

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Perkins Innovation and Modernization Grant Program

CFDA # 84.051F

PR/Award # V051F190049

Grants.gov Tracking#: GRANT12882994

OMB No. 1894-0006, Expiration Date:

Closing Date: Jun 14, 2019

PR/Award # V051F190049

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1235-CUNY_Perkins_Line Item Budget.xlsx, 1242-CUNY_Perkins_Appendices.pdf

Application for Federal Assistance SF-424

*** 1. Type of Submission:**

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

*** 2. Type of Application:**

- ☒ New
☐ Continuation
☐ Revision

*** If Revision, select appropriate letter(s):**

*** Other (Specify):**

*** 3. Date Received:**

06/14/2019

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

*** a. Legal Name:** Research Foundation of the City University of New York

*** b. Employer/Taxpayer Identification Number (EIN/TIN):**

13-1988190

*** c. Organizational DUNS:**

6035075700000

d. Address:

*** Street1:**

230 WEST 41ST STREET

Street2:

*** City:**

New York

County/Parish:

*** State:**

NY: New York

Province:

*** Country:**

USA: UNITED STATES

*** Zip / Postal Code:**

10036-7207

e. Organizational Unit:

Department Name:

CUNY Central Office

Division Name:

Office of K-16 Initiatives

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

*** First Name:**

Cass

Middle Name:

*** Last Name:**

Conrad

Suffix:

Title: University Dean

Organizational Affiliation:

Office of K-16 Initiatives

*** Telephone Number:**

Fax Number:

*** Email:**

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Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

* 12. Funding Opportunity Number:

ED-GRANTS-041519-001

* Title:

Office of Career, Technical, and Adult Education (OCTAE): Perkins Innovation and Modernization
Grant Program CFDA Number 84.051F

13. Competition Identification Number:

84-051F2019-1

Title:

Perkins Innovation and Modernization Grant Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

1238-Perkins_CUNY_Areas Affected.pdf

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Fast Track to College and Careers

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	490,327.81
* b. Applicant	746,770.61
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	1,237,098.42

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

Fast Track to College and Careers
City University of New York
Areas Affected by Project

Bronx, NY (Bronx County)
Brooklyn, NY (Kings County)
Manhattan, NY (New York County)

Fast Track to College and Careers
City University of New York
Congressional districts of areas served

School/institutions	District
Academy of Innovative Technology	NY-007
Academy for Language and Technology	NY-009
Borough of Manhattan Community College	NY-010
Urban Assembly Gateway School for Technology	NY-010
Manhattan Bridges High School	NY-010
Transit Tech Career and Technical Education HS	NY-012
Bronx High School for the Visual Arts	NY-014
Hostos Community College	NY-015
Alfred E. Smith Career and Technical Education HS	NY-015
Longwood Preparatory Academy	NY-015
Crotona International High School	NY-015

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Research Foundation of the City University of New York

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	61,043.86	89,718.00	93,135.00			243,896.86
2. Fringe Benefits	5,091.06	7,482.48	7,767.46			20,341.00
3. Travel						
4. Equipment						
5. Supplies	16,600.00	16,000.00	9,000.00			41,600.00
6. Contractual	39,000.00	39,000.00	37,000.00			115,000.00
7. Construction						
8. Other		14,000.00				14,000.00
9. Total Direct Costs (lines 1-8)	121,734.92	166,200.48	146,902.46			434,837.86
10. Indirect Costs*	13,888.33	20,412.10	21,189.52			55,489.95
11. Training Stipends						
12. Total Costs (lines 9-11)	135,623.25	186,612.58	168,091.98			490,327.81

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2019 To: 09/30/2022 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): HHS

The Indirect Cost Rate is 21.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # V051F190049

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Research Foundation of the City University of New York		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	172,167.90	172,167.90	172,167.90			516,503.70
2. Fringe Benefits	71,548.11	71,548.11	71,548.11			214,644.33
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	243,716.01	243,716.01	243,716.01			731,148.03
10. Indirect Costs	5,207.53	5,207.53	5,207.53			15,622.59
11. Training Stipends						
12. Total Costs (lines 9-11)	248,923.54	248,923.54	248,923.54			746,770.62

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Cass Conrad	University Dean
APPLICANT ORGANIZATION	DATE SUBMITTED
Research Foundation of the City University of New York	06/14/2019

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013

Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Research Foundation of The City University of New York * Street 1: 230 West 41st Street Street 2: * City: New York State: NY: New York Zip: 10036-7207 Congressional District, if known: NY-010		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known: 	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix * First Name N/A Middle Name * Last Name N/A Suffix * Street 1 N/A Street 2 * City N/A State Zip		
b. Individual Performing Services (including address if different from No. 10a) Prefix * First Name N/A Middle Name * Last Name N/A Suffix * Street 1 N/A Street 2 * City N/A State Zip		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Cass Conrad * Name: Prefix * First Name Cass Middle Name * Last Name Conrad Suffix Title: Telephone No.: Date: 06/14/2019		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # V051F190049

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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1237-CUNY_Perkins_EDGEPA427.pdf

Add Attachment

Delete Attachment

View Attachment

**Fast Track to College and Careers
City University of New York**

CTE High Schools Served

School Name	Opportunity Zone <i>Census Tract</i>	Economic Need Index	Percent Asian	Percent Black	Percent Hispanic	Percent White	Percent ELL
Urban Assembly Gateway School for Technology	No 36061012700	67.3%	8.5%	29.2%	52.8%	5.2%	2.2%
Manhattan Bridges High School	Yes 36061013500	91.1%	0.2%	0.4%	98.8%	0.2%	48.5%
Alfred E. Smith Career and Technical Education High School	Yes 36005006700	89.0%	0.9%	22.9%	74.3%	1.5%	23.8%
Longwood Preparatory Academy School	Yes 36005008700	94.6%	1.5%	29.1%	66.8%	2.0%	21.6%
Academy for Language and Technology	Yes 36005021502	97.5%	0.0%	0.3%	99.7%	0.0%	68.4%
Crotona International High School	Yes 36005039300	98.9%	2.7%	8.1%	85.1%	3.3%	91.9%
Bronx High School for the Visual Arts	No 36005022800	82.0%	2.9%	24.3%	61.0%	10.7%	5.9%
Transit Tech Career and Technical Education High School	No 36047119600	79.1%	3.1%	60.6%	31.1%	2.4%	5.0%
Academy of Innovative Technology	No 36047118000	78.4%	5.2%	41.2%	48.1%	2.2%	10.2%

Of the nine school selected from the two CTE postsecondary articulation agreements with Hostos Community College and Borough of Manhattan Community College, five are located in Opportunity Zones, and the remainder have an over 65% majority students that are designated on the economic need index. Focusing on these schools insures that that the grant funds are concentrated on serving low-income students in our schools. In addition, five of the schools are located in the borough of the city with the lowest educational outcomes—the Bronx. Our schools serve a majority of African-American and Latino students. Further, we intend to integrate dual enrollment courses with CTE program for all students without regard to prior academic performance.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Research Foundation of the City University of New York

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Cass	<input type="text"/>	Conrad	<input type="text"/>

Address:

Street1:	<input type="text"/>
Street2:	<input type="text"/>
City:	<input type="text"/>
County:	<input type="text"/>
State:	NY: New York
Zip Code:	<input type="text"/>
Country:	<input type="text"/>

Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☒ Yes ☐ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☒ Yes ☐ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☒ Yes Provide Exemption(s) #: ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

1240-Perkins_CUNY_SF 424 Supplemental.pdf

Add Attachment

Delete Attachment

View Attachment

**Fast Track to College and Careers
City University of New York**

**U.S. Department of Education Supplemental Information for the SF-424
Exempt Research**

Applied Curiosity Research (ACR) will use extensive administrative data and direct access to schools and staff to design a study that tracks data and outcomes of the nine Fast Track CTE schools and compares them to a set of matched comparison group. The matched group will be comparable in terms of Economic Need Index, student demographics, 4-year graduation rates from the previous three years, and student aggregate performance on the New York State Regents exams.

During the three-year grant period, ACR will structure its evaluation to include the following methods: 1) analysis of student performance data on New York State math and English-Language Arts assessments; 2) analysis of 4-year high school graduation rates; 3) focus groups with high school students experiencing the intervention; 4) in-depth interviews with partner school counselors; and 5) an analysis of students' earned dual enrollment credits. All evaluation activities are designed to assess effectiveness of educational strategies and techniques associated with this intervention, and are fully integrated into the overall educational practice being proposed.

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Fast Track to College & Careers City University of New York

The Fast Track to College and Careers program, led by the City University of New York (CUNY) in partnership with the New York City Department of Education (NYC DOE), proposes to improve Career Technical Education (CTE) outcomes of students in participating NYC DOE CTE high schools. The program addresses two specific degree pathways, Digital Design and Animation at Hostos Community College, and Computer Network Technology at Borough of Manhattan Community College.

The goals of Fast Track are as follows:

- Increase access to high quality dual enrollment courses for students in CTE schools.
- Increase the percentage of students graduating from CTE programs meeting CUNY college proficiency standards.
- Increase visibility and knowledge about the benefits of CTE articulation agreements between high schools and colleges, and the combined benefits of those credits with dual enrollment credits for college momentum and faster graduation.
- Increase the percentage of students able to meet the growing demands of entry-level technology and design employment in NYC

The partners will collaborate to improve the transition of students from secondary to postsecondary education through the expansion of CUNY's dual enrollment program, College Now, as well as through CTE articulation agreements between the high schools and CUNY colleges. By educating students, staff, and families in participating CTE schools about the opportunities available to them through their schools' college partnerships, we anticipate that more students will pursue computer science-related coursework at both the secondary and postsecondary level. Further, we will create professional development activities for CTE high school staff to expand their awareness of articulation agreements and career options to enrich their student advisement. CUNY staff will similarly participate in training on the advisement of incoming students to combine earned CTE articulated credits as well as dual enrollment participation.

To bolster college readiness, students in participating Fast Track schools who have not met CUNY's college proficiency benchmarks by 11th grade will be offered co-requisite math courses, which combine developmental supports with college credit-bearing coursework. By completing entry level college math courses along with their CTE program of study, many more students will be prepared to pursue STEM degrees in college.

By pairing a research-backed dual enrollment credit innovator from CUNY with an introduction to the world of STEM and Computer Science careers through CTE, we will enable students hardest-hit by poverty to access a strong, supportive bridge to college. Further, this initiative will stand as a model for two systems that collectively house more than 130 CTE schools and 20 undergraduate colleges.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Introduction: Absolute and competitive preference priorities

The **Fast Track to College and Careers** program, led by the City University of New York (CUNY) in partnership with the New York City Department of Education (NYC DOE), addresses the *Absolute Priority* for the Perkins Innovation and Modernization grant by implementing a structured sequence of activities, including a set of dual enrollment courses, to help students successfully transition from secondary to postsecondary career-focused education. As is demonstrated in this proposal, dual enrollment courses are an Evidence-based field initiated innovation that have been validated through rigorous study as significantly increasing the success of students as they pursue secondary and postsecondary education.

Specifically, the Fast Track to College and Careers program (Fast Track) proposes to improve outcomes of students in participating NYC DOE Career and Technical Education (CTE) high schools by offering courses and activities aligned to their career pathway through CUNY's College Now (CN) program. The program will improve the transition of students from secondary education to postsecondary education by redesigning the high school experience to include dual enrollment courses as early as the 10th grade, and continuing through a structured sequence of college credit and work-based learning activities in 11th and 12th grade. The Fast Track program will also include individualized advising support for students as they plan for and transition to postsecondary education. In addition, the program will create professional development activities for CTE teachers, faculty, school leaders, administrators, career guidance and academic counselors to increase awareness of articulation agreements with partner colleges, and improve the ability of such counselors to communicate to students the career opportunities and employment trends.

Fast Track addresses *Competitive Preference Priority 1(a)* by promoting STEM education. The program will address a common barrier to students' entry into STEM degree programs—low achievement in mathematics. Students in participating Fast Track schools will have the opportunity to begin taking college credit bearing math courses while in high school. For students who have not met CUNY's college proficiency benchmarks in math by 11th grade, the program will offer co-requisite math courses, which combine developmental supports with credit-bearing coursework. By completing entry level college math courses as part of their CTE program of study, many more students will be prepared to pursue STEM degrees in college and careers in the STEM fields.

The proposed Fast Track program addresses *Competitive Preference Priority 1(b)* by promoting computer science education. The program intersects with two specific degree pathways—Digital Design and Animation at Hostos Community College, and Computer Network Technology at Borough of Manhattan Community College—which incorporate computer science coursework and skills as part of the programs. By educating students, staff and families in participating CTE schools about the opportunities available to them through their schools' partnership and articulation agreements with these community colleges, and by offering dual enrollment courses that are part of these degree pathways, the program will enable more students to pursue computer science-related coursework at both the secondary and postsecondary level.

This program also meets *Competitive Preference Priority 2* by serving students from low income communities. The Fast Track program has identified nine CTE high schools in New York City that have articulation agreements in the degree pathways specified above (see Table 3 for a complete list). Approximately 65% of all students in these nine school meet the criteria for

“Economic Need,” an indicator that accounts for income (based on census tract data), as well as other factors such as housing status and recent immigration status. Focusing on these schools insures that that the grant funds are concentrated on serving low-income students in our schools. In addition, five of the schools are located in the borough of the city with the lowest income neighborhoods—the Bronx.

