

PREPARATION FOR ACADEMIC  
TRANSITION TO HIGHER EDUCATION



# PATH

## REQUEST FOR PROPOSAL

**Submission Deadline**

October 25, 2024

**Fiscal Award Period**

January 1, 2025 - June 30, 2027



**CONNECTICUT**  
Higher Education

# PREPARATION FOR ACADEMIC TRANSITION TO HIGHER EDUCATION (PATH)

<b>PROGRAM</b>	This Request for Proposals provides directions for applying for state funds in compliance with the General Statutes of Connecticut, Volume 3, Title 10a, Chapter 185, Section 10a-11, Minority Advancement Program (MAP) General Statutes of Connecticut, Volume 3, Title 10a, Chapter 185, Section 10a-11a.
<b>PURPOSE</b>	PATH is a competitive grant program that partners with Connecticut's Nonprofit Organizations (NPOs) to develop linkages between Connecticut's public high schools and NPOs to offer college preparation services to disadvantaged junior and senior students. The PATH program aims to assist academically high-achieving disadvantaged students in the college application process and help them find and apply for scholarships and grants. The PATH grant has two primary goals: 1) to help students apply to a postsecondary degree program and 2) to help students apply for the FAFSA and finance a postsecondary degree program through sourcing scholarships and grants. These goals provide participating students with various student-supportive services that enhance their likelihood of enrolling in a postsecondary degree program at a Connecticut college or university.
<b>ELIGIBILITY</b>	An individual NPO in Connecticut can apply for a grant to carry out a PATH initiative. Eligible NPOs will have a demonstrated history of excellence in providing college awareness and preparation services to high school students, covering college applications, financial aid (FAFSA), and sourcing scholarships and grants.
<b>SUBMISSION</b>	Proposals are due to the Office of Higher Education by 11:59 pm. on July 31, 2024. All proposals, including attachments, must be submitted electronically to <a href="mailto:Jeffrey.Barry@ct.gov">Jeffrey.Barry@ct.gov</a> . Proposals must meet all submission requirements to be accepted.
<b>FUNDING</b>	Funding will be available for NPOs to serve the target population in one of three Connecticut DRGs. Each award will be fixed annually for three years, contingent on the availability and level of appropriations to fund MAP. This fixed amount will provide NPOs with a \$15,000 – \$20,000 grant per year. *Please note that under the terms of this grant, grantees are expressly prohibited from allocating any portion of the grant funds toward finance and administration (F&A) costs.
<b>REQUIRED MATCH</b>	No organizational match is required for the PATH grant.
<b>FISCAL YEAR AWARD PERIOD</b>	The grant award period is three years: July 1, 2024 – June 30, 2027. Those grantees chosen in Year 1 will not be required to participate in another competition through Year 3. However, funding is not guaranteed beyond Year 1. Yearly renewal will be subject to program performance and the availability and level of appropriations to fund MAP and the PATH grant.
<b>PERFORMANCE PERIOD</b>	The PATH grant performance period is from January 1, 2025 – June 30, 2027.

## TABLE OF CONTENTS

<b>PATH REQUEST FOR PROPOSAL</b> .....	<b>3</b>
BACKGROUND.....	3
ELIGIBLE APPLICANTS.....	3
ELIGIBLE PARTICIPANTS .....	4
PROGRAM DESIGN .....	6
<b>REQUIRED ACTIVITIES</b> .....	<b>6</b>
PROGRAM COMPONENTS.....	6
PROGRAM ACTIVITIES .....	8
<b>PROPOSAL PROCEDURES</b> .....	<b>10</b>
APPLICATION CRITERIA.....	10
CRITERIA FOR REVIEWING PROPOSALS.....	11
GRANT AWARDS & REPORTING REQUIREMENTS.....	12
EXECUTIVE SUMMARY .....	12
BUDGET NARRATIVE .....	12
PROGRAM NARRATIVE .....	13

### GRANT TIMELINE

Request for Proposal (RFP) Announced .....	September 27, 2024
Proposal Submission Deadline .....	October 25, 2024
Grant Award Notification .....	November 8, 2024
Fiscal Year Award Period .....	July 1, 2024 – June 30, 2027
Performance Period .....	January 1, 2025 – June 30, 2027

Questions regarding the RFP and related forms should be directed to Jeffrey Barry at [Jeffrey.Barry@ct.gov](mailto:Jeffrey.Barry@ct.gov).

