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| **Name of Grant Program:** Connecting Activities Competitive Grant | **Fund Code:** 428  |

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| PART III – REQUIRED PROGRAM INFORMATION |

**Applicant Information:**

| Workforce Development Board:  |  |
| --- | --- |
| Lead Contact Name & Title |  |
| Phone:  |  |
| E-mail: |  |
| Person responsible for Reporting Data:  |  |
| Phone:  |  |
| Email:  |  |
| Funding Sought for Section I: |  |
| Funding Sought for Section II: |  |
| Funding Sought for Section III |  |
| Total Award Requested: |  |

**INTRODUCTION**

The Connecting Activities (CA) initiative provides the Commonwealth with a statewide infrastructure to support career readiness activities for students, linking the state’s education and workforce systems. The CA funding has enabled the state’s sixteen Workforce Development Boards (WDBs) to serve as the intermediaries that broker connections among public school districts, employers and community-based organizations, building regional systems that sponsor and support career readiness experiences for many students, especially high quality paid “work-based learning” (WBL) experiences. The CA initiative began in 1998 and has been in continuous operation in the state since then. Over this twenty-year period, it has evolved and improved, affecting the lives of hundreds of thousands of students, through the dedicated efforts of all sixteen WDBs.

In FY19, the Massachusetts Department of Elementary and Secondary Education (DESE) seeks to sustain the continual growth and improvement of the CA initiative statewide, offering sustained base level funding, using last year’s annual award, to all regions for their continued commitment to the core services that are perennially expected. DESE also presents areas for special attention warranted by state priorities in the coming year, with funds allocated to this section to be awarded competitively. Those priorities include the development of High Quality College and Career Pathways (HQCCP); efforts to increase the number of paid high school STEM internships; and a renewed commitment to equity and access to services for student populations that are underrepresented in higher education and high skill/high demand industries, and are overrepresented in the populations that drop out of high school. For this supplemental, competitive funding opportunity, WDBs are invited to present evidence about how they will improve their work, while accenting these important priorities. Additionally, funding is offered for the creation of three-year plans to link CA activities to labor market needs reflected in Regional Blue Prints and STEM efforts.

The application is in three parts:

**Section I: Implementation of WDBs’ Regional CA Model** (Maximum: 65 points)

# Section II. High Performance Funding (Maximum: 70 points)

**Section III. Planning Grant to Develop Three Year Plan relating to Regional Blue Prints & STEM** (Maximum: 10 points)

**Section I: Implementation of WDBs’ Regional CA Model**

**1. FY18 Qualifying Wages from Student Placements.** (Maximum 10 points)

All regions must generate two times their CA award in private sector student wages; this is a requirement of the CA enabling legislation and budget appropriation.Please provide the total student wages reflected in your Qualifying Wage report in the space below along with the amount of the CA award for FY18 to demonstrate whether your region has satisfied the 2:1 requirement.

Wages should be projected through June 30, 2018. Generate the Qualifying Wage report electronically from the Massachusetts Career Ready (MACR) Database and send it as hard copy rather than electronically. (Because of the confidential nature of this data, please be assured that the DESE will use this data only to validate qualifying wages and will not use the information for other purposes or share it with other agencies.)

|  |  |  |
| --- | --- | --- |
| **FY18 Employer Paid Wages** |  | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **FY18 CA Award** |  | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

*If your region did not meet the wage requirement for FY18, please explain why in the box below:*

|  |
| --- |

**2. Achievement of FY18 Student Placement Goals.** (Maximum 10 points)

Each year, regions are required to establish goals for the number of student jobs/internship placements they will broker as well as some of the important characteristics of their placements, and then track their progress against goals through the MACR database. Goals should be ambitious but attainable. Regions should meet or exceed their intended goals, and are expected to describe their outcomes annually.

1. Please submit a Year-To-Date Connecting Activities “Work and Learning” Performance Report with your application to show the status of the region’s efforts with respect to its FY18 regional student and employer work and learning goals (AGROWE).
2. Describe below whether or not you met your stated goals. If you did not meet any stated goal for FY18, please offer an explanation.