Finally, Fast Track meets *Competitive Preference Priority 3* by serving students in qualified Opportunity Zones. Of the nine schools and two colleges included in Fast Track, five are located in Opportunity Zones, including Hostos Community College. Economic mobility is a primary motivator behind strengthening the connection to CUNY, which dominates the Chronicle of Higher Education rankings for *Colleges with the Highest Social Mobility*. This measures how well colleges helped students whose parents were in the bottom 20 percent of income levels reach the top 20 percent for individual earnings. Nine of CUNY’s colleges were among the national top 20 four-year colleges, and two of CUNY’s colleges were in the top five community college list. Almost half of CUNY’s students come from households earning less than \$20,000 of income; at the senior colleges nearly 40 percent came from such households, while at the community colleges, it was nearly 53 percent. By ensuring that students gain the academic momentum to complete a degree following high school, through early completion of dual enrollment and/or transfer of prior learning credit, we are directly addressing one of the primary economic factors in students not completing a two or a four year degree. (Chetty, Friedman, Saez, et al; 2017)

A. Significance

A1. Demonstrating promising new strategies. For far too long, programs designed to prepare young people for future careers have been separate from those designed to prepare them

for college and other academic pursuits. Career preparation programs, including Career & Technical Education (CTE) schools and programs, have a rigorous set of expectations that include specialized coursework, career exploration activities, and an array of work-based learning options. College preparatory programs often focus on enhancing the literacy, numeracy and critical thinking skills that are required for success in college level work. While these activities and goals may appear to be related, in practice, they are typically quite distinct. This pattern is repeated in districts throughout the country, including New York City. Although CUNY and the NYC DOE have created the one of the most ambitious P-16 partnerships in the nation, students often experience career-focused education as discreet from the myriad efforts designed to prepare them for postsecondary success.

This proposal intentionally brings together two successful strategies, with the goal of creating the Fast Track program, an inclusive and integrated *college and career readiness* program, which will enable students to accelerate their progress through high school, college and advanced career training. The existing strategies that Fast Track builds upon are embodied in College Now, the large-scale dual enrollment program administered by CUNY, and the CTE schools and programs within the NYC DOE. To prepare NYC high school students for success in both college and the workplace, Fast Track aims to create a strategic partnership between CUNY and NYC DOE that weaves together the strengths of CN and specific CTE schools.

CUNY's College Now program, which serves roughly 22,000 students per year, is one of the most successful dual enrollment programs in the country. CN provides access to rigorous college credit coursework to high school students. Students who participate in CN gain a significant head start on their college trajectory. On average, CN alumni start college with more credits (4.7 vs. 0.7), earn more credits in their first semester (11.5 vs. 8.7), and have a higher

GPA after their first semester when compared to students who did not participate in the program. The academic momentum they gain persists through graduation as CN alumni have higher three-year associate degree and six-year bachelor's degree completion rates than those who did not participate the program. A recent study by CUNY's Office of Policy Research shows that of the fall 2010 cohort of students who graduated in four years, more than 50 percent brought in pre-college credit.

There is significant evidence supporting the relationship between dual enrollment programs and student success in postsecondary education. (Fink, Jenkins & Yanagiura, 2017; Karp, Calcagno, Hughes, Jeong & Bailey, 2007; What Works Clearinghouse, 2017). Specifically, CUNY's College Now program has been evaluated and found that students who entered CUNY with CN experience had higher grades and stronger credit accumulation than their peers who lacked CN (Allen & Dadgar, 2012). By participating in dual enrollment courses, students become accustomed to the academic and social expectations of college coursework while in the more supportive high school environment. It creates a "scaffolded" introduction to college level coursework. Dual enrollment students are more likely to finish high school, matriculate in a postsecondary institution, and experience greater postsecondary success. Research also suggests that dual enrollment programs may be even more effective with low income and first-generation college-going students. (An, 2013)

NYC DOE supports one of the largest and most diverse systems of urban CTE programs in the country. There are more than 300 CTE programs in New York City, offered in 136 of the City's high schools. These programs cover a wide range of careers, including those in cybersecurity, law and public safety, agriculture, manufacturing, hospitality, healthcare, marketing and human services. CTE programs enable students to gain experience in a career of

interest, develop 21st century skills, and build professional networks early, which has proven to be critical in their success in high school and college. New York City public high school students are more likely to graduate if they attend a CTE school. At the broadest level, students in CTE schools graduate at higher rates than similar students in non-CTE high schools, controlling for a range of other factors correlated with graduation rates, such as race/ethnicity, poverty status, 8th grade test scores, school choice, and language ability. Within the portfolio of CTE schools, those created since 2003 show even stronger graduation outcomes—students in new CTE schools are 18 percentage points more likely to graduate than comparable students in non-CTE schools.

For purposes of this program, CUNY and NYC DOE will collaborate in service to nine CTE partner schools (see Table 3), which each have at least one articulation agreement with two CUNY institutions: Hostos Community College in Digital Design and Animation and Borough of Manhattan Community College in Computer Network Technology.

Fast Track will build upon the strengths of CTE and CN by creating structured pathways that combine traditional high school coursework with college preparatory courses, work-based learning opportunities, college courses and support for the transition to college. Through a sequence of interrelated activities, students will understand the connection between career success and college-level studies in each career pathway. CTE high schools will integrate CN courses into students' schedules and address specific barriers that often prevent students from succeeding in STEM and computer science related degrees.

Fast Track will demonstrate the power of clearer messaging around career pathways and dual enrollment within a CTE program of study, and provide activities that serve as the glue that binds both the college-going culture of CN and professional skills acquisition of CTE together for students. Fast Track will provide:

- First Year Seminar (one college credit courses) orienting students to career choices and college habits for success;
- Innovative CN courses that ensure students enter college free of remedial need;
- Dual enrollment coursework in specific disciplines required for the degrees associated with students' career interests;
- Enrichment programming including college visits, career planning platforms, financial aid workshops, community service programming, and leadership development programs;
- College bridge coaching to ensure that students make use of prior learning credit commitments via articulation agreements;
- One-to-one advisement with employer and/or departmental mentors and additional experiential learning opportunities.

Our focus on these two career pathways—Digital Design and Animation and Computer Network Technology—is in direct response to growing markets in the New York City area. Data released from the NYC Labor Market Information Services (LMIS) has indicated that associate degrees in Digital Design and Animation prepare students for jobs in public relations, marketing management, product promotions and demonstrations, market research and sales, and multimedia design and animation.

Table 1: Projected Growth in Digital Design & Animation Related Jobs

Occupation	Projected Growth through 2024	Ads seeking 0-2 yrs experience	Degree Focus
Public Relations Specialist	20.1%	42%	Digital Design/Marketing
Demonstrators and Product Promoters	18.2%	86%	Digital Design/Marketing
Market Research Analysts/Marketing Specialists	27.9%	51%	Digital Design/Marketing

Web Developers	36.2%	19%	Digital Design/ Marketing
Designers	18.6%	33%	Digital Design/ Animation
Graphic Designers	11.0%	38%	Digital Design/ Animation
Multimedia Artists & Animators	14.5%	24%	Digital Design/ Animation
Film and Video Editors	21.8%	42%	Digital Design /Animation

Source: NYC Labor Market Information Services

Notably, all but two of the titles in Table 1, Graphic Designers & Multimedia Artists, exceed the overall projected growth rate for New York City (14.8%). In addition, the volume of ads in the past 12 months for three of the occupations—Web Developers (15,890), Designers (2,719), and Graphic Designers (4,066)—was strong. The companies advertising for jobs generated in this search came from diverse industries, with retail, hospitality, direct service providers, banks and hospitals all represented, in addition to the more traditional media and broadcast companies, marketing agencies and tech companies.

Within the Computer Network Technology Career Pathway, entry-level openings focus heavily on “technician” titles. The primary certifications required for these positions match the CTE assessments for successful completion of students’ CTE sequence: CompTIA A+ Certification, CompTIA Network + and Cisco Certified Network Associate. These certifications and a strong understanding of network technology are considered the foundation of future careers in cybersecurity, another strong area of growth in NYC. In addition, the Computer Network Technology degree is a foundation for several computer science-related careers. Table 2 provides information on the anticipated growth of these fields.

Table 2: Projected Growth in Computer Network Technology Related Jobs

Occupation	Projected Growth through 2024	Ads seeking 0-2 yrs experience	Degree Focus
Network and Computer Systems Administrators	18%	16%	Computer Network Technology
Computer User Support Specialists	24%	45%	Computer Network Technology
Software Developers, Applications	32%	27%	Computer Network Technology
Computer Systems Analysts	33%	21%	Computer Network Technology

Source: NYC Labor Market Information Services

The thoughtful and strategic integration of CN and traditional CTE activities will create a pathway that allows students graduating with CTE endorsed diplomas in these pathways to start a degree program without the need for remediation, and with a up to a semester worth of credit under their belt. This momentum holds a promise that students will complete their degree much faster.

A2. Proposed systems change. CTE schools and programs in New York go through a rigorous process of program approval every five years, including a careful review of postsecondary articulation agreements for each program of study. The partnerships outlined in these articulation agreements are meant to be substantive, actionable, and a demonstration of the career pathway extension that can occur as part of completion of the program of study. The articulation agreements between high schools and CUNY colleges often award credits or advanced standing for CTE courses, or course sequences, completed in high school. While these opportunities exist, few students are aware or take advantage of them. The two articulation agreements at the heart of Fast Track—Digital Design & Animation at Hostos Community College, and Computer Network Technology Career Pathways at Borough of Manhattan Community College—are relatively new. Students, staff and families are simply unaware of the

opportunities that these agreements offer to students who matriculate at the relevant colleges. If students understand the benefits outlined in the articulation agreements, they will be more likely to take advantage of them, and thus enter college with significant gains due to work already completed through the CTE sequence.

By creating more explicit connections between CTE programs and CUNY colleges, Fast Track will institute policy and practice changes that will result in significantly greater alignment between the two systems, including:

- New models of CTE schools will arise that incorporate college coursework as a regular part of the students' academic program. These schools will demonstrate that college and career preparation are deeply intertwined, and students will recognize the benefits of moving seamlessly from one mode of learning to the next.
- CUNY colleges will regularly develop strong articulation agreements with CTE high schools, and work with school staff, students and families to ensure they understand the benefits of these agreements. College will recognize that students who enter with articulated credit are better prepared than students who lack the experience, and will thus recruit more CTE students to matriculate.
- College admissions staff will develop new protocols to review students' transcripts for the existence of potential articulated credits. These new protocols and systems will benefit all students who enter college with credits earned in high school.

B. Quality Project Design and Management Plan

B1. Project Goals, Objectives and Outcomes.

Fast Track has organized its activities under four goals. The relationships between inputs, activities and goals are described below and represented in Figure 1 (Fast Track Logic Model).

Goal 1: Increase access to high quality dual enrollment courses for students in CTE schools. Fast Track will bring schools and colleges together to link curriculum and work-based learning experiences so that more students are able to successfully participate in high quality dual enrollment courses.

Activity 1: Make *First Year Seminar* available to all 10th grade students in CTE schools. This is a one credit course which teaches students how to navigate the college-going process, how to choose college and career, how to be successful students, and what to do in high school to achieve those goals. The course provides students with the knowledge, strategies and understanding that college may be a viable option for them. This is especially important for low income and first-generation college students who often underestimate their real chances of going to college. It also prepares them to participate in additional college credit courses in their junior and senior years. In a small First Year Seminar pilot for 10th graders in the Bronx, out of 122 students who participated in FTF in fall 2013, 86 students or 70% enrolled in a college credit course in the next three semesters, and 74 (61%) completed that college credit course successfully.

Activity 2: Students who have successfully completed the First Year Seminar course will be encouraged to take additional CN dual enrollment courses in the fall, spring and summer during 11th and 12th grade. In 12th grade, students will have the last chance to earn college credits before graduation, or to meet college readiness benchmarks to start college without remediation. The 11th and 12th grade courses will include those that satisfy specific requirements for the major (such as Computer Programming I, Digital Toolbox, Computer Information Systems, College Algebra, and/or Elements of Engineering Design), as well as

those that satisfy general education requirements (such as Critical Thinking, English Composition, Speech, Psychology, and/or Sociology) at any CUNY college.

Goal 2: Increase the percentage of students graduating from CTE programs meeting CUNY’s college proficiency standards.

Activity 1: Offer co-requisite courses (dual enrollment courses that combine credit-bearing coursework with supplemental instruction to support developmental needs) to students who need support in reaching college-readiness benchmarks. Ensuring student success in meeting the CUNY’s math proficiency requirements means that the primary reason for inequitable access to CUNY degrees will be addressed early and in direct partnership with NYC DOE. These courses will be offered to students during the summer prior to 12th grade. Successful completion of a co-requisite course will help students overcome a common barrier to pursuing a STEM degree—the need to engage in college level math studies.

Goal 3: Expand the number of students who benefit from CTE articulation agreements between high schools and colleges.

Activity 1: As part of this partnership, CN & CTE will support the development of clear and visually appealing informational materials outlining degree pathways for existing postsecondary articulation agreements and will disseminate to student and parents. The materials produced will serve as models for similar agreements currently in place with other schools but not included in this grant. In addition, a database of existing CTE postsecondary articulation agreements with CUNY will be created as a first step in ensuring that all agreements are well-known by CUNY admissions staff, DOE college counselors or other staff advising students and families, and used by students when pursuing college degrees.

Activity 2: As materials are developed that clarify the connection between the CTE sequence and the postsecondary articulation agreements, CN staff will provide professional development to college advisors, guidance counselors, and college admissions staff at the high school and college to ensure that students receive appropriate information when weighing the pros and cons of applying to different CUNY programs, and that there is a record kept of how many students are taking advantage of these agreements, to benchmark success.

Activity 3: College bridge coaches will provide personalized college matriculation assistance to all graduating seniors from the 10th grade FYS cohort with a special focus on completing requirements necessary for transferring articulated credits, and transferring dual enrollment credits and applying them in the most advantageous manner for each student.

Goal 4: Increasing the percentage of students able to meet the demand for entry-level technology and design candidates by NYC employers.

Activity 1: In 12th grade, students will meet with an industry mentor, human resources representative, or departmental representative from the career pathway of their choice in order to review their postsecondary plan.

Activity 2: In 11th grade, students will participate in a resume workshop including resume review, mock interviews, and strategies for locating STEM- internships and employment.