**Proposals are due to the Office of Higher Education by 11:59 pm. on October 25, 2024.** All supplemental application documents (budget, organizational chart, sample surveys, calendar of events, and MOUs) must be submitted electronically to [Jeffrey.Barry@ct.gov](mailto:Jeffrey.Barry@ct.gov), along with completing the online application found below.

**Link to the online application:** <https://forms.office.com/g/jDHuCKu6mF>

The Office of Higher Education will send an electronic confirmation of submissions; applicants are encouraged to verify receipt by email. Proposals must meet submission requirements and include all supplemental documentation to be accepted. Applications submitted via fax or hard copies are not acceptable.

**\*Please note: Applications received after the deadline will not be accepted or reviewed.**

# PATH REQUEST FOR PROPOSAL

This Request for Proposals provides directions for applying for state funds in compliance with the General Statutes of Connecticut, Volume 3, Title 10a, Chapter 185, Section 10a-11, Minority Advancement Program (MAP) General Statutes of Connecticut, Volume 3, Title 10a, Chapter 185, Section 10a-11a.

## BACKGROUND

PATH is a competitive grant program that partners with Connecticut's nonprofit organizations (NPOs) to develop linkages between Connecticut's public high schools and nonprofits and offer college preparation services to disadvantaged junior and senior students. The PATH program aims to assist academically high-achieving disadvantaged students in the college application process and help them find and apply for scholarships and grants. The PATH grant has two primary goals: 1) to help students apply to a postsecondary degree program and 2) to help students apply for the FAFSA and finance a postsecondary degree program through sourcing scholarships and grants. These goals provide participating students with various student-supportive services that enhance their likelihood of enrolling in a postsecondary degree program at a Connecticut college or university.

An academically high-achieving disadvantaged student is unlikely to achieve their academic potential of enrolling in and financing a college degree without programmatic intervention due to circumstances outside their control. PATH programming is delivered to junior and senior high school students during the traditional fall and spring terms. PATH programs provide students with at least thirty weeks of programming during the academic year. OHE oversees PATH grantees. PATH programs must maintain student records and file periodic reports in response to accountability procedures established by OHE. Additionally, OHE staff will periodically visit PATH programs to gauge quality and compliance with program guidelines.

## ELIGIBLE APPLICANTS

An individual Nonprofit Organization in Connecticut can apply for a grant to carry out a PATH initiative.

- Eligible NPOs will have a demonstrated history of excellence in providing college awareness and preparation services to high school students, covering college applications, financial aid (FAFSA), and sourcing scholarships and grants.
- NPOs applying for a PATH initiative must demonstrate existing MOUs or provide new signed MOUs with public school systems identified by OHE in the Eligible Participants section as part of the application process.

All NPOs, even those part of a larger group of organizations, must apply independently for a PATH grant. OHE will evaluate each applicant's ability to carry out a PATH grant as an independent NPO.

### NEW APPLICANTS

**The Office of Higher Education encourages non-profit organizations that have never received MAP funding to apply for funding as described in this Request for Proposals.**

## ELIGIBLE PARTICIPANTS

Students from all racial and ethnic backgrounds from disadvantaged communities and school districts located in District Reference Groups (DRG) G, H, and I based on National Center for Educational Statistics (NCES) census data who meet specific socioeconomic criteria are eligible to participate in the PATH program.

