PART III – REQUIRED PROGRAM INFORMATION

IDENTIFICATION INFORMATION

A. This application requires the participation of multiple partners. Working in collaboration, the partners will decide together which shall serve as the Lead Applicant.

B. Name of Lead Applicant:

C. Program Coordinator:

D. Address:

E. Email Address:

F. Phone #:

G. Fax #:

H. Total Funds Requested: $

I. Total (Additional) Number of CTE Students to be Served:

NARRATIVE SECTION

Sections I through IV of Part III comprise the narrative section of the grant proposal.

Applications are eligible to earn 165 points.

I. PROGRAM OVERVIEW: (20 points)

1. Provide the name and an overview of the proposed project, describing briefly the increase in access to career and technical education that will be provided, the number of new seats and graduates you aim to create, and the population(s) that will be targeted, primarily through more effective use and integration of existing capacity and resources. Indicate which partner will serve as project lead (if different than lead applicant/fund recipient). (10 points)

2. Describe each of the partners, their anticipated role in the collaboration to increase access to career and technical education, and their experience with respect to career and technical education and/or their experience with the industry and occupation(s) being proposed. (10 points)

II. PROPOSED PROGRAM STATEMENT OF NEED: (40 points)

1. Explain how the proposed project addresses local, regional, and/or statewide labor market needs, providing credible labor market demand data and research to support your assertion. (20 points). Your response should include:
(a) An identification of the high-demand career pathways, instructional program(s), and target occupation(s) for which the applicant will provide training programs. [Please include a Classification of Instructional Programs (CIP 2000) code for each program and the primary Standard Occupational Classification (SOC) code(s) for each targeted occupation. A CIP/SOC code crosswalk may be found at http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55 ].

(b) Local labor market information and data for each target occupation to document a sufficient number of local vacancies in these occupations to meet placement goals. Identify the source of the data, using links to the data source or attached documentation provided on employer or agency letterhead.

2. Explain how the proposed project aligns with regional economic development plans, citing relevant economic development planning documents. (10 points)

3. Explain how the proposed project responds to an unmet student need or unmet student demand in relation to the population(s) you intend to target. (10 points)

III. SPECIAL POPULATION(S) (10 points)

1. Explain how the proposed project will target one or more of the following populations: out-of-school youth/young adults without high school diplomas or the equivalent; linguistic and/or racial minority students; students with disabilities; English language learners; economically disadvantaged students; students pursuing career paths that are nontraditional for their gender; students in rural or otherwise isolated communities. Explain how the targeted population(s) was/were selected. (5 points)

2. Explain the expertise of project partners in working with the targeted population(s) from the above list. Explain how project partners intend to ensure the participation of those targeted students. (5 points)

IV. PROGRAM DESIGN (75 points)

Explain how the proposed project design will meet each of the following criteria:

1. A synopsis of steps program partners anticipate taking during the Implementation Phase of the project in order to establish the program. (20 points) Your response should include:

   (a) A description of your current and anticipated employer partners’ roles and activities related to the project. [Please attach at least two current letters of support from employer partners that identify the role each will perform to support the program].

   (b) A description of current and expected partnerships with workforce development organization(s) and/or community based organization(s) and the roles those organizations will perform.

   (c) Identification of each major milestone activity and approximate date of completion

2. A sequence of courses and educational activities that will lead to verifiable technical skill proficiency, an industry-recognized credential, and/or an associate degree. (10 points) Your response should include:

   (a) the name(s) of the credential(s) to be awarded for each program.
(b) the projected number of students by program enrolled and completing, and the number of credentials by program and type to be awarded in each of the first four years of the program’s operation.

3. A structure that includes secondary and postsecondary elements and/or facilitates a smooth transition to further education. Your response should include a description of current and expected education or training provider-related partnerships and the roles of those partners. (5 points)

4. A coherent and rigorous academic and technical curriculum that includes competency-based applied learning (5 points)

5. An increased use of existing capacity and resources (current facilities and equipment) (15 points) Your response should list the existing resources put to increased use and include measure(s) of both the current and anticipated level of use of those resources.

6. An absolute increase in the availability of career and technical education for prospective students who would otherwise not be served (15 points) This increase should be measured as a five-year projected annual non-duplicative count of students newly enrolled and program completers/graduates, beginning with program’s inception. If multiple programs/pathways are proposed, each should be projected separately.

7. Sustainability of the project as an educational option for students upon conclusion of Implementation Phase funding (5 points)

V. BUDGET (20 points)

Applicants are advised to refer to the ESE Grants Management Procedural Manual, the Fund Use section of the RFP, and the Massachusetts Perkins IV Manual (p. 15, "Unallowable Uses of Perkins IV Allocation Grant Funds") for guidance in preparing the budget.

While securing matching funds is not required, it is encouraged. Reviewers will give preference to those applicants that have secured a cash match and/or in-kind donations of equipment, instructor time and cost, infrastructure investments and other support. (10 points)

1. Budget Narrative: Submit a detailed budget narrative that provides an explanation for each proposed expenditure. The proposed expenditures must be allowable under federal Perkins law and reasonable and necessary to carry out the project activities. (10 points)

   At the top of the budget narrative, clearly indicate how the applicant agency defines full-time, in terms of the hours per week and weeks per year that determine the total number of annual paid hours for full-time staff.

   The budget narrative must correspond to the line item sequence in the Part II Project Expenditures budget detail pages (see Required Forms section of the RFP). The budget narrative must clearly explain each expenditure in the budget forms. For example, the narrative should: briefly summarize the scope of work, hourly rate of pay and annual paid hours for each staff person, with more detail regarding paid staff for which job descriptions are not provided; itemize the specific costs included in the fringe rate; and, fully explain each proposed non-personnel expenditure.

2. Required Budget Forms: Enter the dollar values of the proposed grant expenditures onto the appropriate budget lines in the Part II Project Expenditures budget detail pages. Enter the dollar values of the proposed grant expenditures and match into Columns A and B in the
| Name of Grant Program: | Career and Technical Education Partnership Implementation Grant | Fund Code: | 406 |

appropriate budget lines on Schedule B. Round all figures to whole dollar amounts. See the Required Forms section of the RFP.

Use the applicant agency’s definition of full-time employment as a basis for calculating Full Time Equivalents (FTEs) for all salaried staff on both forms.