Activity 3: In 10th grade, students will attend a workshop/fair for Summer College & Career Opportunities in 10th grade in order to promote participation in CN/CTE/STEM enrichment activities.

The Fast Track model relies upon students having access to each set of services outlined in the specified sequence. To best demonstrate the effectiveness of the full sequence of

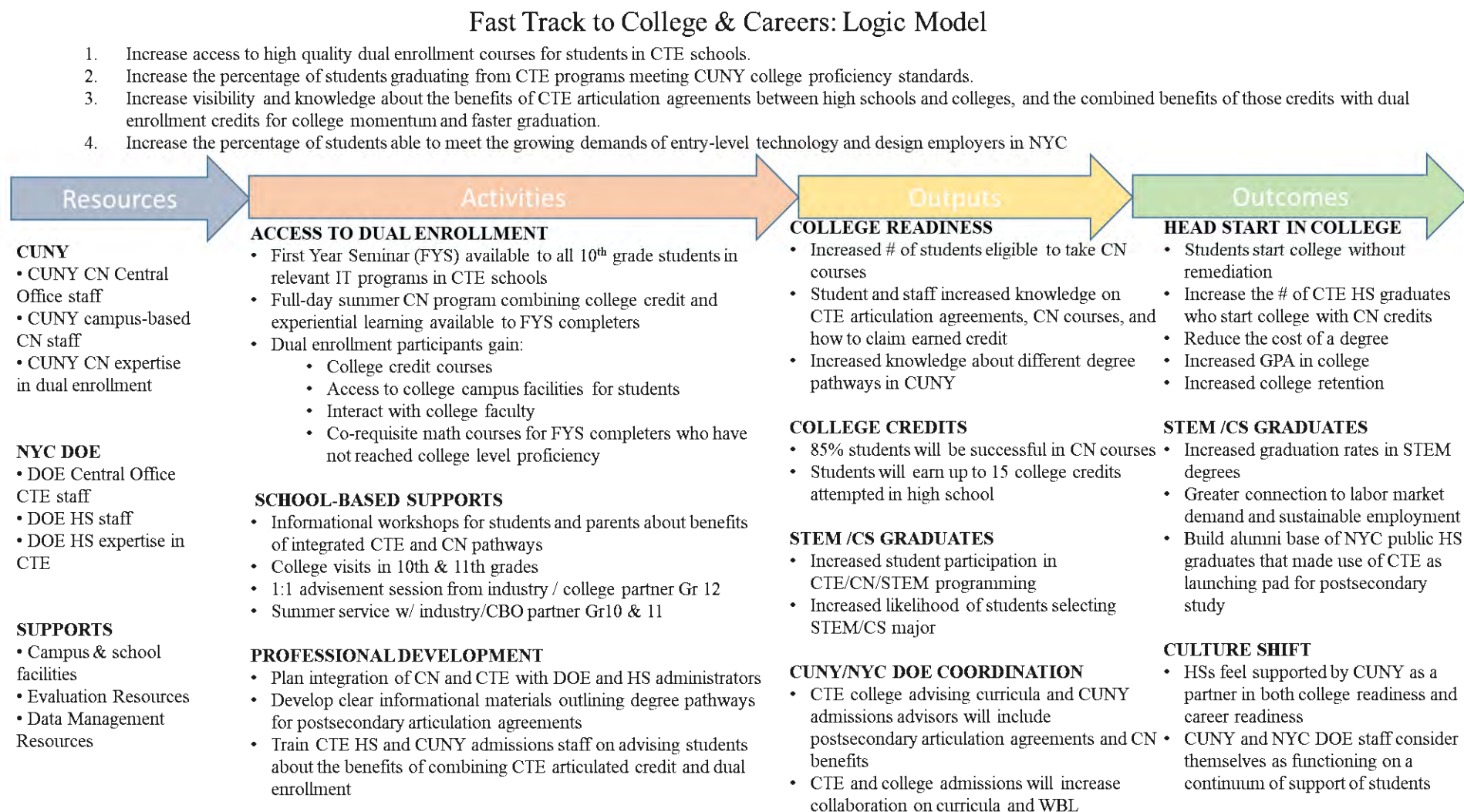
activities, Fast Track will identify an initial cohort of students in 10th grade in 2019-20, and will continue to serve that group of students as they advance to 11th and 12th grade in 2020-21 and 2021-22, respectively. While all students will benefit from the school-wide promotion of dual enrollment credits through College Now and CTE postsecondary agreements with local community colleges, the set of students in related CTE program pathways across the nine target schools will receive the largest benefit from grant funding.

Table 3: Participating CTE High Schools

School Name	Total Enrollment	Partner College
Academy for Language and Technology	322	BMCC Hostos CC
Academy of Innovative Technology	412	BMCC
Alfred E. Smith Career & Technical Education HS	488	Hostos CC
Bronx High School for the Visual Arts	432	Hostos CC
Crotona International HS	329	Hostos CC
Longwood Preparatory Academy	323	BMCC Hostos CC
Manhattan Bridges High School	525	BMCC Hostos CC
Transit Tech High School	634	BMCC
Urban Assembly Gateway School for Technology	455	BMCC Hostos CC

The framework for the proposed project is further depicted by the following logic model.

Figure 1: Fast Track to College & Careers Logic Model



During the three-year grant period, we anticipate the following outcomes:

- 500 students across Fast Track CTE schools will participate in integrated college and career activities
- 100 students will attend workshops along with their families on how to make the most of their articulation agreements
- 45 Fast Track high school and college staff will participate in professional development sessions
- 80% of 11th grade students will receive industry/departmental mentor advisement and completing a postsecondary plan
- 80% of Fast Track student who participate in CN will earn a grade of C or higher
- 50% of Fast Track HS graduates who matriculate to CUNY will arrive with CN experience
- 80% of Fast Track graduates who matriculate to BMCC or Hostos will successfully transfer articulated credit offer through the articulation agreement

B2. Adequacy of Management Plan. Fast Track will draw on the extensive expertise of CUNY's Office of K-16 Initiatives staff, who for over 15 years have worked closely with NYC DOE in designing, implementing and managing early college high schools, dual enrollment programs and college readiness programs, and innovative efforts to help smooth the transition from high school to college. The staff in the Office of K-16 Initiatives has many years of experience in managing complex collaborative projects between CUNY and the NYC DOE. Many of these projects resulted in major education reforms in NYC that led to better educational outcomes for students underrepresented in higher education. This program will be a continuation of this practice. It will rely in large part on successful systems already in place as a result of the

initiatives started in this unit, namely the extensive and effective infrastructure of the College Now program. The key to the success of this initiative will be the collaborative planning by CUNY CN and DOE CTE staff, implementation and management of the program.

Fast Track will be managed by a central leadership team composed of staff from CUNY's Office of K-16 Initiatives: Cass Conrad, Dean of K-16 Initiatives, Pedro Baez, Deputy Director of K-16 Initiatives, Ljubica Depovic, University Director of College Now, Ellen Hogarty Gomez, College Now for Careers /K-16 WBL Coordinator; staff from NYC DOE Office of Postsecondary Readiness: Seung Yu, Senior Executive Director, Office of Postsecondary Readiness, Melanie Mac, Executive Director, College and Career Planning, John Widlund, Executive Director, Career and Technical Education; representatives from Hostos Community College and Borough of Manhattan Community College; and at least one representative from a Fast Track high school. This may be a principal or another school leader or a CTE coordinator in the school with the power to implement school level changes/interventions required for the success of this initiative.

The leadership committee will meet at least once before the program begins and then once every semester to review what was accomplished and to share best practices in integrating dual enrollment into CTE requirements and in advising and informing students and parents about the benefits of integrated CN credits and articulated credits in CTE high schools. The initial meeting will be attended by CTE high school principals or appointed leaders, whereas following meetings may be attended by the guidance and college counselors or any other school staff advising students about CTE pathways and providing services described in this grant to students. The leadership team will meet at least two times per year with Gerad O'Shea, the lead evaluator from Applied Curiosity Research (ACR), in order to discuss interim outcomes and metrics.

The program co-directors—one from CUNY, Ljubica Depovic, and one from NYC DOE CTE, Harini Venkatesh, Deputy Executive Director, Career and Technical Education, will manage and track tasks, responsibilities, deliverables, milestones, outcomes and budgets at all levels of implementation in their respective institutions.

The CUNY co-director will oversee staff working on the program and oversee the work of K-16 Initiatives' partners, campus CN programs and pilot high schools to ensure that all deliverables are implemented as designed, that formative feedback is collected, and that records for program activities are kept and collected. The CUNY co-director will be in close contact with the NYC DOE co-director who will be oversee the implementation in the DOE CTE high schools. Both co-directors will have bi-monthly meetings with the lead evaluator to ensure that ACR has access to necessary data, and to support access to program activities.

The CUNY program coordinator will manage all day-to-day aspects of Fast Track implementation and coordinate all aspects of the program with K-16 Initiatives' partners, relevant CN campus programs, relevant CUNY departments, and CTE high schools as per Fast Track's design.

At the school level, a site leader will be identified as the point person for the program. School guidance and college counselors in each school will be members of the Fast Track team in each school.

A professional graphic designer will be contracted to design visually appealing materials that explain to students and parents the power of articulation agreements and the benefits of integrating CN classes into CTE after school pathways. In the first two semesters of Fast Track the materials will be piloted and revised based on feedback.

The NYC DOE program co-director will oversee staff managing coordination and communication across all participating CTE schools and CUNY departments. The DOE CTE program coordinator will connect participating school college teams to professional learning opportunities in postsecondary planning offered by DOE College and Career team. Additionally, the DOE CTE program coordinator will source work-based learning and/or experiential learning opportunities aligned to identified career pathways for participating schools.

Table 4 provides a detailed overview of the implementation plan, with milestones and responsible parties.

Table 4: Program Timeline

When	Year 1 Milestones	Parties Involved	Tasks accomplished
By 11/15/19	Review of degree maps from Hostos and BMCC. Review of CN course offerings	CNCO CN campus Hostos, BMCC	Attractive and user friendly maps for degrees which accept CTE articulated credits are created. List of CN courses available to students in each school
By 11/15/19	Review labor market trends for degrees in which articulated credits can be applied and create handout	CNCO	A user-friendly handout with labor market trends created.
By 11/15/19	Meet with HS administrators in each pilot high schools to discuss the grant implementation and discuss integration of CN courses into CTE requirements	DOECTE, HS, CNCO	CTE course sequence and the pathways of required after school obligations for CTE certification are drafted
By 11/30/19	Creating marketing and descriptive materials for FYS. Arrange CTE schedule to include FYS for 10 th graders	CNCO, DOECTE, HS, BCC	FYS for 10 th graders is included in the schedule of their CTE requirements
By 12/31/19	Recruit teachers eligible to teach FYS	HS, BCC	Teachers hired and vetted by BCC
By 12/31/19	HS teachers select and integrate a career exploration platform into their curricula	HS	Students use a tech based career exploration /inventory tool in 10 th grade
By 1/31/20	FYS teacher training for spring 2020 sections	CNCO, BCC	FYS teachers trained
1/15/20 to 5/31/20	HS guidance, and college counselors training and post-training survey are created	CNCO, DOECTE, HS	Training held, and feedback collected analyzed

By 5/31/10	HS staff organize Summer Activities/ Programs Workshop or Fair	HS, DOECTE, CN	Students participate in 10 th Grade Summer Activities/ Programs Workshop or Fair
Spring of Year 1	Plan and organize 10 th grade cohort college visits to at least one college with a major or program of study aligned to students' career interests	HS, DOECTE, Hostos, BMCC	10 th grade cohort students participate in the college visit
By 6/1/20	10 th grade students in CTE programs represented in the two articulation agreements complete the FYS course	CN partners, CNCO, HS, DOECTE	Enrollment and outcome data collected and shared with DOECTE and HSs
Spring 2020	Customized promotional materials created that show CTE pathways and include dual enrolment as part of after school CTE requirements	CNCO, CN partners, HS	Materials used in the pilot schools to recruit FYS cohort students for the summer and fall 2020 courses
Summer 2020	First revision of CN recruitment materials following feedback and enrollment reports	CNCO, CN Partners, HS	Recruitment materials revised after Spring and Summer recruitment periods
Summer 2020	Organize a service learning event or experience with community or industry partners and track attendance	HS, DOECTE	Rising 11 th grade participates in a volunteer, civic, or service learning experience in community or city at large with community or industry partners
When	Year 2 Milestones	Parties Involved	Tasks accomplished
Fall 2020	Revise the training for HS career, guidance, and academic counselors based on feedback from first training.	CNCO, DOECTE, HS	Hold 2 nd training for career guidance and academic counselors.
By 10/31/20	Revise promotional materials for CN recruitment for all schools.	CNCO, CN partners	Revised materials are ready for advisement of students and CN recruitment for spring classes.
By 11/30/20	Portfolio review workshop @Hostos and access to digication, a portfolio system used at Hostos	Hostos CN, Hostos CC, HS	All 11 th graders in the pilot cohort with articulation agreement with Hostos participate.
By 11/30/20	Plan info sessions for parents and students about the benefits of Articulation Agreements and CN for a successful college career.	CNCO, HS	CUNY Info Sessions held at Hostos and BMCC
Fall in year 2 and 3 Spring in year 2 and 3	Dual enrollment College Now courses offered with a special recruitment focus on qualified students who completed the 10 th grade FYS course. <ul style="list-style-type: none"> • Gen ed college credit course (3 credits) • CTE related college credit course (3 credits) 	CNCO, CN partners, HS	CN partners deliver dual enrollment coursework, track enrollment and outcome data as per CN data reporting schedules and share with DOECTE and HSs.