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**3. Goal-Setting for FY19.** (Maximum 15 points)

Complete the chart at the end of this Narrative, Attachment A, entitled **“FY19 CA Detailed Program Performance Goals**,” to offer a detailed breakdown of the programs, activities and strategies you will employ in your region to implement: 1) quality work-based learning placements; and 2) career awareness and career exploration activities. Note that the chart also provides a third section for Leveraging Resources, also discussed below in Question 5. (Add additional rows to each section as needed). Scoring will be based upon both the quantity of activities presented and the quality of the presentation.

The Summary Chart below enables you to compare FY18 actual performance with FY19 goals. Use your data available from the MACR database to present your actual FY18 data. Use the **FY19 CA Detailed Program Performance Goals** to generate your region’s **Summary FY19 “Work and Learning” Performance Goals,** to be included below(by transferring the total projected number of students and employers who will participate in the FY19 initiative from Attachment A), and insert actual FY18 outcomes.

**FY19 Connecting Activities**

**Summary “Work and Learning” Performance Goals**

**(derived from total placements reflected in Attachment A )**

|  |  |  |
| --- | --- | --- |
|  | **Total****FY18****(Actual)** | **Total****FY19****(Goal)**  |
|
|  | Total number of students in jobs/internships |  |  |
|  | Students in jobs/internships with a Work-Based Learning Plan (WBLP) |  |  |
|  | Students in jobs/internships with a Classroom or Workshop Component  |  |  |
|  | Students in STEM-focused placements | N/A |  |
|  | Student internships for a new Innovation Pathway, Early College Program or new Ch. 74 program (if applicable) | N/A |  |
|  | Employer-Paid Placements  |  |  |
|  | Summer Placements/ School Year and Year-Round Placements | / |  |
|  | Total number of EMPLOYERS providing jobs/internships |  |  |
|  | Total number of Partner SCHOOLS  |  |  |

**4. FY19 Evidence of Partnerships with High Schools** (Maximum 10 points)

As in prior years, regions are required to submit evidence of their partnerships with high schools, using the template provided (or their own partnership agreements).

In the text box below, describe any plans to assist partner schools improve the ***quality*** ***and/or scale*** of the CDE programming being offered to students, at all stages of the CDE continuum, especially student placements, during FY19. Please describe any goals that you have identified with partner schools, whether through new grants, projects, career pathways or other local/regional initiatives.

Note: One method for documenting these plans is through use of the new *optional* section in the Partner School template for the establishment of goals and metrics. Regions are encouraged, but not required, to complete this optional section with at least one partner school. Goals can relate to a range of CDE activities.  Metrics can include participation rates, outreach targets, outcomes, or timelines.

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**5. Leveraging Additional Resources** (up to 10 points)

Connecting Activities funds can be used in combination with other resources, and regions have demonstrated great resourcefulness in this area over the years. Leveraging of funds is frequently what enables the expansion of CA services to more partner schools and more students, as well as to improve the quality of those services. Regions should make deliberate efforts to blend and braid related funds from many sources to assist them in reaching their goals. This section seeks information about these resources.

**Resources Obtained in FY18.** Use the chart in Attachment A, section 3, titled “Leveraging Resources” to list and describe financial and non-financial (in-kind) resources from FY18 committed by federal, state, local, and private sector sources.Note:This is a review of last year’s resource outcomes, rather than a prediction about next year.

State the amount of **financia**l resources, linked to Connecting Activities efforts, which was obtained last year: \_\_\_\_\_\_\_\_\_\_\_\_\_ (carry over from the attachment).

State the amount of **non**-**financia**l (in-kind) resources linked to Connecting Activities efforts, which was obtained last year: \_\_\_\_\_\_\_\_\_\_\_\_\_ (carry over from the attachment).

