|  |  |
| --- | --- |
| **Name of Grant Program:** CVTE Student Support—Impact and Recovery | **Fund Code:** 433  |

|  |
| --- |
| PART III – REQUIRED PROGRAM INFORMATION |

IDENTIFICATION INFORMATION

1. Name of Applicant Organization:
2. School(s) supporting through these funds:
3. Program Coordinator:
4. Applicant Address:
5. Coordinator email address:
6. Coordinator Phone #:
7. Total Funds Requested: $
8. Number of CTE Students who will be supported:

NARRATIVE SECTION

Sections I through V of Part III comprise the narrative section of the grant. Districts may apply for funds to support credential attainment for and/or for funds to support increased exposure to hands-on technical skills during a summer program for students in Chapter 74 programs. District’s narrative response should address Sections I-V and may not exceed six (6) pages in total. All narrative responses must be in Arial 10-point font, with one (1) inch margins. Responses to Section V (Budget) are not included in the page limit. Applicants are required to provide page numbers on every page of the proposal, including appendices and material not subject to the page limits. Additional attachments are permitted.

1. **PROGRAM OVERVIEW:**

Districts may apply for funds: 1) to support credential attainment for students in Chapter 74 programs and/or for funds 2) to support increased exposure to hands-on technical skills during a summer program. Districts’ narrative response should address either 1 or 2, or both if the district is proposing to support both.

1. Provide an overview, briefly describing the increase in access to industry-recognized credentials for students whose attainment of said credentials was impacted by the COVID-19 pandemic. List the specific credentials and the Chapter 74 program in which the student was enrolled.
2. Provide an overview, briefly describing the hands-on exploratory or technical skill development programming that will be offered for Chapter 74 students in the summer program. While providing programing specific to each program would be ideal, districts should, at a minimum, provide programming that would include technical skills relevant for each cluster offered by the district. If the district is offering an integrated project including academic and technical knowledge and skills, that project may be described in this narrative.
3. **PROPOSED PROGRAM STATEMENT OF NEED:**
	1. Explain how the proposed project addresses the reasons for the students’ inability to earn each specific industry-recognized credential.

Your response should include:

* + - * 1. A description of the reason that students were unable to attain credentials that they typically would have earned prior to graduation.
				2. Information on the value of the credential.

 And/or

* 1. Explain how COVID-19 impacted students’ hands-on technical skill development or program exploration and how the proposed project addresses the issues arising from that impact.
1. **TARGETED POPULATION(S)**
2. Explain how the proposed project will provide students equitable access to credential attainment. Provide a description of how the district’s proposed activities have considered and will address potential barriers to success.
3. Describe the student groups who will access either the exploratory or hands-on skill development programming and how the district will address potential barriers to success.
4. **PROGRAM DESIGN**

1A. Explain the specific activities proposed to allow students to complete the requirements to attain the credentials that they would have earned if not interrupted by the COVID 19 pandemic.

1B. Describe the barriers faced by students in completing credentials due to ongoing challenges presented by the COVID-19 crisis and specifically how the proposed activities address those barriers.

2A. Describe the specific activities proposed to provide opportunities for students to gain hands-on technical skill experience and/or exploratory experience. Description should include the numbers of students to be served and the specific programs and/or clusters included in the proposal. If offering an exploratory program, provide details on its design and schedule.

2B. Describe the barriers presented by the COVID-19 crisis related to limitations on hands-on technical and or/ exploratory experience and specifically how the proposed activities address those barriers.

1. **BUDGET**

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 document Perkins Secondary Quick Reference Guide on Allowable and Unallowable Costs, available at <http://www.doe.mass.edu/federalgrants/perkins/>,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. Clearly indicate the cost basis for stipends for teachers for after-school, weekend or summer hours.

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.

Note: Districts are strongly encouraged to collaborate with other districts to offer classes, test prep or testing, particularly where the number of students needing to earn a particular credential is small. Describe the collaboration, including each districts responsibility for particular activities and associated costs.

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. 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.