	<ul style="list-style-type: none"> • Math co-requisite college credit courses (4 credits) 		
By 6/25 Year 2 and 3	CN CO office coordinates evaluator focus group for 10 th grade students and parents and school staff	HS, CNCO	ACR Focus Group occurs to evaluate staff and student perception of CTE articulation agreements and postsecondary benefits of CN
Summer year 2	Dual enrollment College Now summer programs offered with a special recruitment focus on qualified students who completed the 10 th grade FYS course. <ul style="list-style-type: none"> • Gen ed college credit summer program (3 credits) • CTE related college credit summer program (3 credits) Math co-requisite college credit summer program (4 credits)	CNCO, CN partners, HS	CN partners deliver dual enrollment coursework, track enrollment and outcome data as per CN data reporting schedules and share with DOECTE and HSs
When	Year 3 Milestones	Parties Involved	Tasks accomplished
Fall 2021	HS staff organize and host the 11 th Grade Resume Workshop	HS, DOECTE, CN	Cohort students participate in 11 th Grade Resume Workshop with resume review, mock interviews, and tips for application process
Fall 2021	Promotion and tracking of extracurricular activities for 11 th Grade including development of Fast Track Youth Leadership Council (YLC)	HS, CNCO	HS staff promote extracurricular as part of college, CTE, or advisory curriculum
Fall 2021	Meet with admissions at Hostos and BMCC to discuss best practices in advisement around transfer of articulated credits and CN credits	CNCO, DOECTE, Hostos, BMCC	Common admissions advising practices to help students with articulation and dual credits are drafted
Fall 2021	HS staff organize 1:1 advisement sessions and track participation via postsecondary plan	HS, DOECTE	Seniors have a 1:1 Advisement Session with an Industry Mentor or HR Representative from the career pathway of their choice
Fall 2021	HS staff facilitate placement of seniors in WBL experience, including a job shadow, industry-led project, or capstone	HS, DOECTE	Seniors matched to a WBL or experiential learning (EL) experience along NYC's continuum during the school year
Spring 2022	Training for college bridge coaches for pilot school.	CNCO	Coaches are trained and matched with high schools
April 2022 to August 2022	College bridge coaching organized for the pilot cohort who are now seniors to support them in matriculation steps, with a special focus on CUNY application and articulated and dual enrolment credit transfer	CNCO HS	College Bridge counselors provide coaching and collect data on the number of seniors who meet with the coach and the

			number of seniors who completed all matriculation steps
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B3. Incorporating of project benefits into ongoing work. Currently, CN dual enrollment and CTE articulation agreements exist separately and do not take advantage of their overlapping interests in having students a) make use of articulated credit at CUNY, and b) gain valuable college credit while in high school through CN. However, the experience gained through implementing Fast Track will enable CUNY and NYC DOE to create systems and structures that will support continued collaboration on these issues. Through the interviews and focus groups included in the evaluation plan, CUNY and NYC DOE staff will gain an understanding of the barriers that have prevented CTE schools and colleges from making greater use of articulation agreements. CUNY and NYC DOE will then be able to build solutions into their supports for CN and CTE schools.

New York City is poised to launch CareerReady NYC, which aims to align education, career exploration, work experience, and youth development from middle school through college. While the initial focus of this new program will be an expansion and redevelopment of the city's Summer Youth Employment program, its goals are more extensive. Given the strong evidence of the benefits of dual enrollment experiences for high school students, CareerReady NYC recommends expanding the program to serve even more students in NYC. The experience and knowledge gained from implementing Fast Track will further inform city leaders in their efforts to align education and career readiness experiences. If successful, Fast Track will strengthen the case for dedicated public funding for similar programs, which should allow the work to continue long after the timeframe of the Perkins Innovation and Modernization grant.

Fast Track aims to build on the official policies and agreements in place between the NYC DOE and CUNY to increase the likelihood of enrollment and completion of college degrees, by creating the relationship infrastructure through which existing staff and students can:

- better understand the dual enrollment opportunities that students can take advantage of,
- strategize around scheduling for maximum benefit for success in high school and college,
- decrease redundant offerings around college and career readiness, and
- reallocate resources to address gaps where they exist.

C. Adequacy of Resources

C1. Demonstrated commitment of each partner to the implementation. CUNY and NYC DOE—the two largest education systems of their kind in the country—are deeply connected by the students they serve.

- Each year, DOE educates 1.1 million students in approximately 1,700 schools throughout New York City;
- Approximately 77% of high school graduates enter college within six months and roughly 60% of these students attend a CUNY college;
- Approximately 80% of first-time freshmen at CUNY are graduates of DOE schools.

When viewed holistically, these outcomes demonstrate an interconnected public education system that enables many young New Yorkers to successfully pursue their educational and career goals.

As a result of the deep connection between CUNY and NYC DOE, the systems have created one of the most ambitious P-16 partnerships in the nation. From developing innovative college readiness programs, to sharing data on student progress and coordinating efforts to align curriculum, this partnership has reached hundreds of thousands of students, families, and

educators throughout the city in recent years. The two offices that support the broad range of partnerships between these two public education systems are the Office of K-16 Initiatives (K-16) in the City University of New York and the Office of Postsecondary Readiness (OPSR) in the New York City Department of Education. In addition to College Now and the CTE high schools, the programs these offices administer include:

- *The Early College Initiative (ECI)*: CUNY supports 9,000 students in 19 Early College Schools that offer a carefully integrated curriculum allowing students to graduate from high school having earned one to two years of transferable college credit.
- *CUNY's LINCT* program serves 2,700 seniors who are on-track to graduate but have not met traditional benchmarks for college readiness. The program trains high school teachers to teach specially designed math and English courses that prepare students for CUNY's placement exams.
- *College Bridge for All* trains college students to serve as "college coaches" for 12th grade students during the spring and summer prior to college. The coaches help smooth the college entry process by advising students about important pre-matriculation steps.

The implementation of Fast Track would extend the benefits of this partnership to students who are most interested in pursuing specific careers. Fast Track will build a launch pad for continued postsecondary and career success. The participating high schools and institutions would serve as a model for expansion across all CTE programs as well as deepen connection among career pathways at CUNY.

D. Quality Project Evaluation

A third-party comprehensive evaluation will be carried out to assess program implementation and outcomes. The project evaluator, Applied Curiosity Research (ACR), is an education

research firm specializing in conducting meaningful and robust research in authentic, educational settings to develop and evaluate educational programs. ACR has been leading research and evaluation efforts with two key NYC DOE CTE programs: CareerCLUE, a summer program for approximately 500 rising 10th graders in 18 CTE programs, and CTE Summer Scholars, internship program that includes summer learning experiences and credentialing opportunities for 100 juniors and seniors.

As part of the kick-off of the program, the Fast Track staff and ACR will convene an evaluation advisory group to help refine the evaluation plan and to provide guidance on how best to communicate findings throughout the grant period. The advisory group, made up of researchers and practitioners who have experience designing and evaluating interventions at CUNY and/or the NYC DOE provide technical and research expertise to ensure that findings build upon existing literature and provide rigorous evidence to the effectiveness of the program.

ACR will conduct an independent evaluation of Fast Track using mixed-methods with the overall goal of assessing the implementation and effectiveness of the proposed activities to affect core indicators and key project-specific performance indicators. Throughout the evaluation, ACR will provide performance feedback at strategic intervals to help ensure program implementation is aligned to the long-term outcomes. The grant activities will be targeted towards students in 10th grade at the start of the grant, which means several key indicators will not be measurable in the three-year grant timeline. As such, ACR will first focus on data to be collected in the three-year grant period before describing additional research to be conducted if awarded an additional two-year grant extension.

During the three-year grant period, ACR will structure its evaluation to include the following: 1) analysis of student performance data on New York State math and English-

Language Arts assessments; 2) analysis of 4-year high school graduation rates; 3) focus groups with high school students experiencing the intervention; 4) in-depth interviews with partner school counselors; and 5) an analysis of students' earned dual enrollment credits. Each component has a unique role and comparative advantage in meeting the specific research objectives, and together will guide, elaborate, and corroborate findings, which will deepen our understanding of the data and strengthen the conclusions that can be drawn from our results. Table 5 outlines the relevant required core indicators that will be measured throughout the grant period.

Table 5. Required Core Indicators of Performance

Core Indicator of Performance	Fast Track Metric
Percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate	Four-year cohort graduation rate for students in relevant Fast Track CTE concentrations
CTE concentrator proficiency in the challenging State academic standards, as measured by the academic assessments in reading/language arts	Percentage of Fast Track students who pass New York State English Language Arts Regents Exam with a score of 65 or higher
CTE concentrator proficiency in the challenging State academic standards, as measured by the academic assessments in mathematics	Percentage of Fast Track students who pass New York State Algebra 1 Regents Exam and/or Geometry Regents Exam with a score of 65 or higher
Percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant CTE program through a Dual Enrollment program	Percentage of Fast Track students who graduate high school having earned college credit through the College Now program
Percentage of CTE concentrators graduating from high school having participated in Work-Based learning	Percentage of Fast Track students who graduate high school having participated in Work-Based learning activities

The Fast Track program and its external evaluator will have access to detailed, record-level data on all student performance, attendance, and credit accumulation through an established data sharing agreement between NYC DOE and CUNY. For several decades, the DOE has

provided student-level data to CUNY, including detailed course, Regents exam, and standardized test performance for all students enrolled in the DOE from grades 9 through 12 to be used for the purpose of college application processing. In May 2019, CUNY and DOE renewed a two-way data sharing agreement, which enables both institutions to track students (forward and backward) from one public system to the other. This agreement extends the purposes for which data can be used to include research and analysis undertaken to improve students' access to higher education and college readiness. Further, the MOU specifies a set of student-level data elements that CUNY provides on a regular basis to the DOE, enabling the DOE to track the performance of high school graduates who enroll in CUNY.

ACR will use the extensive administrative data and direct access to the schools and staff to design a study that tracks data and outcomes of the nine Fast Track schools and compares them to a set of matched comparison group NYC CTE schools. The matched group will be comparable in terms of Economic Need Index, student demographics, 4-year graduation rates from the previous three years, and student aggregate performance on the New York State Regents exams. The following approaches will be used to analyze outcomes for all students in Fast Track and comparison group schools:

- **Academic performance data** will be collected for all students enrolled in 10th grade at the start of the grant and analyzed at the end of grant year three. ACR will examine the academic performance using the English Language Arts, Algebra 1, and Geometry Regents exam, a standardized test administered to all high school students in New York state. Students can take the Regents multiple times but must pass the English Language Arts and at least one mathematics exam in order to graduate high school (in addition to other exam and credit requirements). ACR will collect data on the percentage of students

passing, the mean score, as well as the number of times students took to the exam for both Fast Track and comparison schools. ACR will also request annual data for the two years preceding grant activities as well as the years in which grant activities took place, to allow a baseline comparison between Fast Track and comparison schools.

- **Four-year graduation rates** will be calculated and analyzed at the end of grant year three for all students enrolled in 10th grade at both comparison and Fast Track schools at the start of the grant. Once again, ACR will request annual data for the two years preceding grant activities as well as the years in which grant activities took place to compare baseline scores between Fast Track and comparison schools.
- The amount of **dual enrollment credits earned** in high school will be collected and analyzed at the end of grant year three for all students that were enrolled in 10th grade at both comparison and Fast Track schools at the start of the grant.

Focus Groups will be conducted with a sample of students participating in Fast Track grant activities each year during the fall semester. Each year, ACR will conduct two focus groups with approximately 8-10 students at three Fast Track schools, for a total of 48-50 students each year. ACR will conduct focus groups at each school over the course of the grant. Students will be asked about their awareness and understanding of articulation agreements, satisfaction with and awareness of grant activities, and their confidence and expectations related to their post-secondary education and careers.

Focus groups will serve multiple purposes. First, groups conducted in year one will serve as a rough qualitative baseline against which ACR can measure student awareness of articulation agreements at the four schools in which focus groups are conducted. Second,

focus groups will yield ongoing performance feedback that can be used to make program revisions and modifications to better support the long-term outcomes.

In-depth interviews (IDIs) will be conducted with school staff, including principals, counselors and instructional staff at each of the nine Fast Track schools in the fall of each school year. Counselors will share their awareness of articulation agreements, their perception of grant activities, and their confidence advising and support students. Once again, these IDIs will serve to measure changes in awareness and knowledge of articulation agreements while also provide ongoing performance feedback that could lead to program refinement and revisions during the grant period to better align the program to long term outcomes.

The project-specific performance measures that will be assessed as part of the evaluation are identified in Table 6.

Table 6. Project-specific Performance Measures

Project Specific Performance Measures	Fast Track Metric
Percentage of CTE concentrators who meet recognized College Readiness standards (i.e. exempt from remedial coursework) in reading/language arts	Percentage of Fast Track students who meet CUNY College Readiness standards on the New York State English Language Arts Regents Exam with a score of 75 or higher
Percentage of CTE concentrators who meet recognized College Readiness standards (i.e. exempt from remedial coursework) in mathematics	Percentage of Fast Track students who meet CUNY College Readiness standards on the New York State Algebra 1 Regents Exam with a score of 70 or higher; and/or Percentage of Fast Track students who meet CUNY College Readiness standards by enrolling in and passing a College Now co-requisite course in mathematics
Percentage of CTE concentrators who successfully complete a college credit course	Percentage of Fast Track students who earn a C or better in College Now courses
Percentage of CTE concentrators who graduate from high school having earned	Percentage of Fast Track students who graduate from high school having earned

college credit in a STEM field through a Dual Enrollment program	college credit in a STEM discipline through College Now
Percentage of CTE concentrators who graduate from high school with advanced standing as defined by articulation agreements with institutions of higher education	Percentage of Fast Track students who graduate from high school having successfully completed the CTE coursework identified by the relevant articulation agreements (Digital Design & Animation or Computer Network Technology) with partner colleges (Hostos Community College or Borough of Manhattan Community College)
Percentage of CTE concentrators who graduate from high school and have demonstrated a commitment to matriculate into an institution of higher education with which their program has an articulation agreement	Percentage of Fast Track high school graduates who apply to and indicate commitment to enrolling in the partner college (Hostos Community College or Borough of Manhattan Community College) with which their high school has an articulation agreement

In addition to these 3-year outcomes, ACR would collect the following data during the 2-year grant extension as it becomes available.

