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| **Name of Grant Program:** FY23 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in Correctional Institutions | **Fund Code**: 452 |

Applicants must submit all required forms and respond to all Part III prompts. The responses to the seven narrative prompts may not exceed 15 pages. Applicants are required to provide page numbers on every page of the narrative response. All narrative responses must be in a font no smaller than Arial 10 font, with one-inch margins on all sides.

Pages that exceed the above page limits will not be reviewed.The budget workbook, required forms, and appendices are not included in these page limits.

The seven narrative sections that follow have a value of 100 points.

Data and information provided in required documents, or in documents uploaded in one section, may also be referenced for consideration in another section. Each narrative section will be scored using the Scoring Rubric

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| PART III – REQUIRED PROGRAM INFORMATION | | | | |
| **Name of Proposed CTE Program (***new or existing?)* | | **Academic Level of the Curriculum** *(secondary or postsecondary***)** | **Total Number of Students to be Served** | **Target Population(s)** *(e.g., sentenced, youth, female)* |
|  | New? |  |  |  |

**1. RATIONALE (20 Points):** Describe the agency’s rationale in seeking Perkins funding for the *career and technical education (CTE)* program identified above. This must include but is not limited to:

* Current labor market demand and wage data demonstrating a living wage for entry level employment in the local workforce area and/or nationally.
* A description of local area education or training opportunities for further advancement in the pathway.
* Evidence that employers in this identified industry are open to hiring and retaining those with required credentials who possess a CORI file.
* Meaningful involvement/support of at least one local area employer in developing and/or implementing the program.
* Employer and/or MassHire letter(s) of support that includes, at a minimum, verification that the program syllabus develops the knowledge and skills required for entry level employment, and validation that the program equipment and supplies are those currently used by industry. Attach as Appendix A.

**2. TARGET STUDENT** **OUTCOMES (15 Points)**:

* Provide an overview of the student outcomes that the program is designed to achieve by completing the chart below. This must include but is not limited to: (1) academic skill gains (2) technical skill gains (3) attainment of at least one industry recognized credential, and (4) transition in the career pathway to further education or employment.
* Then describe the agency’s follow-up plan for tracking transition outcomes post release.

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| **Target Student Outcomes** | **Assessment Tool/Method[[1]](#endnote-2)** | *(Where applicable)* **Minimum Score** | **% of Students to Achieve it** |
| **Academic (***i.e., gains in ELA, math, science, or # of HiSET/GEDs, Accuplacer)* |  |  |  |
| **Technical** (e.g.,OSHA 10,NStar digital literacy credential, Industry-recognized credential(s)etc.) |  |  |  |
| **Transition (*i.e., employment or postsecondary)*** |  |  |  |
| (optional) **Other (***e.g., graded portfolio, capstone project)* |  |  |  |

**3. PROGRAM DESIGN (15 Points)**: Provide a detailed scope and sequence for the CTE program using the chart below to demonstrate in sufficient detail regarding the [size, scope, and quality](https://www.doe.mass.edu/ccte/cvte/perkins-v/size-scope-quality.docx) of the proposed program. Applicants may submit an optional syllabus as Appendix B as additional evidence of size, scope, and quality of the proposed CTE program.

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| **Program Duration (Number of Cohorts and Weeks per Cohort)** | **Academic Course/Class Title(s), Number of Hours, and Brief Description** | **Technical Course/Class[[2]](#endnote-3) Title(s), Number of Hours, and Brief Description** |
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**4. COHERENT AND RIGOROUS CONTENT (15 Points)**: Describe how teachers will ensure program rigor and integrate academic and technical content and computer/digital literacy to accelerate student outcomes.Provide at least one example of a rigorous integrated lesson at the academic level noted above. The example should clearly illustrate how the lesson supports both the academic and technical skill gains listed above as well as occupation-specific skills, work attitudes and general employability skills, and/or knowledge of one or more *aspects of the industry[[3]](#endnote-4)***.**

**5.** **RECRUITMENT AND COHORT DETERMINATION (10 Points):** Describe the program’s (1) strategies for student recruitment and (2) criteria for determining student placement into a cohort of ten or ore students or multiple cohorts of a minimum of six or more who can begin and complete the CTE program while committed and, if necessary, complete it post-release.

**6. STUDENT ENROLLMENT, COMPLETION, AND TRANSITION (10 Points)**: Describe the agency’s policies and strategies for managing student enrollment and attendance, including but not limited to, how the agency will support students: (1) regular attendance (2) completion and (3) transition along the career pathway (i.e., further education/training and/or employment) upon release.

**7.** **Program Capacity (15 Points):** Use the tables below to describe the proposed CTE program’s capacity to deliver Perkins V grant services and activities.

* Identify the individuals or organization responsible for each. If a separate organization is providing the services and activities, then attach a signed memorandum of understanding or agreement as Appendix C.
* Summarize their experience and qualifications and attach job descriptions and key staff resumes in Appendix D.
* Describe the capacity and extent that the service can be delivered via technology-based distance learning.

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| **Vocational Training** | | | |
| Provided By? |  | | |
| Qualifications and Experience |  | | |
| Capacity to Provide Remotely? |  | | |
|  |  |  |  |
| **Academic Instruction** | | | |
| Provided By? |  | | |
| Qualifications and Experience |  | | |
| Capacity to Provide Remotely? |  | | |
|  |  |  |  |
| **Transition Support Services** | | | |
| Provided By? |  | | |
| Qualifications and Experience |  | | |
| Capacity to Provide Remotely? |  | | |
|  |  |  |  |
| **Program Coordination** | | | |
| Provided By? |  | | |
| Qualifications and Experience |  | | |
| Capacity to Manage Remotely? |  | | |

1. The method should be appropriate for the academic level identified above. For academic gains in math, ELA, or science, pre and posttests must be used and should be uploaded with the application. [↑](#endnote-ref-2)
2. this must show when occupational safety and computer/digital literacy will be taught. [↑](#endnote-ref-3)
3. Industry relevant occupational safety & health, technical, embedded academic, employability, management & entrepreneurship, and technological knowledge and skills. The Massachusetts Vocational Technical Education Frameworks <https://www.doe.mass.edu/ccte/cvte/frameworks/> are based on *all aspects of the industry*. [↑](#endnote-ref-4)