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| PART III – REQUIRED PROGRAM INFORMATION |

IDENTIFICATION INFORMATION

1. This application requires the participation of multiple partners. Working in collaboration, the partners will decide together which shall serve as the Lead Applicant.
2. Name of Lead Applicant:
3. Program Coordinator:
4. Address:
5. Email Address:
6. Phone #:
7. Fax #:
8. Total Funds Requested: $
9. 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 **150 points**.

1. **PROGRAM OVERVIEW: (15 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 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). (5 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)
2. **PROPOSED PROGRAM STATEMENT OF NEED:** **(30 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. (10 points)
   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)
3. **SPECIAL POPULATION(S) (30 points)**
4. Explain how the proposed project will provide students access to Chapter 74-level programming at vocational technical education districts or in municipal vocational technical high schools serving Gateway Cities. (10 points)
5. Provide evidence demonstrating that access to admittance into the regional or municipal vocational technical high school that serves that Gateway City is limited by oversubscription relative to capacity. (10 points)
6. 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)
7. 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)
8. **PROGRAM DESIGN (65 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 Planning Phase of the project in order to prepare for Implementation and Implementation funding. (10 points)
  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 (5 points)
  3. A structure that includes secondary and postsecondary elements and/or facilitates a smooth transition to further education (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** (currentfacilities and equipment) (10 points)
  6. An absolute increase in the availability of career and technical education for prospective students who would otherwise not be served (10 points)
  7. Sustainability of the project as an educational option for students upon conclusion of Implementation Phase funding (20 points) **NOTE:** Receipt of Planning funds (Phase 1) awarded through this grant does not guarantee implementation (Phase 2) funding.

1. **BUDGET (10 points)**

Applicants are advised to refer to the ESE [*Grants Management Procedural Manual*](http://www.doe.mass.edu/grants/procedure/manual.html), the Fund Use section of the RFP, and the [*http://www.doe.mass.edu/ccte/cvte/http://www.doe.mass.edu/ccte/cvte/http://www.doe.mass.edu/ccte/cvte/*](http://www.doe.mass.edu/ccte/cvte/) (p. 15, “Unallowable Uses of Perkins IV Allocation Grant Funds”**)** for guidance in preparing the budget.

1. **Budget Narrative:** Submit a detailed budget narrative that provides an explanation for each proposed expenditure.

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.

1. **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 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.