DRGs are associated with seven data indicators to classify districts across three categories. The categories are socioeconomic status (SES), need, and enrollment. The SES category comprises three indicators: median family income, parental education, and parental occupation. The need category comprises three indicators: the percentage of children living in families with a single parent, the percentage of public school children eligible to receive free or reduced-price meals, and the percentage of children whose families speak a language other than English at home. The enrollment category comprises one indicator: the number of students attending schools in the district.<sup>1</sup>

Connecticut's most affluent and low-need school districts are grouped in DRG A. In contrast, the poorest and highest-need districts, which include four of Connecticut's five largest cities (Bridgeport, New Haven, Hartford, and Waterbury), are in DRG I.

DRG G		DRG H		DRG I	
<ul style="list-style-type: none"> <li>• Mid-size to large towns, suburbs</li> <li>• Slightly lower income rate and rate of low-income students than DRG F</li> <li>• 3<sup>rd</sup> highest in single-parent households</li> </ul>		<ul style="list-style-type: none"> <li>• Larger towns and suburbs</li> <li>• 2<sup>nd</sup> lowest income level and significantly lower than all DRGs except I</li> <li>• 2<sup>nd</sup> highest rate of low-income students and students from single-parent homes</li> <li>• 2<sup>nd</sup> lowest education attainment level</li> </ul>		<ul style="list-style-type: none"> <li>• State's largest cities and urban centers</li> <li>• By far the highest in enrollment, low-income students, and number of single-parent homes</li> <li>• Lowest in income, education attainment, and percentage of management professionals</li> </ul>	
SCHOOL DISTRICTS		SCHOOL DISTRICTS		SCHOOL DISTRICTS	
1. Ansonia	10. Manchester	1. Danbury	5. Norwich	1. Bridgeport	5. New London
2. Bloomfield	11. Middletown	2. East Hartford	6. Stamford	2. Hartford	6. Waterbury
3. Bristol	12. Naugatuck	3. Meriden	7. West Haven	3. New Britain	7. Windham
4. Derby	13. Plainfield	4. Norwalk		4. New Haven	8. Andover
5. East Haven	14. Plainville				
6. Groton	15. Putnam				
7. Hampton	16. Stratford				
8. Killingly	17. Torrington				
9. Lisbon	18. Vernon				

Disadvantaged communities are where either a group of individuals living in close proximity to one another or a geographically dispersed set of individuals... experiences common conditions.<sup>2</sup> Students from

<sup>1</sup> National Center for Educational Statistics census data from the 2023 Census. & Public School Information Systems.

<sup>2</sup> CEQ, *Environmental Justice: Guidance under the National Environmental Policy Act* (Dec. 10, 1997), available at <https://ceq.doe.gov/docs/ceq-regulations-and-guidance/regs/ej/justice.pdf>.

disadvantaged communities are determined based on a combination of variables that may include, but are not limited to, the following:

- Low income, high and/or persistent poverty
- High unemployment and underemployment
- Racial and ethnic residential segregation, particularly where the segregation stems from discrimination by government entities
- Linguistic isolation
- High housing cost burden and substandard housing
- Distressed neighborhoods
- High transportation cost burden and/or low transportation access
- Disproportionate environmental stressor burden and high cumulative impacts
- Limited water and sanitation access
- Disproportionate impacts from climate change
- High energy cost burden and low energy access
- Access to healthcare<sup>3</sup>

The Office of Higher Education remains committed to increasing the racial and ethnic diversity of the students attending and graduating from the state's IHEs. In so doing, most students participating should be members of underrepresented ethnic groups (e.g., Hispanic or Latino, American Indian or Alaska Native, Black or African American, etc.). Since minority students from middle-class families attend college at rates comparable to non-minorities, PATH will continue focusing on low-income students.