- **Six-year graduation rates** will be collected and analyzed for all students enrolled in 10th grade at both comparison and Fast Track schools at the start of the grant.
- The number of students **enrolled in CUNY schools** will be collected for all students enrolled in 10th grade at both comparison and Fast Track schools at the start of the grant. In addition, ACR will collect the percentage of students that are enrolled in two specialized tracks: Digital Design and Animation at Hostos Community College Computer Network Technology at Borough of Manhattan Community College.
- The number of **dual enrollment credits applied** at CUNY schools will also be collected and analyzed for all students that were enrolled in 10th grade at both comparison and Fast Track schools at the start of the grant.

- **College GPA** will be collected for all students attending CUNY schools that were enrolled in 10th grade at both comparison and Fast Track schools at the start of the grant. GPA will measure students' general academic success in their college program.

Protocol

All qualitative interviews and focus groups will be conducted using semi-structured interview guidelines that integrate established qualitative research methodology (Corbin & Strauss, 2014) and that balance formal questioning with natural conversation that follows salient topics for the participant. IDIs will take place over the phone or via videoconference to reduce the time burden on participants and will be audio recorded.

Recruitment. All communication documents and consent forms will be based on research best practices and modeled after documents previously approved by an external IRB firm with FWA. ACR will pilot test all communication documents and consent forms to be clear, user-friendly and actionable, applying principles of user experience and interaction design (Moggridge & Atkinson, 2007). ACR will use a mix of phone, email, and text communication and tailor our strategy to the preferences of each participant. In addition, ACR will maintain a unique, local phone number for the life of the project with text capabilities.

IRB. ACR will develop and submit an NYC DOE IRB application in grant year one to conduct qualitative research with students and teachers in pilot sites. ACR will submit study amendments and continuations in subsequent years as necessary. ACR has successfully cleared nine protocols through NYC DOE's IRB in the last 5 years. In addition, in the final grant year ACR will submit a data request to the NYC DOE Research and Policy Support Group to obtain student records for the nine pilot schools and nine comparison schools matched on Economic Need Index and student demographics.

Qualitative Analysis. All focus groups and IDIs will be audio recorded and detailed notes will be taken for each recording. The completed notes will form the text for qualitative analysis. Specific process or quantifiable data will be tabulated. Multiple trained researchers will code the open-ended elements of the notes transcript using the NVivo analysis software following a specific protocol and codebook, guided by principles of Grounded Theory and used to revise and align grant activities to the desired outcomes.

Quantitative Analysis. Analysis of quantitative data will be conducted in the SPSS analysis software and will be guided by established methods and practices (Tabachnick & Fidell, 2007). As the intervention activities are targeting all students attending Fast Track sites, ACR will use intent-to-treat analysis, focusing on the impact of the intervention on all students enrolled in 10th grade at the start of the grant period rather than only those participating in Fast Track activities.

ACR anticipates conducting multiple stages of analyses. First, ACR will use exploratory chi-square and independent whether sample t-tests to identify statistically significant differences between demographic variables and the extent to which the comparison and Fast Track schools differ on demographic variables. If data is available, we may also compare other relevant non-academic school data such as school attendance. This process will identify potential variables to include as covariates in subsequent analysis. Following this, ACR will conduct multivariate analysis of covariance (MANCOVA) and hierarchical multiple regression to determine statistically significant differences in outcome variables between comparison and Fast Track sites and also the extent to which membership in the two experimental groups predicts outcome variables. ACR will run separate analysis for outcome area to answer the following key questions:

- Do a larger percentage of students in Fast Track schools pass the English, Algebra 1, and Geometry Regents than students from comparison CTE schools? Do they also have higher mean scores and require fewer attempts to pass the Regents?
- Do a larger percentage of students in Fast Track schools graduate high school, in either 4-years or 6-years, than students from comparison schools?
- Do students in Fast Track schools graduate high school with more dual enrollment credits than those attending comparison schools?
- Are more students from Fast Track high school enrolled in CUNY schools 1- and 2-years after high school graduation, than those in comparison schools, including the specific programs outlined in the articulation agreements?
- Do students from Fast Track schools enrolled in CUNY schools apply a higher number of earned dual enrollment credits than students from comparison schools?
- Do students from Fast Track schools have more general academic success in CUNY schools, as measured by GPA, than students from comparison schools?

ACR will maintain an objective and independent lens for this evaluation, but will have access to the resources and support of CUNY's *Office of Research, Evaluation, and Program Support (REPS)* and the DOE's *Research and Policy Support Group (RPSG)* to ensure a rigorous and thoughtful study.

Qualitative research with school counselors and students will help identify common challenges and best practices that can be applied to similar projects. Further, the final report will include recommendations for improving implementation and replicating the strategies included Fast Track in other school settings. We will also describe our methods, protocols, and analysis in

adequate detail to allow researchers to scrutinize the findings and replicate our methods in subsequent studies.

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Fast Track to College and Careers
City University of New York

Appendices

Appendix A: Signed Letter of Commitment & Consortium Agreement

Appendix B: Individual Resumes for Project Directors and Key Personnel

Appendix C: Letters of Commitment from Project Partners

Appendix E: Demonstrates Rationale (Logic Model)

Appendix F: Assurance regarding Application Requirement

Appendix G: Current Indirect Cost Rate Agreement

Appendix I: Listing of Participating CTE High Schools & Opportunity Zone Details

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Fast Track to College and Careers
City University of New York

Appendix C: Letters of Commitment from project partners

High School Partners

- Academy of Innovative Technology High School
- Academy for Language and Technology
- Alfred E. Smith Career & Technical Education High School
- Bronx High School for the Visual Arts
- Crotona International High School
- Longwood Preparatory Academy
- Manhattan Bridges High School
- Transit Tech High School
- The Urban Assembly Gateway School for Technology

College Partners

- Borough of Manhattan Community College
- Hostos Community College

Industry Partners

- New York City Center for Youth Employment
- Partnership for New York City



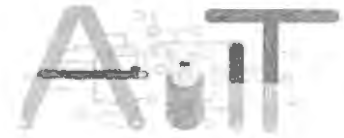
**Department of
Education**

Chancellor Richard A. Carranza

Academy of Innovative Technology High School
New York City Department of Education | Franklin K. Lane Campus



"Exploring the World through Technology and Innovation"



ACADEMY OF INNOVATIVE TECHNOLOGY

June 7, 2019

University Dean Cass Conrad

CUNY K16 Initiatives



Dear Dean Conrad:

I am writing to express support for participation in the Perkins Innovation and Implementation Grant application for the years 2019-2022. I understand that the grant will help students in my school link their Career & Technical Education high school courses with related programs in a CUNY community college.

This proposal focuses on our school's involvement in one or both of the postsecondary articulation agreements focused on degrees in Digital Design and Animation, or Computer Network Technology. Through this program, CUNY College Now (CN) and the New York City Department of Education's Office of Career & Technical Education (CTE) will support the following:

- Access to CN dual enrollment coursework in general education, or major requirements of these two degrees, at your partner Institution
- Pre-college non-credit workshops/courses orienting students to career choices, and college habits for success (CUNY)
- College Bridge coaching ensuring that students make use of Prior Learning Credit commitments via articulation agreements, and navigation of requirements to prevent summer melt (CN)
- Enrichment programming in partnership with the C & CTE team, including college visits (CUNY), career planning platform utilization, financial aid workshops (CN), Regents Bootcamps, summer opportunity fairs/matching, community service programming, cPortfolio support (CN), resume workshops and mock interview events, extracurricular, and leadership program development. Individual advisement with industry and/or departmental mentors, and additional experiential learning opportunities (CTE per session)

Expectations of my school include:

- Encouraging students to take advantage of College Now dual enrollment courses and CTE Articulation Agreements
- Planning and hosting college and career events on a continuum with per session support
- Promoting college and career events and to CN and CTE staff, and
- Participating in data gathering and reporting, as needed to support the program

Sincerely,



Principal

Academy of Innovative Technology HS



Academy for Language and Technology

"A Blueprint for Learning"



Jose Vifiales, Principal
Jessica Kopp, Assistant Principal

June 7, 2019

University Dean Cass Conrad
CUNY K16 Initiatives

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Sincerely,

Principal
Academy for Language and Technology



Alfred E. Smith Career & Technical Education High School



Evan Scliwartz, Principal

June 7, 2019

University Dean Cass Conrad
CUNY K16 Initiatives



Dear Dean Conrad:

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- Planning and hosting college and career events on a continuum with professional support
- Promoting college and career events and to CN and CTE staff, and
- Participating in data gathering and reporting, as needed to support the program

Alfred E. Smith CTE High School



**Department of
Education**

Chancellor Richard A. Carranza

Bronx High School for the Visual Arts

Iris Wither spoon - Principal

www.bhsva418.com



June 7, 2019

University Dean Cass Conrad
CUNY K16 Initiatives

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Principal

fit
Crotona
International
High School

June 7, 2019

Shweta Ratra - Principal
Waleska Velez, Co- Principal **Jerry Perez, Assistant Principal**

University Dean Cass Conrad

■ ■ ■ ■

Dear Dean Conrad:

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Sincerely,

Principal
Crotona International High School

LONGWOOD

PERA R A E M Y

Asya Johnson, Principal
Michelle Venditti, AP Cristina Abellas, AP

June 7, 2019

University Dean Cass Conrad
CUNY K16 Initiatives

Dear Dean Conrad:

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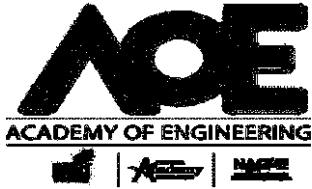
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Sincerely,

•ne Legendary"

MANHATTAN BRIDGES HIGH SCHOOL

George Lock, Principal



525 West 50th St, Suite 370
New York, NY 10019

Phone: [REDACTED]
Fax: [REDACTED]



Mara Rivera, Assistant Principal

June 7, 2019

University Dean Cass Conrad
CUNY K16 Initiatives
16 Court Street
Brooklyn, NY 11241

Dear Dean Conrad:

I am writing to express support for participation in the **Perkins Innovation and Implementation Grant** application for the years 2019-2022. I understand that the grant will help students in my school link their Career & Technical Education high school courses with related programs in a CUNY community college.

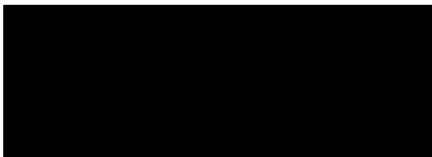
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- Enrichment programming in partnership with the CN & CTE team, including college visits (CN), career planning platform utilization, financial aid workshops (CN), Regents Bootcamps, summer opportunity fairs/matching, community service programming, ePortfolio support (CN), resume workshops and mock interview events, extracurricular and leadership program development, 1:1 advisement with industry and/or departmental mentors, and additional experiential learning opportunities (CTE per session)

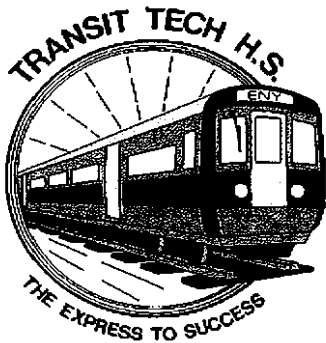
Expectations of my school include:

- Encouraging students to take advantage of College Now dual enrollment courses and CTE Articulation Agreements
- Planning and hosting college and career events on a continuum with per session support
- Promoting college and career events and to CN and CTE staff, and
- Participating in data gathering and reporting, as needed to support the program

Sincerely,



Principal
Manhattan Bridges High School



New York City Department of Education
**Transit Tech Career and Technical
Education High School**

One Wells Street

Brooklyn, New York 11208

Marlon D. Bynum, Principal

Fax: 718-647-4458

June 7, 2019

University Dean Cass Conrad
CUNY K16 Initiatives

Dear Dean Conrad:

I am writing to express support for participation in the **Perkins Innovation and Implementation Grant** application for the years 2019-2022. I understand that the grant will help students in my school link their Career & Technical Education high school courses with related programs in a CUNY community college.

This proposal focuses on our school's involvement in one or both of the postsecondary articulation agreements focused on degrees in Digital Design and Animation, or Computer Network Technology. Through this program, CUNY's College Now (CN) and the New York City Department of Education's Office of Career & Technical Education (CTE) will support the following:

- Access to CN dual enrollment coursework in general education, or major requirements of these two degrees, at your partner CN institution
- Pre-college non-credit workshops/courses orienting students to career choices, and college habits for success (CN)
- College Bridge coaching ensuring that students make use of Prior Learning Credit commitments via articulation agreements, and navigation of requirements to prevent 'summer melt' (CN)
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Expectations of my school include:

- Encouraging students to take advantage of College Now dual enrollment courses and CTE Articulation Agreements
- Planning and hosting college and career events on a continuum with per session support
- Promoting college and career events and to CN and CTE staff, and
- Participating in data gathering and reporting, as needed to support the program

Sincerely,

Principal
Transit Tech Career and Technical Education High School



Kristina Dvorakovskaya, Principal

June 7, 2019

University Dean Cass Conrad
CUNY K16 Initiatives
16 Court Street
Brooklyn, NY 11241

Dear Dean Conrad:

I am writing to express support for participation in the **Perkins Innovation and Implementation Grant** application for the years 2019-2022. I understand that the grant will help students in my school link their Career & Technical Education high school courses with related programs in a CUNY community college.