**6. Regional Leadership and Professional Development** (up to 10 points)

1. **Regional Leadership Team.** In each region, key leaders guide the intermediary work done by the CA network. This group of leaders typically oversees the development of CDE initiatives, and bears responsibility for offering training to other staff in the field. A goal of the CA initiative is that each region has a leadership team that works to train others and develop programming. Please describe the composition and role of your Regional Leadership Team for FY19, and list the members and organizations represented on the team.

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1. **Mandatory Conferences and Meetings.** Please provide a list of managers and/or staff who attended the ESE-sponsored statewide Connecting Activities meetings held in FY18.

|  |  |
| --- | --- |
| **Conference and Date** | **Who Attended** |
| September 2017 Connecting Activities Leadership Meeting |  |
| February 2018 Connecting Activities Leadership Meeting |  |
| May 15, 2018 Connecting Activities Conference |  |

1. **Professional Development Activities.** Please describe *region-sponsored or facilitated*professional development activities (PD) planned for FY19 for staff (including staff at partner schools) to support work-based learning and CDE experiences. *Use the following chart and add additional rows as needed.* This chart is only intended for PD for adults, not for training of students.(Up to 10 points)

|  |  |  |  |
| --- | --- | --- | --- |
| Topic(s) | Intended Audience | Format/Method | Provider(s) |
| *List Professional Development Topics Planned for FY19* | *Examples: Staff,**Employers,**School personnel* | *Examples: Workshops,**Staff Meeting Presentations,**Webinars,* *One-on-one training* | *Who will provide the training?* |
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# Section II. High Performance in FY19 (up to 75 points)

In this section, regions will have the opportunity to present evidence of high performance, in order to earn additional funding above their base amount.

1. Significant expansion of the number of partnering schools. Identify all new partner high schools you will work with next year, and describe your plans with these schools to offer CDE to their students. (Maximum 10 points). If you already partner with all high schools in your region, explain how you will improve the quality of your partnerships.

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1. Referring to the numerical goals about total number of placements presented above in Section 1, Q. 3 a), describe your planned increase in student placements (in number and percent), and explain how you will achieve this projected expansion in the number of students participating in Connecting Activities brokered placements. (Up to 10 points)

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1. Expanding the Number of Employers and Placements in Priority and Critical industry sectors identified in the Regional Blueprints. (Maximum 10 points)

Regions are encouraged to make strategic use of CA funding to be responsive to the needs of the region as reflected in the Regional Blue Prints. Offer details here about how you will expand the participation of employer partners from the sectors identified in the Blue Print in CA, including identifying target employers by name and sector, where known. Describe how you will increase the number of work-based learning experiences in these sectors, to encourage student interest and skill development in these sectors.

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1. CA funding should be used to support new state efforts to increase access to high skill/high demand pathways. Describe how your region will target career development education (CDE) activities for any newly designated Innovation Pathways (IP), Vocational (Ch. 74) or Early College (EC) programs. Offer information about how the region will actively support any partner school’s FY19 application for IP designation by DESE, by serving as lead or supporting industry partner to that application, and by developing internship programs and sites, and other supports, for those programs seeking designation. (Up to 10 points)

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1. Describe how the region will align to and collaborate with Youth Works and/or Signal Success or other types of state or federal youth workforce development programs. (Up to 10 points)

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1. STEM related Activities. Describe how your region will support a) STEM Week awareness activities in collaboration with the STEM Advisory Council and regional STEM Networks, and b) the STEM@Work initiative led by the Executive Office of Education, the STEM Advisory Council and regional STEM Networks, designed to increase paid high school internships. Be specific about regional strategies for each of these efforts in FY19. (Maximum 10 points)

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1. Equity and Access. Regions can deploy CA funds strategically to address issues of equity and access, by targeting under-represented student subpopulations for participation, in collaboration with partner schools (especially ELLs and students with disabilities due to persistent achievement gaps in graduation and dropout rates). Describe below any specific student subpopulations that you, in collaboration with any partner school, will target for CA supports, and how you will do so, especially relating to dropout prevention. (Maximum 10 points)

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**Section III – Connecting Activities Planning to support Regional Blue Print**

Award Level - Up to $10,000 per Workforce Board; total of up to $160,000 in resources available