## **PARTICIPANT ELIGIBILITY REQUIREMENTS:**

An individual is eligible to be a participant in a PATH program if they **meet all four (4)** of the following criteria:

- 1. RESIDENCY** – The student is a permanent resident of the State of Connecticut.
- 2. CLASS STANDING** – When entering the program, the student is a junior or senior in high school.
- 3. ACADEMIC ACHIEVEMENT** – The student is deemed to be academically high-achieving.
  - A high-achieving student, according to grades and teacher assessment, has demonstrated:
    - i. They will successfully graduate high school.
    - ii. The potential to successfully accept and complete a college degree.
    - iii. Demonstrated a need for guidance, encouragement, and assistance in applying for and financing a college degree.
  - Due to circumstances outside their control, they are unlikely to achieve their academic potential without programmatic intervention.
  - PATH programs must develop and implement a sufficient intake process and screening tool to determine academic eligibility for the program according to the participant eligibility requirements and criteria.

---

<sup>3</sup> Young, S. D., Mallory, B., & McCarthy, G. (2021). *Interim Implementation Guidance for the Justice40 Initiative (M-21-28)*. Executive Office of the President: Office of Management and Budget. <https://www.whitehouse.gov/wp-content/uploads/2021/07/M-21-28.pdf>

- 4. DISTRICT REFERENCE GROUP** — The student meets both DRG criteria below.
- A. The student attends a public middle or high school from one of the 33 priority school districts in disadvantaged communities with DRG classifications of G, H, or I,
  - B. The student meets at least 1 of the 7 DRG measures listed below.
    - i. Median family income (SES)
    - ii. Parental education (SES)
    - iii. Parental occupation (SES)
    - iv. The percentage of children living in families with a single parent (Need)
    - v. The percentage of public school children eligible to receive free or reduced-price meals (Need)
    - vi. The percentage of children whose families speak a language other than English at home (Need)
    - vii. The number of students attending schools in the district (Enrollment)

## PROGRAM DESIGN

PATH programs aim to support academically high-achieving disadvantaged junior and senior high school students from districts in the lower-ranking District Reference Groups G, H, and I in achieving the goals of helping students apply to a postsecondary degree program, apply for the FAFSA, and finance a postsecondary degree program through sourcing scholarships and grants. Participating students will receive specialized student-supportive services delivered through a cohort-based intervention model that enhances their likelihood of enrolling in a Connecticut college or university postsecondary degree program.

The programs will track students from initial enrollment through completion, focusing on college enrollment, FAFSA completion, and scholarship and grant awards as critical measures of program efficacy. PATH intends to level the playing field and open doors to higher education for academically high-achieving disadvantaged high school students by providing targeted, sustained support.

## REQUIRED ACTIVITIES

PATH programs must provide students with various student-supportive services during the traditional fall and spring terms. PATH programs provide students at least thirty weeks of programming during the academic year. Programs should be designed to support academically high-achieving disadvantaged students through the college application and financial aid processes.

## PROGRAM COMPONENTS

Grantees demonstrating program efficacy will meet all requirements listed below regarding the staffing, record keeping, reporting, and citation of the Office of Higher Education and the Preparation for Academic

Transition to Higher Education program. The application should address the requirements, provide details on implementation, and provide supporting documentation of planned program components listed below.

### 1. PROGRAM DELIVERY

- A. Recruit, select, and enroll eligible disadvantaged junior and senior students from DRGs G, H, or I who are not already participating in ConnCAP programs.
- B. Provide services weekly during the traditional high school academic year for at least thirty weeks (fifteen weeks in the fall and fifteen weeks in the spring).

### 2. PROGRAM STAFFING AND TRAINING

- A. Appoint a program director (principal investigator) to oversee program administration.
- B. Hire and maintain well-qualified staff to ensure effective program implementation.
- C. Equip staff with the skills and knowledge to support academically high-achieving disadvantaged junior and senior high school students to help students apply to a postsecondary degree program, apply for the FAFSA, and finance a postsecondary degree program through sourcing scholarships and grants, developed with consideration given to the student's race, cultural background, sexual orientation, gender identity, religion, or socio-economic status.

