 26). Since they will not have graduated from high school, they are not eligible for TAP, Pell grants, or traditional student loans for college. However, partnering higher education institutions are allowed to reduce or waive tuition for NYS P-TECH students.**

29. If P-TECH students are able to physically attend the partner college and participate fully in the college experience in the 5<sup>th</sup> and 6<sup>th</sup> years, will the college then be able to collect TAP and Pell once the students are enrolled as full-time college students? Can adjustments be made to the “high school rate” tuition when a student is fully enrolled at the college in the fifth and sixth years, so that the TAP and Pell costs may be collected to help offset the actual costs of full college attendance?

**NYS P-TECH students will NOT be enrolled as full-time college students even when they are attending college courses on the college campus. As such, they will NOT be eligible for TAP or Pell.**

30. Can tuition vary on the basis of differing circumstances such as if a student goes from earning college credit “part-time” through grade 12 and pays a “high school rate” tuition, but then is enrolled full-time in the last two years of the program and is charged a higher rate tuition designed to cover additional costs related to full-time attendance at the college?

**NYS P-TECH students are NOT enrolled in college part-time during the 9<sup>th</sup> through 12<sup>th</sup> grades or full-time in the last two years of the six-year program. Thus, the cost of tuition should be part of the discussion amongst the K-12, Higher Education, and Business/Employer partners as they design their NYS P-TECH project because the cost of college coursework needs to be covered, and NYS P-TECH students are NOT eligible for TAP or Pell grants.**

31. If we retain fidelity to the language of the P-TECH RFP, we will be offering STEM pathways and coursework for students during the 9-12 grades, and culminating in a two year degree. If a student attends post-secondary, they most likely will be taking more general education requirements at the college. Will TAP and Pell support this 5<sup>th</sup> and 6<sup>th</sup> year since the coursework is no longer all STEM related?

**Students in the NYS P-TECH program begin taking college coursework as early as 9<sup>th</sup> grade and no later than 10<sup>th</sup> grade. Many of those courses may fulfill the general education requirements for the AAS degree. By the fifth and sixth years of the NYS P-TECH programs, students will be completing their degree-specific college courses. Per the responses to Questions 27, 28, 29, and 30, NYS P-TECH students will not be eligible for TAP or Pell grants.**

32. The RFP states, “Please note that higher education partners participating in a P-TECH program, or the entity/entities responsible for setting tuition at the institution, are authorized by law to set a reduced rate of tuition and/or fees, or to waive tuition and/or fees entirely, for students enrolled in such P-TECH programs with no reduction in other state, local, or other support for such students earning college credit that such higher education partner would otherwise be eligible to receive.” This seems contrary to the stipulation that a college may not collect TAP or Pell for P-TECH students. Please clarify and provide examples of the types of support that the college will be entitled to for the P-TECH students that it enrolls.

**Students in the NYS P-TECH Program do not graduate at the end of 12<sup>th</sup> grade (see question 26). As such, they are not eligible for TAP or Pell grants. However, partnering higher education institutions are allowed to reduce or waive tuition, without limiting enrollment-based (FTE) support provided to them by NY State or local government sources. Tuition, either directly from students or in the form of financial aid, accounts for only a portion of total student-driven revenue. Colleges are encouraged to consider all FTE-based revenue, alternative funding sources and the manner in which students access courses (concurrent enrollment, taught by adjuncts at the HS, integrated into the college population, etc.) when calculating the net cost of these programs over time.**

33. Can tuition rates increase from year to year?

**Yes. Tuition rates are the purview of the college partner; however, each NYS P-TECH project should consider tuition when planning how to cover the costs of college coursework. The question of tuition increases may be part of those discussions.**

## **BUSINESS/EMPLOYER QUESTIONS**

34. Please define what is meant by “first in line for a job”.

**“First in line for a job” means that students will be considered preferred, eligible applicants for the jobs for which they trained during their six years in the NYS P-TECH program. The NYS P-TECH Program is driven by regional industries identifying those jobs for which they need or will need a well-trained workforce. The commitment by the business/employer partner is that**

**students, upon completion of their NYS P-TECH program, will meet the qualification for those jobs they identified.**

35. If a business partner is dealing with negotiated contracts that require it to first hire from its internal workforce before publicly recruiting for positions, would this effectively disqualify them from participating in a P-TECH project because its own workers are first in line for jobs?

**No; however, potential business/employer partners should consider their workforce needs before agreeing to sign on as a partner to a NYS P-TECH project. The NYS P-TECH Program is driven by regional industries identifying those jobs for which they need or will need a well-trained workforce. If that workforce is already in place and employment options are limited, then the NYS P-TECH project may want to consider partnering with a business/employer partner whose workforce needs are not being met.**

36. Must a business partner guarantee that it will always hire a P-TECH graduate should a P-TECH graduate apply for a job with the company?

