

2017-2019 College Readiness and Success Models for 60x30TX (2017)	
<u>Questions</u>	<u>Answers</u>
I noticed the dates in the webinar and the dates posted on the RFA are different. Can you confirm which dates we should use?	The dates posted on the Request for Applications (RFA) are the dates you should follow.
I am wondering if you have any information on the highlighted funding opportunity below. We are interested in applying but it notes community and technical colleges. Does this exclude universities, are their exemptions to that? At our university we have a High School Equivalency program that we think could benefit from this type of opportunity.	Yes, funding under this solicitation excludes universities and there is no exemption to this under this current RFA. Review Rider 36, Accelerate Texas Community College Grants, 84th Texas Legislature, General Appropriations Act, Article III, Texas Higher Education Coordinating Board, found in Appendix B of the RFA.
If a college has an active CRSM project from the last cycle, are we eligible to apply during this submission cycle?	Yes. If you were awarded funding for scaling any of the three instructional model under the RFA No.781-16-16669, 2016-2018 Comprehensive College Readiness and Success Models for 60x30TX (CRSM), the college is eligible to apply under the current RFA. Take note: If you were awarded funding under RFA No. 781-16-16669 to scale your ICP-ATX model, your new application will be distinct by introducing the scaling of new integrated CERT 1 programs, by expanding to new campuses or programs, and/or by increasing the number of students served across your district. This should be clearly noted in the submitted application letter and detailed in your narrative. <u>Also</u> , if you are a current recipient of the CRSM grant under RFA No. 781-16-16669, please be sure to read this RFA carefully since there are changes in student eligibility and reporting.
Under the ICP-ATX instructional model, what is the minimum number of students that must be served? And what is the minimum amount that a college may receive under this model?	A college must serve a minimum of 100 students in the ICP-ATX model. That means that a college choosing to serve the minimum number of students under this model would receive \$50,000 (initial payment) + \$150,000 (\$1500 per student <u>completion</u> of Level 1 Certificate) = \$200,000. Take note: The college may not receive the full \$150,000 if fewer than 100 students complete the CERT 1.
My college district is considering applying for both models. Does the college submit one application within which there are two separate narratives and two separate budgets, etc., <u>or</u> do we submit two complete applications?	The college district should complete one application within which there are two separate narratives and two separate budgets, etc.
If my college applies and is awarded funding to scale both the ICP-ATX and the ICR instructional models, do we receive \$50,000 initial funding for the ICP-ATX model <u>AND</u> \$50,000 initial funding for the ICR model?	Yes.

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Questions

I have a question regarding the ICR model in the 2017 CRSM RFA, specifically the minimum 18 hours of intensive instruction per week.

Can the 18 hours of instruction include distance learning? Would the hours of distance learning count towards the 18 hour minimum?

Answers

No. The 18 required hours a week of instruction are intended to be face to face. Student participation and integration on the college campus is a core component of intensive college readiness instructional models. If you wish to have DL hours, these need to be above the required 18 hours of face to face instruction.

Take note: Please see footnote on page 10: "Program length requirements may be negotiated with applicants on a case by case basis." Any deviation from the requirements outlined in the grant should be noted in the Transmittal Letter (See 10.4.). If a college has had an intensive college readiness instructional model for many years and if this model is less than 18 hours a week and is offered for more than 10 weeks in a single semester, the college would have to provide data showing the success of the model in terms of student transition from the intensive program to successful completion of the first college-level (non-DE) course, for which the student was originally underprepared, in the semester immediately following the intensive intervention.

1. Will an institution be allowed to serve a total of 100 students, but use 2 models getting \$50,000 initial startup, but the reimbursements be based on the model that the student follows? In other words, serve 35 students in the ICP-ATX and 65 in ICR, and be reimbursed at the \$1500 rate for the successful ICP-ATX students and \$250 rate for the ICR student?

2. For ICR completions, the webinar seemed to indicate a possibility of \$500 for successful students, \$250 increments for two separate completions, is that correct?

1.No. Please review Section 2.1 in the RFA. An institution must serve a minimum of 100 students in each model, so 100 minimum for ICR and 100 minimum for ICP. If you choose to apply under both models and are awarded funding, you may have students who move from an ICR to an ICP; in this case, you would be awarded the \$1500 for the student if he/she completes the CERT 1 program. However, if you are awarded an ICR and NOT an ICP/ATX, the student completion would be based on the student completing the college level course for which they were initially found deficient on the TSIA (See Sections 2.1 and 7.2 in the RFA.)

2. If a student in an ICR instructional model is found deficient in reading and in math on the TSIA prior to the intensive intervention, and following the intervention, the student successfully completes an academic (college level) math course (through mainstreaming or standalone) AND a reading intensive OR reading/writing intensive academic (college-level) course (through mainstreaming or standalone), the college would receive \$500.00 for that student's completion of TWO academic (college level) courses.