### 3. OFFICE OF HIGHER EDUCATION CITATION

- A. The grantee shall identify the Office of Higher Education on all programmatic marketing utilizing the following citation, **"this program is supported by the Minority Advancement Program administered by the Connecticut Office of Higher Education."**
- B. The grantee shall identify the program on all programmatic marketing utilizing the PATH program logo provided by OHE.
- C. **Grantees shall clearly state they are a MAP grantee in the PATH program and use the MAP name and PATH logo on public materials** such as websites, stationery, application forms, recruitment brochures, online position postings, or other recruitment materials, orientation materials, student curriculum materials, signs, banners, press releases, and publications related to MAP.
- D. If the PATH program is part of a more extensive web of grant initiatives at the grantee organization, the MAP and PATH citation requirements still exist and should be displayed prominently alongside other grant marketing and logos.

### 4. RECORD KEEPING AND REPORTING

- A. Grantees will utilize intake forms to enroll students into the PATH program to identify eligibility and collect and maintain demographic information required by OHE.
  - i. Intake forms are required for initial enrollment into the PATH program or if a student leaves the program and re-enters it.

- ii. Demographic information should be updated yearly to reflect the status of student participants.
- B. Grantees will have an adequate record-keeping system to report to OHE on students' attendance in programmatic activities, academic progress (GPA), program retention, high school graduation rates, postsecondary enrollment, scholarships, grants received, or other metrics defined by OHE.
- C. Grantees shall develop and implement a survey for students and staff participating in the grant and utilize the results and analysis as part of grant reporting.
- D. All student files shall be housed digitally in secured folders on the grantee's network or fireproof filing cabinets for three years after the student's participation in the program.
- E. Information collected by grantees shall be provided to OHE for review during site visits. OHE site visits will provide grantees with adequate notification to prepare records for review.
- F. Grantees will submit interim and year-end budgets, reports, and other data to OHE by the due dates defined in the fully executed Memorandum of Understanding or Grant Agreement.

#### 5. OFFICE OF HIGHER EDUCATION MEETINGS

- A. Grantees must attend all MAP meetings (including professional development and technical support workshops) called by the OHE.
- B. Grantee institutions are to be represented by the program director (principal investigator) and designated personnel unless otherwise indicated by OHE.

## PROGRAM ACTIVITIES

PATH programming is delivered to academically high-achieving, disadvantaged junior and senior high school students during the traditional academic year (fall and spring terms), with a performance period from July 1 to June 30 each grant year.

The PATH grant has two primary goals: 1) to help students apply to a postsecondary degree program and 2) to help students apply for the FAFSA and finance a postsecondary degree program through sourcing scholarships and grants. These goals provide participating students with various student-supportive services that enhance their likelihood of enrolling in a postsecondary degree program at a Connecticut college or university.

**ACADEMIC YEAR PROGRAMMING** — Grantees must provide students with academic year programming that coincides with the participants' secondary school(s) schedule.

»»» ***The grantee must provide participating students with academic and supplemental activities for at least thirty weeks during the school year (fifteen weeks per traditional fall and spring terms).***

Recent research<sup>4</sup> has indicated that students are more likely to be successful when adopting a growth mindset addressing perceptions of belonging and ability. Therefore, students are more likely to succeed if they believe that the challenges or setbacks experienced at college are typical and that they can overcome them.

**1. PROGRAM DELIVERY: ACADEMIC YEAR ACTIVITIES**

A. The programmatic interventions and activities that provide student-supportive services for Goals 1 and 2 should be delivered weekly throughout the traditional academic year.

**B. Academic year components must:**

- i. Provide a weekly calendar of activities for students.
- ii. Detailed description of the activity (topic, intent, outcomes, etc.).
- iii. Track student attendance at all activities.
- iv. Grantees will track parent and guardian engagement and report it to OHE.
- v. Utilize surveys for continuous improvement (student and facilitator).