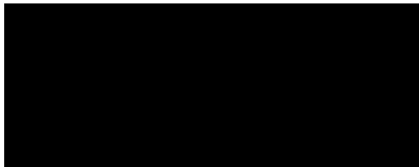
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Expectations of my school include:

- Encouraging students to take advantage of College Now dual enrollment courses and CTE Articulation Agreements
- Planning and hosting college and career events on a continuum with per session support
- Promoting college and career events and to CN and CTE staff, and
- Participating in data gathering and reporting, as needed to support the program

Sincerely,



Principal
Urban Assembly Gateway School For Technology

439 West 49th Street New York N.Y. 10019

Phone: [REDACTED] Fax: [REDACTED] • www.uagateway.org



Academic Affairs

Borough of Manhattan Community College
The City University of New York
www.bmcc.cuny.edu

199 Chambers Street
New York, NY 10007-1097
tel. 212-220-8320
fax 212-220-8319

June 13, 2019

University Dean Cass Conrad
CUNY K16 Initiatives
16 Court Street
Brooklyn, NY 11241

Dear Dean Conrad :

I am writing to express support for participation in the **Perkins Innovation and Implementation Grant** application for the years 2019 -2022 . I understand that the grant will build academic momentum for students in a subset of our Career and Technical Education (CTE) partner schools, who will connect their Career & Technical Education program of study with both the articulated credits of our CTE Postsecondary Articulation Agreement **and** College Now dual enrollment credits and college access programming.

Through this initiative, CUNY's College Now (CN) and the New York City Department of Education's Office of Career & Technical Education (CTE) will maximize the potential of our CTE Prior Learning Credit Articulation Agreement(s) by

- 1) Increasing the percentage of students graduating from CTE programs meeting CUNY's college proficiency standards
- 2) Increasing access to high quality dual enrollment courses for students in partner CTE schools
- 3) Expanding the number of students aware of and able to benefit from our CTE articulation agreement(s)
- 4) Increasing the percentage of students able to access STEM advanced degree and career opportunities provided through CUNY

Expectations of my college include:

- Formalizing a process for identifying and tracking CTE student participation in our Articulation Agreement(s)
- Participating in development and/or distribution of materials clarifying benefits of CTE/CN participation prior to BMCC to internal admissions and advising staff, as well as prospective students
- Participating in professional development sessions with NYCDOE guidance and CTE staff in order to align postsecondary advising and counseling

Respectfully,

Hostos

Office of the Provost and Vice President of Academic Affairs

June 10, 2019

University Dean Cass Conrad
CUNY K16 Initiatives
16 Court Street
Brooklyn, NY 11241

Dear Dean Conrad:

I am writing to express support for participation in the **Perkins Innovation and Modernization Grant** application for the years 2019-2022. I understand that the grant will build academic momentum for students in a subset of our Career and Technical Education (CTE) partner schools, who will connect their Career & Technical Education program of study with both the articulated credits of our CTE Postsecondary Articulation Agreement **and** College Now dual enrollment credits and college access programming.

Through this initiative, CUNY's College Now (CN) and the New York City Department of Education's Office of Career & Technical Education (CTE) will maximize the potential of our CTE Articulation Agreement(s) by:

- 1) Increasing the percentage of students graduating from CTE programs meeting CUNY's college proficiency standards
- 2) Increasing access to high quality dual enrollment courses for students in partner CTE schools
- 3) Expanding the number of students aware of and able to benefit from our CTE articulation agreement(s)
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Expectations of my college include:

- Formalizing a process for identifying and tracking CTE student participation in our Articulation Agreement(s)
- Participating in development and/or distribution of materials clarifying benefits of CTE/CN participation prior to HCC to internal admissions and advising staff, as well as prospective students
- Participating in professional development sessions with NYCDOE guidance and CTE staff in order to align postsecondary advising and counseling

Sincerely,



Provost & Vice President for Academic Affairs



Center for Youth
Employment

June 13, 2019

Honorable Elisabeth DeVos
Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary DeVos:

<https://cye.cityofnewyork.us>

I am writing to express support for "Fast Track to College and Careers," the proposed partnership between the City University of New York and the New York City Department of Education. This new program intentionally brings together two successful strategies: dual enrollment opportunities for high school students and high quality career-focused education. Its goal is to create an integrated *college and career readiness* program that will enable students to accelerate their progress through high school, college and advanced career training. The Fast Track program will support students as they work toward careers in several high demand fields in New York City, including Digital Design and Computer Network Technology.

With support from the Perkins Innovation and Modernization program, CUNY's College Now program and the New York City Department of Education's Office of Career & Technical Education will significantly change the tenor of work-based education in New York City. Key program goals include:

- 1) Increase the percentage of students graduating from Career and Technical Education (CTE) programs meeting CUNY's college proficiency standards
- 2) Increase access to high quality dual enrollment courses for students in partner CTE schools
- 3) Expand the number of students aware of and able to benefit from articulation agreements between high schools offering CTE programs and related college degree programs
- 4) Increase the percentage of students able to access STEM advanced degree and career opportunities provided through CUNY

The NYC Center for Youth Employment is committed to dramatically expanding and improving opportunities for young adults in New York City to gain work experiences, add skills, and explore potential career interests to compete in the 21st century job market.



**Center for Youth
Employment**

The Center for Youth Employment pursues its mission of a bigger, better, and more integrated system of youth workforce programs through policy advocacy, program development and engagement with partners, such as the New York City Department of Education and the City University of New York. The Fast Track to College program outlined in this proposal would represent a significant effort to boost youth employment in New York City and build pathways to long-term career success.

Sincerely,



Executive Director
NYC Center for Youth Employment



June 12, 2019

Honorable Elisabeth DeVos
Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary DeVos:

I am writing to express support for "Fast Track to College and Careers," the proposed partnership between the City University of New York (CUNY) and the New York City Department of Education (NYC DOE).

The Partnership for New York City represents the city's business leaders and largest private sector employers. We work together with government, labor and the nonprofit sector to maintain the city's position as the preeminent global center of commerce, innovation, and economic opportunity.

Employers are often not able to find the talent they need, particularly in technology-related fields, illustrating that even with historically low unemployment, New Yorkers are not prepared to meet the skill demands of today's economy. There are currently over 300,000 posted job openings in New York City, 71% of which are for occupations that typically require postsecondary training or credentials and 15% are for tech occupations.

This new program intentionally brings together two successful strategies- dual enrollment opportunities for high school students and high-quality, career-focused education-with the goal of creating an integrated *college and career readiness* program that will enable students to accelerate their progress through high school, college and advanced career training. The degree pathways included in this project will prepare young people for roles that are expected to grow in the city by more than 25% in the next five years, including Digital Design and Animation, and Computer Network Technology.

With support from the Perkins Innovation and Modernization program, CUNY's College Now program and the New York City Department of Education's Office of Career & Technical Education (CTE) will significantly change the tenor of work-based education in New York City. Key program goals include:

- 1) Increase the percentage of students graduating from CTE programs meeting CUNY's college proficiency standards
- 2) Increase access to high-quality dual enrollment courses for students in partner CTE schools
- 3) Expand the number of students who benefit from CTE articulation agreements
- 4) Increase the percentage of students able to access STEM advanced degree and career opportunities provided through CUNY

Over the past decade, the Partnership has worked with CUNY and the NYC DOE to engage employers in aligning CTE programs in the city's public high schools with employers' needs to ensure access to the most promising career pathways. The addition of dual enrollment courses to this education pipeline ensures that students will develop the critical 21st century skills needed for success in years to come.

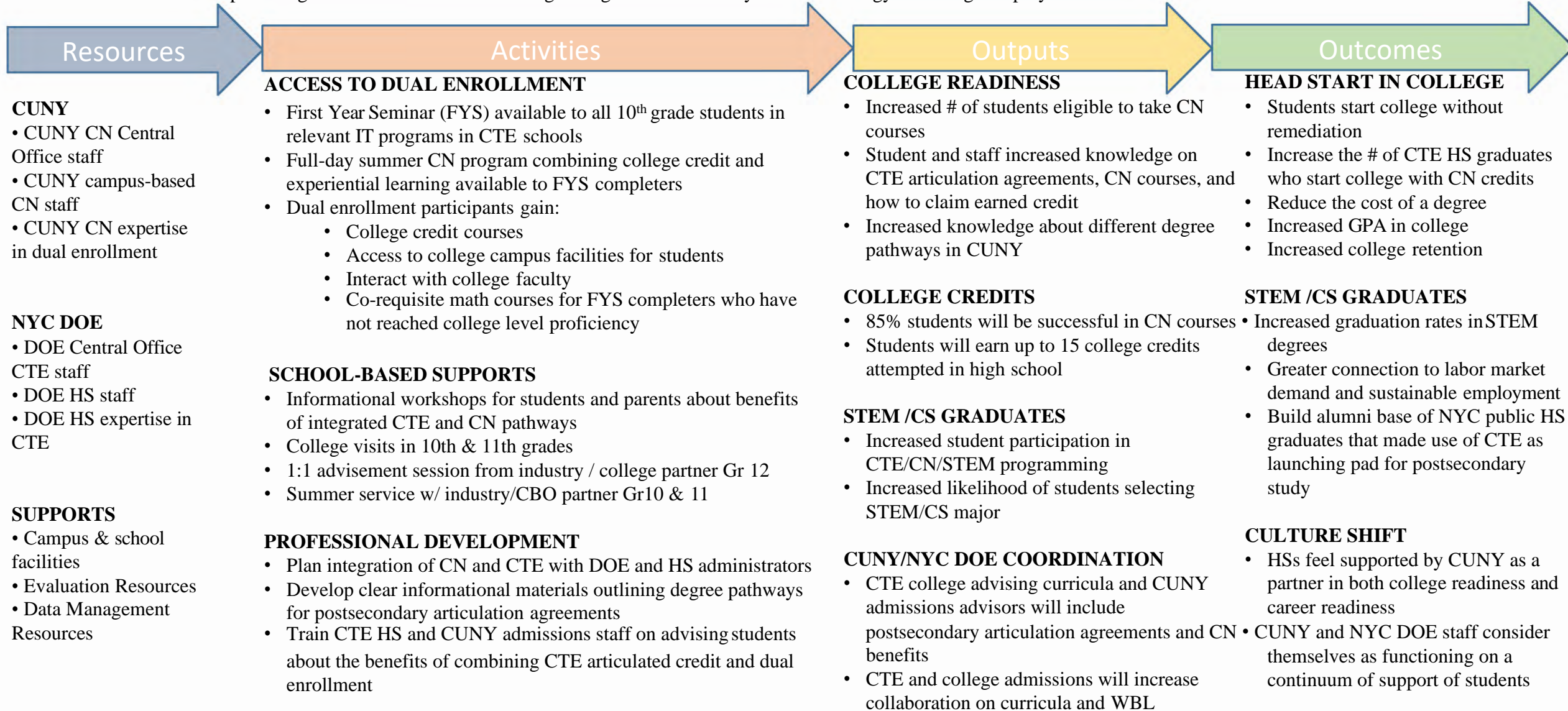
Sincerely,



President & CEO
Partnership for New York City

Appendix E: Fast Track to College & Careers Logic Model

1. Increase access to high quality dual enrollment courses for students in CTE schools.
2. Increase the percentage of students graduating from CTE programs meeting CUNY college proficiency standards.
3. Increase visibility and knowledge about the benefits of CTE articulation agreements between high schools and colleges, and the combined benefits of those credits with dual enrollment credits for college momentum and faster graduation.
4. Increase the percentage of students able to meet the growing demands of entry-level technology and design employers in NYC



Appendix F: Assurance regarding Application Requirement (g)

June 13, 2019

U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

To Whom It May Concern,

The Fast Track to College and Careers program, led by the City University of New York (CUNY) in partnership with the New York City Department of Education (NYC DOE), proposes to improve Career Technical Education (CTE) outcomes of students in participating NYC DOE CTE high schools. The program addresses two specific degree pathways, Digital Design and Animation at Hostos Community College, and Computer Network Technology at Borough of Manhattan Community College.

As a demonstration of commitment to the importance of this program, CUNY Central Office staff time will be contributed entirely in-kind, including direction by a coordinator who will dedicate 80% of their time exclusively to program oversight throughout the three-year grant period. Funds for these roles are supplied from non-Federal resources and are guaranteed beyond the grant period.

Further, pursuant to application requirement (g) in Section 114 (e), our office assures that it will:

- (i) Provide information to the Secretary, as requested, for evaluations that the Secretary may carry out; and
- (ii) Make data available to third parties for validation, in accordance with applicable data privacy laws, including section 444 of the General Education Provides Act (20 U.S.C. 1232g, commonly known as the Family Educational Rights and Privacy Act of 1974).

Si!med.

CUNY Office of K-16 Initiatives

Appendix G: Current Indirect Cost Rate Agreement

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1131988190A1

DATE: 03/24/2015

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
09/27/2011

RFCUNY - Central Administration

230 West 41st Street

New York, NY 10026-

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: F: cXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>Rate (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2015	06/30/2019	21.00	On-Campus	All Programs
PROV.	07/01/2019	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2019.

*BASE

Direct salaries and wages including all fringe benefits.

ORGANIZATION: RFCUNY - Central Administration

AGREEMENT DATE: 3/24/2015

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

Fringe benefits applicable to direct salaries and wages are treated as direct costs.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

(1) These indirect cost rates apply when grants or contracts are awarded jointly to the Research Foundation of City University of New York and Central Administration.

(2) Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year, and an acquisition cost of \$5,000 or more per unit.

Your next proposal based on actual costs for the fiscal year ending 06/30/18 is due in our office by 12/31/18.

ORGANIZATION: RFCUNY - Central Administration

AGREEMENT DATE: 3/24/2015

SECTION III: GENERAL

A. LIMITATIONS

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions, (1) Only costs incurred by the organization were included in its facilities and administrative cost pool as finally accepted, such costs are legal obligations of the organization and are allowable under the governing cost principles, (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs (3) Similar types of costs have been accorded consistent accounting treatment/ and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government, in such situations the rate (a) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowance.