**No. A business/employer partner does not need to guarantee that it will always hire a P-TECH graduate; however, the business partner must be committed to place every student who successfully completes the program first in line for a job. The NYS P-TECH Program is driven by regional industries identifying those jobs for which they need or will need a well-trained workforce. A business/employer partner invests its time, manpower, and resources in a NYS P-TECH project to assure that the Six-Year Scope and Sequence includes all of the necessary courses and experiences that students need to master the skills required for success in the targeted jobs along with a range of workplace experiences and opportunities. Hiring well-prepared new employees who have successfully completed the NYS P-TECH program can be considered a return on that investment and an excellent response to recruitment, retention and training challenges and costs.**

37. If a pool of applicants for a job include a P-TECH graduate but there are non-P-TECH applicants that have more experience and qualifications, must the company hire the P-TECH graduate over a more experienced applicant?

**See responses to Questions 35 and 36.**

38. Does a business partner have to hire PTECH students in the future if they are not hiring at that time?

**No. Potential business/employer partners should consider their workforce needs before agreeing to sign on as a partner to a NYS P-TECH project. The NYS P-TECH Program is driven by regional industries identifying those jobs for which they need or will need a well-trained workforce. If that workforce is**

already in place and employment options are limited, then the NYS P-TECH project may want to consider partnering with a business/employer partner whose workforce needs are not being met.

## **APPR AND ACCOUNTABILITY QUESTIONS**

39. What is the expectation to address APPR regulations if schools form a consortium and students attend one common location for academic coursework? Will the students from one district become students of the P-TECH district for accountability purposes?

**For APPR, "teacher of record" is defined as those teachers who are primarily and directly responsible for a student's learning activities that are aligned to the performance measures of a course. The law requires that all classroom teachers be evaluated under the new law. The regulations define classroom teacher as a teacher in the classroom teaching service as defined in §80-1.1 of the Commissioner's regulations, who is a teacher of record as defined in section 30-2.2 of the Rules of the Board of Regents. (Please see Sections B2 and B3 of the APPR Guidance document at:**

**<https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations>.**

**The teachers at the NYS P-TECH school site from whom NYS P-TECH students receive their instruction will be the teachers of record, and all those students' performance on any testing will follow those teachers as part of their annual performance review. Additionally, those students' performance will follow the principal of the NYS P-TECH school as part of his/her annual performance review. For accountability purposes, NYS P-TECH students will remain on their home district rosters for all student data reporting.**

40. Will there be a special designation for institutional accountability purposes to account for P-TECH students who are completing their high school graduation requirements after four years and while they continue to be enrolled in and complete the remaining requirements for the six year program? What will be the impact on the accountability status for the participating high school?

**NYSED is currently working to establish a special designation for NYS P-TECH for institutional accountability purposes. There will be no negative impact on any district with students participating in the NYS P-TECH Program.**

## **M/WBE Questions**

41. Regarding M/WBE paperwork, are we required to make commitments with M/WBE companies beyond the first year of the grant at this point, or are we required to have M/WBE agreements in place for all seven budget years at the time of proposal submission?

**Applicants should make a commitment for all seven years with any vendor who is providing services to the lead applicant as a partner, in direct support of the project goals and objectives. Multi-year commitment is encouraged, but not required, with those vendors who are only providing supplies and/or materials, and who are not otherwise involved in the planning and implementation of the project. Please keep in mind that the M/WBE goal of 20% does apply to the total budget for the entire grant period, and M/WBE application materials should reflect this. Project budgets and corresponding M/WBE materials will be reviewed annually and, if necessary, revised based on any changes in M/WBE participation.**

42. Will it be possible to request a waiver that will enable 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? Since Year 1 is a planning year, it will give us time to better identify and assess M/WBE firms in order to ensure full compliance annually, as well as to solidify annual contracting opportunities that are in line with the planning, evaluations, and course corrections that will come with the project's actual implementation across the seven years.

**Yes, a waiver may be requested in this scenario. It is recommended that any such waiver request include, at a minimum:**

- a.) some M/WBE participation and documentation of good faith efforts in the first year;**
  - b.) clear evidence of strong commitment to carry out good faith efforts and thereby achieve the maximum possible participation for all partners in years 2 through 7;**
  - c.) commitment to submit M/WBE forms and documentation detailing M/WBE participation for years 2 through 7 by April 1, 2015.**
43. If we are required to make the M/WBE commitments now for the entire seven years, does the 20% full participation rate apply to 20% of each year's budget, or does the 20% apply to the entire amount of funds requested for the seven years? Can the M/WBE commitment amount/percentage be different from year to year?

**The 20% M/WBE participation goal applies to the total budget for the entire seven year grant period. The amount and percentage can be different from year to year.**

44. It appears, looking at M/WBE Form 101 that there are separate MBE and WBE procurement goals. What are these separate goals?

**Full M/WBE participation can be achieved with any combination of M/WBE and WBE participation that equals 20% of the total project budget; 12% MBE and 8% WBE participation is suggested as a target, but not required.**