**2. GOAL 1: HELP ACADEMICALLY HIGH-ACHIEVING DISADVANTAGED STUDENTS APPLY TO A POSTSECONDARY DEGREE PROGRAM**

- A. Grantees will enhance high school juniors, seniors, and their families/guardians understanding of the significance and advantages of pursuing a postsecondary degree.
- B. Grantees will assist junior and senior students and their families with applying to a postsecondary degree program.

**3. GOAL 2: HELP ACADEMICALLY HIGH-ACHIEVING DISADVANTAGED STUDENTS APPLY FOR THE FAFSA AND FINANCE A POSTSECONDARY DEGREE PROGRAM**

- A. Grantees will assist high school juniors, seniors, and their families/guardians in the FAFSA application process.
- B. Grantees will assist high school juniors, seniors, and their families/guardians in sourcing and applying for scholarships and grants.

---

<sup>4</sup> Paunesku, D., Walton, G. M., Romero, C., Smith, E. N., Yeager, D. S., & Dweck, C. S. (2015). Mind-set interventions are a scalable treatment for academic underachievement. *Psychological Science*, 26(6), 784-793. doi:10.1177/0956797615571017  
Yeager, D. S., Walton, G. M., Brady, S. T., Akcinar, E. N., Paunesku, D., Keane, L., & ... Dweck, C. S. (2016). Teaching a lay theory before college narrows achievement gaps at scale. *PNAS Proceedings Of The National Academy Of Sciences Of The United States Of America*, 113(24), E3341-E3348. doi:10.1073/pnas.1524360113

# PROPOSAL PROCEDURES

**Proposals are due to the Office of Higher Education by 11:59 pm. on July 31, 2024.** All supplemental application documents (budget summary, intake form, organizational chart, sample surveys, calendar of events, and MOUs) and the completed application must be submitted electronically to [Jeffrey.Barry@ct.gov](mailto:Jeffrey.Barry@ct.gov).

**Link to the online application:** <https://forms.office.com/g/jDHuCKu6mF>

The Office of Higher Education will send an electronic confirmation of submissions; applicants are encouraged to verify receipt by email. Proposals must meet submission requirements and include all supplemental documentation to be accepted. Applications submitted via fax or hard copies are not acceptable.

**\*Please note: Applications received after the deadline will not be accepted or reviewed.**

## APPLICATION CRITERIA

Applications must adhere to the following format.

- A. ONLINE APPLICATION & EXECUTIVE SUMMARY** – Complete the online application and provide a concise program summary. Executive summaries of all compliant applications will be published on the OHE website following grant award notifications.
- B. BUDGET SUMMARY & NARRATIVE** – Provide total funding requirements for each budget category described in the Budget Narrative on the Microsoft Excel Budget Summary. The Budget Narrative must explain how costs were derived for each budget category found in the Budget Summary and describe all contributions. Note that reviewers give close attention to the Budget Narrative.
- C. PROGRAM NARRATIVE** – The narrative section of the application is your opportunity to convince reviewers that your program meets the selection criteria. Provide a concise, jargon-free description of the proposed program by addressing subsections one (1) through six (6) regarding 1) demonstrated need, 2) measurable objectives, 3) program activities, 4) institutional commitment to the proposed program, 5) community involvement and support of the proposed program, and 6) evaluation plan.
- D. SUPPLEMENTAL DOCUMENTATION** – The online application must include several supplemental documents emailed to [Jeffrey.Barry@ct.gov](mailto:Jeffrey.Barry@ct.gov) to complete the application process.

»»» **THE SIX (6) REQUIRED SUPPLEMENTAL DOCUMENTS ARE – 1)** an Intake Form, 2) a Calendar of Events, 3) an Organizational Chart, 4) MOUs with Public School Systems, 5) Evaluation Surveys, and 6) a Budget Summary.

