

**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 "noneligible"?

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- 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 9th grade students participating in mentorships, workplace visits, speakers, internships, and apprenticeships. Are internships and apprenticeships required at the 9th grade level? Are they required to begin at a certain grade level?

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

14.

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 9th 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 9th 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-

***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

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,

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.

Students in the NYS P-TECH Program do not graduate at the end of 12th 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 12th 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.

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Students in the NYS P-TECH program begin taking college coursework as early as 9th grade and no later than 10th 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 12th 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”.

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 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

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 performance on any testing will follow those teachers as part of their annual

principal of the NYS P-TECH school as part of

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.