C. FIXED RATES

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year (e) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-21, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate (a) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate (a) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

RFCUNY - Central Administration

(NAME)

CEO

(TITLE)

03/17/15 J, O/E

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(1) GENC'i)

Darryl W. Mayes - S

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation services

(TITLE)

3/24/2015

(DATE) 1169

HHS REPRESENTATIVE

Edwin Miranda

Telephone

**Fast Track to College and Careers
City University of New York**

Appendix I: CTE High Schools Served

School Name	Opportunity Zone <i>Census Tract</i>	Economic Need Index	Percent Asian	Percent Black	Percent Hispanic	Percent White	Percent ELL
Urban Assembly Gateway School for Technology	No 36061012700	67.3%	8.5%	29.2%	52.8%	5.2%	2.2%
Manhattan Bridges High School	Yes 36061013500	91.1%	0.2%	0.4%	98.8%	0.2%	48.5%
Alfred E. Smith Career and Technical Education High School	Yes 36005006700	89.0%	0.9%	22.9%	74.3%	1.5%	23.8%
Longwood Preparatory Academy School	Yes 36005008700	94.6%	1.5%	29.1%	66.8%	2.0%	21.6%
Academy for Language and Technology	Yes 36005021502	97.5%	0.0%	0.3%	99.7%	0.0%	68.4%
Crotona International High School	Yes 36005039300	98.9%	2.7%	8.1%	85.1%	3.3%	91.9%
Bronx High School for the Visual Arts	No 36005022800	82.0%	2.9%	24.3%	61.0%	10.7%	5.9%
Transit Tech Career and Technical Education High School	No 36047119600	79.1%	3.1%	60.6%	31.1%	2.4%	5.0%
Academy of Innovative Technology	No 36047118000	78.4%	5.2%	41.2%	48.1%	2.2%	10.2%

Of the nine school selected from the two CTE postsecondary articulation agreements with Hostos Community College and Borough of Manhattan Community College, five are located in Opportunity Zones, and the remainder have an over 65% majority students that are designated on the economic need index. Focusing on these schools insures that that the grant funds are concentrated on serving low-income students in our schools. In addition, five of the schools are located in the borough of the city with the lowest educational outcomes—the Bronx. Our schools serve a majority of African-American and Latino students. Further, we intend to integrate dual enrollment courses with CTE program for all students without regard to prior academic performance.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**Fast Track to College and Careers
Budget Narrative**

	Year One		Year 2		Year 3	
Salary	Instructors for First-Year Seminar Professional Development Workshop - 26 Instructors paid as follows: 3 hours of professional development at a rate of \$42.87 per hour = \$128.61 per teacher.	\$ 3,343.86	Instructor for General Education College Credit Courses – 6 Instructors paid as follows: 45-Hour Course at an hourly rate of \$91.05 = \$4,097.00 per Course. 6 Courses at a rate of \$4,097.00 per course = \$24,582.00 total.	\$24,582.00	Instructor for General Education College Credit Courses – 6 Instructors paid as follows: 45-Hour Course at an hourly rate of \$91.05 = \$4,097.00 per Course. 6 Courses at a rate of \$4,097.00 per course = \$24,582.00 total.	\$24,582.00
	Instructors for First-Year Seminar Courses – 26 Instructors paid as follows: 30-Hour Course at a rate of \$71.67 per hour = \$2,150.00 per course. 26 Course Instructors at a rate of \$2,150.00 per course = \$55,900.00 total.	\$55,900.00	Instructor for CTE-related College Credit Courses – 8 Instructors paid as follows: 60-Hour Course at an hourly rate of \$91.05 = \$5,463.00 per Course. 8 Courses at a rate of \$5,463.00 per course = \$43,704.00 total.	\$43,704.00	Instructor for CTE-related College Credit Courses – 6 Instructors paid as follows: 60-Hour Course at an hourly rate of \$91.05 = \$5,463.00 per Course. 6 Courses at a rate of \$5,463.00 per course = \$32,778.00 total.	\$32,778.00
	Coordinator, First-Year Seminar Part-time staff, 40 hours at \$45.00 per hour. Ensures program is successfully delivered.	\$ 1,800.00	Instructor for Math co-requisite Summer Program – 2 Instructors paid as follows: 90-Hour Course at an hourly rate of \$71.45 = \$6,430.00 per course. 2 Courses at a rate of \$6,430.00 per course = \$12,860.00 total.	\$12,860.00	College Coaches for College Bridge for All Program – 9 Coaches paid as follows: 165 Hours at an hourly rate of \$15.00 = \$2,475 per coach. 9 Coaches at a rate of \$2,475 per coach = \$22,275.00 total.	\$22,275.00
			Instructor for Math Co-Requisite + CTE-related + General Education	\$ 8,572.00	College Coordinator for College Bridge for All	\$13,500.00

PR/Award # V051F190049

**Fast Track to College and Careers
Budget Narrative**

			Summer Program Workshop – 4 Instructors paid as follows: 30-Hour Course at an hourly rate of \$71.45 = \$2,143.00 per course. 4 Courses at a rate of \$2,143.00 per course = \$8,572.00 total.		Program – Coordinator paid as follows: 30 Hours a Week for 15 Weeks at an hourly rate of \$30.00 = \$13,500.00 total.	
	Year 1 Total Personnel Salary	\$61,043.86	Year 2 Total Personnel Salary	\$89,718.00	Year 3 Total Personnel Salary	\$93,135.00
Fringe Benefits	All Fringe benefits provided at Part Time Rate of – FICA @ 6.57% = = \$ 4,010.58 NYS Disability @ .12% = \$ 73.25 Unemployment @ .9% = \$ 549.40 Workers' Comp. @ .41% = \$ 250.28 MTA Payroll Tax @ .34% = \$ 207.55	\$ 5,091.06	All Fringe benefits provided at Part Time Rate of – FICA @ 6.57% = = \$ 5,894.47 NYS Disability @ .12% = \$ 107.66 Unemployment @ .9% = \$ 807.46 Workers' Comp. @.41% = \$ 367.85 MTA Payroll Tax @.34% = \$ 305.04	\$ 7,482.48	All Fringe benefits provided at Part Time Rate of – FICA @ 6.57% = = \$ 6,118.97 NYS Disability @ .12% = \$ 111.76 Unemployment @ .9% = \$ 838.22 Workers' Comp. @ .41% = \$ 381.85 MTA Payroll Tax @ .34% = \$ 316.66	\$ 7767.46
	Year 1 Total Fringe Benefits	\$ 5,091.06	Year 2 Total Fringe Benefits	\$ 7,482.48	Year 3 Total Fringe Benefits	\$ 7767.46
Supplies	Textbooks - 520 Textbooks at an average price of \$30.00 each = \$15,600.00 total.	\$15,600.00	Textbooks - 250 Textbooks at an average price of \$60.00 each = \$15,000.00 total.	\$15,000.00	College Bridge for All Program Supplies – 9 Schools Printing Materials, General Office Supplies such as books, pens and instructional supplies costing	\$ 9,000.00

**Fast Track to College and Careers
Budget Narrative**

					approximately \$1,000.00 for each school.	
	Printing: Printing for Instructional Materials approximate cost.	\$ 1,000.00	Printing: Printing for Instructional Materials approximate cost.	\$ 1,000.00		
	Year 1 Total Supplies Cost	\$16,600.00	Year 2 Total Supplies Cost	\$16,000.00	Year 3 Total Supplies Cost	\$ 9,000.00
Contractual	Contract for Design – graphic design consultant for print materials	\$ 2,000.00	Contract for Design – graphic design consultant for print materials	\$ 2,000.00		
	Department of Education Subcontract – services to provide counseling and instructional services	\$22,000.00	Department of Education Subcontract – services to provide counseling and instructional services	\$22,000.00	Department of Education Subcontract – services to provide counseling and instructional services	\$22,000.00
	Evaluation Subcontract	\$15,000.00	Evaluation Subcontract -	\$15,000.00	Evaluation Subcontract -	\$15,000.00
	Total Contractual Cost	\$39,000.00	Total Contractual Cost	\$39,000.00	Total Contractual Cost	\$37,000.00
Other Cost			Student Lunches for 100 Students – paid as follows: 20-Day Program with lunch at a rate of \$7.00 per day = \$140.00 per student. 100 Students at a rate of \$140.00 per lunch = \$14,000.00 total.	\$14,000.00		
	Year 1 Total Other Cost	\$ 0	Year 1 Total Other Cost	\$14,000.00	Year 1 Total Other Cost	\$ 0
Direct Cost	\$121,734.92		\$166,200.48		\$146,902.46	
Indirect Cost*	\$13,888.33		\$20,412.10		\$21,189.52	
Total Cost	Year 1: \$135,623.25		Year 2: \$186,612.58		Year 3: \$168,091.98	
Total Project Period Cost (3 Years):			\$490,327.81			

*Colleges & Universities Indirect Cost Rate Agreement in appendix.

Fast Track to College and Careers Non-Federal Funds Budget Narrative

	Year 1		Year 2		Year 3	
Salary	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Fringe	Fringe benefits (TL) provided at Full Time Rate of – FICA @ 6.85% = \$8,693.64 NYS Disability @ .12% = \$152.30 Unemployment@.96% =\$1,218.38	\$64,726.34	Fringe benefits (TL) provided at Full Time Rate of – FICA @ 6.85% = \$8,693.64 NYS Disability @ .12% = \$152.30 Unemployment @.96% = \$1,218.38 <small>PR/Award # V051E190049</small>	\$64,726.34	Fringe benefits (TL) provided at Full Time Rate of – FICA @ 6.85% = \$8,693.64 NYS Disability @ .12% = \$152.30 Unemployment @ .96% = \$1,218.38	\$64,726.34

**Fast Track to College and Careers
Non-Federal Funds Budget Narrative**

	Workers' Comp. @.38% = \$482.27 Other Fringe Benefit = \$54,179.76		Workers' Comp. @ .38% = \$482.27 Other Fringe Benefit = \$54,179.76		Workers' Comp. @.38% = \$ 482.27 Other Fringe Benefit = \$54,179.76	
	Fringe benefits (RF) provided at Full Time Rate of – FICA @ 6.85% = \$773.19 NYS Disability @ .12% = \$ 13.55 Unemployment @ .96% = \$ 108.36 Workers' Comp. @.38% = \$ 42.89 MTA Payroll Tax @.34% = \$ 38.38 TIAA Pension @ 7.3% = \$823.99 Health Insur. @18.62% = \$2,101.73 Life Insurance @ .06% = \$ 6.77 L-Term Disability @.21% = \$ 23.70 Flex Spending Plan@.03% = \$ 3.39 Retirement @ .47% = \$ 53.05	\$3,989.00	Fringe benefits (RF) provided at Full Time Rate of – FICA @ 6.85% = \$ 773.19 NYS Disability @ .12% = \$ 13.55 Unemployment @ .96% = \$ 108.36 Workers' Comp. @.38% = \$ 42.89 MTA Payroll Tax @.34% = \$ 38.38 TIAA Pension @ 7.3% = \$ 823.99 Health Insur. @18.62% = \$ 2,101.73 Life Insurance @ .06% = \$ 6.77 L-Term Disability @.21% = \$ 23.70 Flex Spending Plan @.03% = \$ 3.39 Retirement @ .47% = \$ 53.05	\$3,989.00	Fringe benefits (RF) provided at Full Time Rate of – FICA @ 6.85% = \$ 773.19 NYS Disability @ .12% = \$ 13.55 Unemployment @ .96% = \$ 108.36 Workers' Comp. @.38% = \$ 42.89 MTA Payroll Tax @.34% = \$ 38.38 TIAA Pension @ 7.3% = \$ 823.99 Health Insur. @18.62% = \$ 2,101.73 Life Insurance @ .06% = \$ 6.77 L-Term Disability @.21% = \$ 23.70 Flex Spending Plan @.03% = \$ 3.39 Retirement @ .47% = \$ 53.05	\$3,989.00
	Fringe benefits (RF) provided at Part Time Rate of – FICA @ 6.57% = \$ 2,231.57 NYS Disability @ .12% = \$ 40.76	\$2,832.76	Fringe benefits (RF) provided at Part Time Rate of – FICA @ 6.57% = \$ 2,231.57 NYS Disability @ .12% = \$ 40.76	\$2,832.76	Fringe benefits (RF) provided at Part Time Rate of – FICA @ 6.57% = \$ 2,231.57 NYS Disability @ .12% = \$ 40.76	\$2,832.76

**Fast Track to College and Careers
Non-Federal Funds Budget Narrative**

	Unemployment @ .9% = \$ 305.69 Workers' Comp. @.41% = \$ 139.26 MTA Payroll Tax @.34% = \$ 115.48		Unemployment @ .9% = \$ 305.69 Workers' Comp. @.41% = \$ 139.26 MTA Payroll Tax @.34% = \$ 115.48		Unemployment @ .9% = \$ 305.69 Workers' Comp. @.41% = \$ 139.26 MTA Payroll Tax @.34% = \$ 115.48	
	Total Year 1 Fringe Benefits	\$71,548.11	Total Year 2 Fringe Benefits	\$71,548.11	Total Year 3 Fringe Benefits	\$71,548.11
Direct Cost	\$243,716.01		\$243,716.01		\$243,716.01	
Indirect Cost	Indirect Cost at 10% of RF Cost = (33966.00 + 3989.00 + 2,832.76) x 10% = \$5,207.53	\$5,207.53	Indirect Cost at 10% of RF Cost = (33966.00 + 3989.00 + 2,832.76) x 10% = \$5,207.53	\$5,207.53	Indirect Cost at 10% of RF Cost = (33966.00 + 3989.00 + 2,832.76) x 10% = \$5,207.53	\$5,207.53
Total Cost	\$248,923.54		\$248,923.54		\$248,923.54	
Total Project Period Cost (3 Years) :			\$746,770.62			