## CRITERIA FOR REVIEWING PROPOSALS

A review panel comprised of qualified professionals and professional organizations within and outside of the Office of Higher Education who are familiar with effective pre-college access programs will evaluate eligible proposals based on the categories of review below.

Reviewer ratings and comments will serve as a significant, but not the only, aspect of the final award selection made by the Office of Higher Education.

### REVIEW CRITERIA CATEGORIES

1. Demonstrated Need (10 points)
2. Measurable Objectives (20 points)
3. Program Activities (25 points)
4. Organizational Commitment to Proposed Program (10 points)
5. Community Involvement and Support of Proposed Program (10 points)
6. Evaluation Plan (10 points)
7. Proposed Budget and Budget Adequacy (15 points)

A proposal must receive an average panel review of 70 points or greater to be considered for final award approval.

### BELOW, YOU'LL FIND SOME PRACTICAL SUGGESTIONS TO EFFECTIVELY PRESENT YOUR PROPOSED PROGRAM IN A MANNER THAT WILL RESONATE WITH REVIEWERS.

☞ **Be clear and concise.** Reviewers are not interested in jargon, boilerplate, rhetoric, or exaggeration. They are interested in learning what you intend to do and how your program responds to the charge to provide motivation and skills development for underachievers.

☞ **Avoid circular reasoning.** The problem you describe should not be defined as lacking your proposed solution.

☞ **Explain how.** Avoid simply stating that the program you describe will address the issue. Explicitly describe how the proposed program will meet the need identified.

☞ **Don't make assumptions.** Even if you have received MAP funding in the past, do not assume your reviewers know anything about you, your proposed program, your partners, or your participants. Avoid overuse of acronyms.

☞ **Use an impartial proofreader.** Before submitting your application, let someone unfamiliar with your program read and critique the program narrative.

☞ **Follow the instructions and discuss each criterion within each area presented.** Use the RFP to identify criteria in each area when completing the narrative sections.

## GRANT AWARDS & REPORTING REQUIREMENTS

Following final program and budget negotiations, grants will be issued to each successful program after the Office of Higher Education has received a signed agreement on the terms of the award. Terms of the award include completion of contract compliance forms.

Successful applicants are required to submit interim and end-of-year final narratives, data, and financial reports. Grantees will receive funds on a reimbursement basis once the financial reports are submitted and a cash request has been made to OHE.

## EXECUTIVE SUMMARY

Please provide an executive summary of your proposed program. Ensure you address the following elements.

### BE SURE TO INCLUDE THE FOLLOWING:

1. Provide a high-level overview of the proposed program.
2. Address how the program will help academically high-achieving disadvantaged junior and senior students apply to a postsecondary degree program, apply for the FAFSA, and finance a postsecondary degree program through sourcing scholarships and grants.
3. Address how the program will engage with students' parent/guardian(s) to support the goals of the PATH program.
4. Address the anticipated outcome of the proposed program at the end of the grant cycle (what do you expect to see as a result of the grant at the end of year three of the grant).

## BUDGET NARRATIVE

Explain how costs were derived for each budget category in the Budget Summary.

- A. SALARIES AND WAGES** — Please list the title of each staff position and provide a description, salary, and percentage of effort devoted to this award. Explain all salary requests by position and how salary requests were calculated. Staff salaries should be prorated for the period/percentage of time committed to the program and be displayed as an **hourly rate**. Be specific.
- B. FRINGE BENEFITS** — Fringe Benefits may be applied if applicable. Identify the types of fringe benefits to be covered and the costs of benefit(s) for each staff position. Allowable fringe benefits typically include FICA, Worker's Compensation, Retirement, SUTA, Health and Life Insurance, IRA, and 401K. You may calculate total benefits as a percentage of the salaries to which they apply or list each benefit as a separate item. Holidays, leave, and other similar vacation benefits are not included in the fringe benefit rates but are absorbed into the salaries and wages budget line item. Uncommon or exceptionally high-cost benefits should be itemized.
- C. INSTRUCTIONAL MATERIALS AND SUPPLIES** — Identify all items necessary during the grant year to support program delivery.

- D. OTHER COSTS** — Enter any other costs essential to the delivery of the proposed program.
- E. FINANCE AND ADMINISTRATION (F&A)** — Under this grant's terms, grantees are expressly prohibited from allocating any portion of the grant funds toward finance and administration (F&A) costs.

## PROGRAM NARRATIVE

Provide a concise, jargon-free description of the proposed program by addressing subsections one (1) through six (6) regarding 1) demonstrated need, 2) measurable objectives, 3) program activities, 4) organizational commitment to the proposed program, 5) community involvement and support of the proposed program, and 6) evaluation plan.

### 1. DEMONSTRATED NEED

- A. Describe the specific need, priority, and degree to which your proposed program is particularly well suited to address the identified concerns regarding the program initiatives in your local school district(s).

### 2. MEASURABLE OBJECTIVES

- A. OHE has the following three objectives that grantees are expected to measure and achieve:
  - i. At least ninety percent (90%) of students will enroll in a postsecondary degree program.
  - ii. One hundred percent (100%) of students will have completed the FAFSA.
  - iii. At least ninety percent (90%) of students will have applied for a scholarship or grant.
- B. Grantees must furnish a minimum of two (2) organizational outcomes along with measurable objectives that the grant aims to achieve. These objectives must be quantifiable, with well-defined criteria to assess their attainment.

### 3. PROGRAM ACTIVITIES

- A. Describe the plan for identifying, recruiting, and selecting participants to be served by the program.
- B. Detail the plan for assessing individual participant needs and monitoring their enrollment and financial aid progress while in the PATH program.
- C. Describe the systems that will be implemented to ensure effective and efficient program administration, including, but not limited to, financial management, student records management, and personnel management.
- D. Outline the curriculum, services, and activities planned for participants during the academic year, along with the planned timelines for accomplishing critical elements of the program.

- E. Provide a weekly timeline of events (calendar) for the grant year. Include a detailed description of the activity (topic, intent, outcomes, etc.).
- F. Provide an organizational chart that details the program's staffing.
  - i. The organizational chart should only include the principal staff involved in the delivery of grant programming, not the entire organization.
  - ii. Principal staff identified in the organizational chart should include titles, roles, and responsibilities.

#### **4. ORGANIZATIONAL COMMITMENT TO THE PROPOSED PROGRAM**

- A. Detail the organization's commitment to supplementing the program with resources that will enhance the program, such as direct financial support, space, furniture, equipment, supplies, and the time and effort of personnel engaged in program functions other than those employed in the program.
- B. Describe the strategy to inform staff members and students of the program and to engage them in achieving the program objectives.

#### **5. COMMUNITY INVOLVEMENT AND SUPPORT OF THE PROPOSED PROGRAM**

- A. Discuss any written support commitments from schools, other educational institutions, community-based organizations, and businesses, including the commitment of resources to enhance the program, such as financial support, space, furniture, equipment, supplies, and the time and effort of personnel engaged in program functions.
- B. Provide existing or newly signed MOUs with public school systems identified by OHE in the Eligible Participants section, in which you will operate a PATH program.

#### **6. EVALUATION PLAN**

- A. Describe the evaluation plan for the program. Include quantitative and qualitative evaluation measures, which examine the program's success in achieving its outcomes and objectives in specific and measurable ways.
- B. Detail how the evaluation plan informs an internal program modification and improvement process.
- C. Define how the program will track student attendance at all activities and utilize this data to determine program efficacy and continuous improvement.
- D. Provide sample surveys that will be used to determine program efficacy and continuous improvement (provide examples for students and facilitators).