				PS								OTPS	PS and OTPS	
Program year	Activity	Cost	#of courses	Total	PT fringe 8%	MTA 0.34%	Total w fringe and MTA	OTPS	Cost per item	# of items	#of students served	Total		21% indirect
Year 1														
Fall 2019	Training FYS Teachers	\$128.61	26	\$3,343.86	\$267.51	\$11.37	\$3,622.74					\$ -		\$13,888.33
Fall 2019	FYS Coordination	\$45.00	40	\$1,800.00	\$144.00	\$6.12	\$1,950.12							
Fall 2019	Intergrated Pathways materials design							Contract for design	\$ 2,000.00	1		\$ 2,000.00		
Fall 2019	Intergrated Pathways materials printing							Printing	\$ 1,000.00	1		\$ 1,000.00		
Spring 2020	Spring FYS (1 credit)	\$2,150.00	26	\$55,900.00	\$4,472.00	\$190.06	\$60,562.06	textbooks	\$ 30.00	520	520	\$ 15,600.00		
Spring 2020	Gen ed college credit course (3 credits)	\$4,097.00	0	\$0.00	\$0.00	\$0.00	\$0.00					\$ -		
Spring 2020	CTE related college credit course (3 credits)	\$5,463.00	0	\$0.00	\$0.00	\$0.00	\$0.00					\$ -		
Spring and summer 2020	College bridge coaching	\$5,000.00	0	\$0.00	\$0.00	\$0.00	\$0.00					\$ -		
Summer program part 1 of 2	Math co-requisite summer program (4 credits)	\$6,430.00	0	\$0.00	\$0.00	\$0.00	\$0.00	textbooks	\$ 60.00	0		\$ -		
Summer program part 2 of 2	Math co-requisite summer program workshop component	\$2,143.00	0	\$0.00	\$0.00	\$0.00	\$0.00	student lunch for 20 day program \$7/student	\$ 140.00	0		\$ -		
DOE Sub Contract								Regents Bootcamps, college/career counseling	\$ 22,000.00	1		\$ 22,000.00		
Evaluation Sub contract								Program Evaluation	\$ 15,000.00	1		\$ 15,000.00		
YEAR 1 Total				\$61,043.86	\$4,883.51	\$207.55	\$66,134.92				520	\$ 55,600.00	\$121,734.92	\$135,623.25
Year 2														
Fall 2020	Gen ed college credit course (3 credits)	\$4,097.00	3	\$12,291.00	\$983.28	\$41.79	\$13,316.07	textbooks	\$ 60.00	75	75	\$ 4,500.00		\$20,412.10
Fall 2020	CTE related college credit course (3 credits)	\$5,463.00	3	\$16,389.00	\$1,311.12	\$55.72	\$17,755.84	textbooks	\$ 60.00	75	75	\$ 4,500.00		
Fall 2020	Intergrated Pathways materials revisions							Contract for design	\$ 2,000.00	1		\$ 2,000.00		
Fall 2020	Intergrated Pathways materials printing							Printing	\$ 1,000.00	1		\$ 1,000.00		
Spring 2021	Spring FYS (1 credit)	\$2,150.00	0	\$0.00	\$0.00	\$0.00	\$0.00					\$ -		
Spring 2021	Gen ed college credit course (3 credits)	\$4,097.00	3	\$12,291.00	\$983.28	\$41.79	\$13,316.07	textbooks	\$ 60.00	0	75	\$ -		
Spring 2021	CTE related college credit course (3 credits)	\$5,463.00	3	\$16,389.00	\$1,311.12	\$55.72	\$17,755.84	textbooks	\$ 60.00	0	75	\$ -		
Spring and summer 2021	College bridge coaching	\$5,000.00	0	\$0.00	\$0.00	\$0.00	\$0.00					\$ -		
Summer program part 1 of 2	Math co-requisite summer program (4 credits)	\$6,430.00	2	\$12,860.00	\$1,028.80	\$43.72	\$13,932.52	textbooks	\$ 60.00	50		\$ 3,000.00		
Summer program part 2 of 2	Math co-requisite summer program workshop component	\$2,143.00	2	\$4,286.00	\$342.88	\$14.57	\$4,643.45	student lunch for 20 day program \$7/student	\$ 140.00	50	50	\$ 7,000.00		
Summer program part 1 of 2	CTE related summer program (3 credits) OR	\$5,463.00	2	\$10,926.00	\$874.08	\$37.15	\$11,837.23	textbooks	\$ 60.00	50		\$ 3,000.00		
Summer program part 2 of 2	CTE related or gen ed summer program workshop component	\$2,143.00	2	\$4,286.00	\$342.88	\$14.57	\$4,643.45	student lunch for 20 day program \$7/student	\$ 140.00	50	50	\$ 7,000.00		
DOE Sub Contract								Regents Bootcamps, college/career counseling	\$ 22,000.00	1		\$ 22,000.00		
Evaluation Sub contract								Program Evaluation	\$ 15,000.00	1		\$ 15,000.00		
YEAR 2 Total				\$89,718.00	\$7,177.44	\$305.04	\$97,200.48				400	\$ 69,000.00	\$166,200.48	\$186,612.58

				PS								OTPS	PS and OTPS	
Program year	Activity	Cost	#of courses	Total	PT fringe 8%	MTA 0.34%	Total w fringe and MTA	OTPS	Cost per item	# of items	#of students served	Total		21% indirect
Year 3												\$ -		
Fall 2021	Gen ed college credit course (3 credits)	\$4,097.00	3	\$12,291.00	\$983.28	\$41.79	\$13,316.07				75	\$ -		\$21,189.52
Fall 2021	CTE related college credit course (3 credits)	\$5,463.00	3	\$16,389.00	\$1,311.12	\$55.72	\$17,755.84				75	\$ -		
Spring 2022	Spring FYS (1 credit)	\$2,150.00	0	\$0.00	\$0.00	\$0.00	\$0.00					\$ -		
Spring 2022	Gen ed college credit course (3 credits)	\$4,097.00	3	\$12,291.00	\$983.28	\$41.79	\$13,316.07				75	\$ -		
Spring 2022	CTE related college credit course (3 credits)	\$5,463.00	3	\$16,389.00	\$1,311.12	\$55.72	\$17,755.84				75	\$ -		
Spring and summer 2022	College bridge coaching	\$2,475.00	9	\$22,275.00	\$1,782.00	\$75.74	\$24,132.74	Supplies	\$ 1,000.00	9		\$ 9,000.00		
Spring and summer 2022	College bridge coaching - coordinator	\$13,500.00	1	\$13,500.00	\$1,080.00	\$45.90	\$14,625.90							
Summer program part 1 of 2	Math co-requisite summer program (4 credits)	\$6,430.00	0	\$0.00	\$0.00	\$0.00	\$0.00	textbooks	\$ 60.00	0		\$ -		
Summer program part 2 of 2	Math co-requisite summer program workshop component	\$2,143.00	0	\$0.00	\$0.00	\$0.00	\$0.00	student lunch for 20 day program \$7/student	\$ 140.00	0		\$ -		
Summer program part 1 of 2	CTE related summer program (3 credits) OR	\$5,463.00	0	\$0.00	\$0.00	\$0.00	\$0.00	textbooks	\$ 60.00	0		\$ -		
Summer program part 2 of 2	CTE related or gen ed summer program workshop component	\$2,143.00	0	\$0.00	\$0.00	\$0.00	\$0.00	student lunch for 20 day program \$7/student	\$ 140.00	0		\$ -		
DOE Sub Contract								Regents Bootcamps, college/career counseling	\$ 22,000.00	1		\$ 22,000.00		
Evaluation Sub contract								Program Evaluation	\$ 15,000.00	1		\$ 15,000.00		
YEAR 3 Total				\$93,135.00	\$7,450.800	\$316.659	\$100,902.46				300	\$ 46,000.00	\$146,902.46	\$168,091.98
Total years 1, 2 & 3				\$243,896.86	\$19,511.75	\$829.25	\$264,237.86				1220	\$ 170,600.00	\$434,837.86	\$490,327.81

Grand Total - 3 years \$490,327.81

50% Match - 3years \$746,770.61

Project Total - 3 years \$1,237,098.42

[illegible]

				PS								OTPS	PS and OTPS	
Program year	Activity	Cost	#of courses	Total	PT fringe 8%	MTA 0.34%	Total w fringe and MTA	OTPS	Cost per item	# of items	#of students served	Total		21% indirect
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Fall 2019	FYS Coordination	\$45.00	40	\$1,800.00	\$144.00	\$6.12	\$1,950.12							
Fall 2019	Intergated Pathways materials design							Contract for design	\$ 2,000.00	1		\$ 2,000.00		
Fall 2019	Intergated Pathways materials printing							Printing	\$ 1,000.00	1		\$ 1,000.00		
Spring 2020	Spring FYS (1 credit)	\$2,150.00	26	\$55,900.00	\$4,472.00	\$190.06	\$60,562.06	textbooks	\$ 30.00	520	520	\$ 15,600.00		
Spring 2020	Gen ed college credit course (3 credits)	\$4,097.00	0	\$0.00	\$0.00	\$0.00	\$0.00					\$ -		
Spring 2020	CTE related college credit course (3 credits)	\$5,463.00	0	\$0.00	\$0.00	\$0.00	\$0.00					\$ -		
Spring and summer 2020	College bridge coaching	\$5,000.00	0	\$0.00	\$0.00	\$0.00	\$0.00					\$ -		
Summer program part 1 of 2	Math co-requisite summer program (4 credits)	\$6,430.00	0	\$0.00	\$0.00	\$0.00	\$0.00	textbooks	\$ 60.00	0		\$ -		
Summer program part 2 of 2	Math co-requisite summer program workshop component	\$2,143.00	0	\$0.00	\$0.00	\$0.00	\$0.00	student lunch for 20 day program \$7/student	\$ 140.00	0		\$ -		
DOE Sub Contract								Regents Bootcamps, college/career counseling	\$ 22,000.00	1		\$ 22,000.00		
Evaluation Sub contract								Program Evaluation	\$ 15,000.00	1		\$ 15,000.00		
YEAR 1 Total				\$61,043.86	\$4,883.51	\$207.55	\$66,134.92				520	\$ 55,600.00	\$121,734.92	\$135,623.25
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Spring 2021	Spring FYS (1 credit)	\$2,150.00	0	\$0.00	\$0.00	\$0.00	\$0.00					\$ -		
Spring 2021	Gen ed college credit course (3 credits)	\$4,097.00	3	\$12,291.00	\$983.28	\$41.79	\$13,316.07	textbooks	\$ 60.00	0	75	\$ -		
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Spring and summer 2021	College bridge coaching	\$5,000.00	0	\$0.00	\$0.00	\$0.00	\$0.00					\$ -		
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Summer program part 2 of 2	CTE related or gen ed summer program workshop component	\$2,143.00	2	\$4,286.00	\$342.88	\$14.57	\$4,643.45	student lunch for 20 day program \$7/student	\$ 140.00	50	50	\$ 7,000.00		
DOE Sub Contract								Regents Bootcamps, college/career counseling	\$ 22,000.00	1		\$ 22,000.00		
Evaluation Sub contract								Program Evaluation	\$ 15,000.00	1		\$ 15,000.00		
YEAR 2 Total				\$89,718.00	\$7,177.44	\$305.04	\$97,200.48				400	\$ 69,000.00	\$166,200.48	\$186,612.58

				PS								OTPS	PS and OTPS	
Program year	Activity	Cost	#of courses	Total	PT fringe 8%	MTA 0.34%	Total w fringe and MTA	OTPS	Cost per item	# of items	#of students served	Total		21% indirect
Year 3												\$ -		
Fall 2021	Gen ed college credit course (3 credits)	\$4,097.00	3	\$12,291.00	\$983.28	\$41.79	\$13,316.07				75	\$ -		\$21,189.52
Fall 2021	CTE related college credit course (3 credits)	\$5,463.00	3	\$16,389.00	\$1,311.12	\$55.72	\$17,755.84				75	\$ -		
Spring 2022	Spring FYS (1 credit)	\$2,150.00	0	\$0.00	\$0.00	\$0.00	\$0.00					\$ -		
Spring 2022	Gen ed college credit course (3 credits)	\$4,097.00	3	\$12,291.00	\$983.28	\$41.79	\$13,316.07				75	\$ -		
Spring 2022	CTE related college credit course (3 credits)	\$5,463.00	3	\$16,389.00	\$1,311.12	\$55.72	\$17,755.84				75	\$ -		
Spring and summer 2022	College bridge coaching	\$2,475.00	9	\$22,275.00	\$1,782.00	\$75.74	\$24,132.74	Supplies	\$ 1,000.00	9		\$ 9,000.00		
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Summer program part 1 of 2	Math co-requisite summer program (4 credits)	\$6,430.00	0	\$0.00	\$0.00	\$0.00	\$0.00	textbooks	\$ 60.00	0		\$ -		
Summer program part 2 of 2	Math co-requisite summer program workshop component	\$2,143.00	0	\$0.00	\$0.00	\$0.00	\$0.00	student lunch for 20 day program \$7/student	\$ 140.00	0		\$ -		
Summer program part 1 of 2	CTE related summer program (3 credits) OR	\$5,463.00	0	\$0.00	\$0.00	\$0.00	\$0.00	textbooks	\$ 60.00	0		\$ -		
Summer program part 2 of 2	CTE related or gen ed summer program workshop component	\$2,143.00	0	\$0.00	\$0.00	\$0.00	\$0.00	student lunch for 20 day program \$7/student	\$ 140.00	0		\$ -		
DOE Sub Contract								Regents Bootcamps, college/career counseling	\$ 22,000.00	1		\$ 22,000.00		
Evaluation Sub contract								Program Evaluation	\$ 15,000.00	1		\$ 15,000.00		
YEAR 3 Total				\$93,135.00	\$7,450.800	\$316.659	\$100,902.46				300	\$ 46,000.00	\$146,902.46	\$168,091.98
Total years 1, 2 & 3				\$243,896.86	\$19,511.75	\$829.25	\$264,237.86				1220	\$ 170,600.00	\$434,837.86	\$490,327.81

Grand Total - 3 years \$490,327.81

50% Match - 3years \$746,770.61

Project Total - 3 years \$1,237,098.42