In this section, regions are invited to apply for funding to develop a three year Connecting Activities Plan of Action (FY19 – FY21) that addresses their Regional Blue Print and STEM talent pipeline needs (hereafter referred to as **CA Blue Print Plan**). The deliverable for the application is an ***Outline*** of the intended planning process, to be provided in the text box below. It must:

* identify key partners and stakeholders who will participate in the planning process,
* define deliverables to be created by the group,
* establish milestones between July 1, 2018 and the CA Blue Print Plan submission date of December 31, 2018, and
* commit to the completion of its Plan by December 31, 2018, which must be sent to DESE by that date.

The full **CA Blue Print Plan**, due December 31, 2018, must demonstrate how education, industry and workforce leaders will collaborate over the three fiscal years ending June 30, 2021 to develop Connecting Activities actions that will support these regional labor market needs. (Note that the six month period for developing the Plan is included in the overall three year process). The Plan must articulate effective Connecting Activities actions aligned to Region’s Workforce Skills Cabinet Blue Print strategies, priority and critical industry sectors, and STEM occupation and pathways. The CA Blue Print Plan should identify approaches and targets for growth of CDE activities to be offered to students, steps to build sustainable partnerships, and potential new employer partners. The CA Blue Print Plan should offer details about:

* Number of placements that will take place in STEM industries or priority Regional Blue Print occupations and industries
* Alignment to and collaboration with Youth Works and/or Signal Success or other types of state of federal youth workforce development programs
* the type and number of those placements that will be connected to any new Innovation Pathway, Vocational (Ch. 74) program or Early College program that has obtained or is seeking designation in the region

Note that the **CA Blue Print Plan** must align with and build upon proposed FY19 CA activities. Insert your outline for your region’s **CA Blue Print P**lan in the text box below:

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**BUDGET NARRATIVE**

In this section, using the table format below, provide a budget narrative that breaks out your intended fund use for the three sections of the narrative. Note that the main budget submission required for your proposal, see Part II template provided, will involve standard grant funding categories, in which all the expenditures presented below must be combined. Note that the main budget form will be the basis of the budget that you will ultimately enter into the EdGrant system.

Please be advised that applicants may only obtain indirect cost funding if they have an approved rate from DESE. See [DESE Guidance re Indirect Cost Rate](http://www.doe.mass.edu/grants/IndirectCost/2019app.html) for details.

**Section I: Implementation of WDBs’ Regional CA Model**

| Expenditure | Amount | Explanation |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

**Section II. High Performance Funding, for expenditures specific to this section**

| Expenditure | Amount | *Explanation* |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

**Section III – Connecting Activities Planning to support Regional Blue Print**

| Expenditure | Amount | Explanation |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

**ATTACHMENT A**

**Detailed FY19 CA Program Goals**

Use the chart below to offer details about all of the programs, activities and strategies you will employ in your region to implement quality work-based learning experiences that incorporate the Work and Learning Program Elements, as well as awareness and exploration activities. Note that the chart is provided in three sections to align with these two categories, as well as the Leveraging Resources section discussed below. (Add additional rows as needed)

| **Attachment A – Section 1 – Detailed Placement Goals** |
| --- |
| **Name of Program or Activity** | **Name of School (or Regional)** | **Total number of students**  | Number with a Classroom or Workshop Component | Number with a Work-Based Learning Plan | Number of Paid Placements | Number of STEM Placements | Number of Innovation Pathway Related Placements |
| **TOTALS** |  |  |  |  |  |  |
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| **Attachment A – Section 2 – Career Development Activities** |
| **Name of School (or regional)** | **Name and Brief Description of Activity or Program** | **Estimated Number of Students to be Served in FY2019** |
| TOTAL  |  |
|  |  |  |
|  |  |  |
|  |  |  |

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| --- |
| **Attachment A – Section 3 – Leveraging Resources** |
| **Name of Source** | **Activity Date** | **Brief Activity Description** | **Monetary Support ($ Amount)** | **In-Kind Support ($ Estimate)** | **Contributions Description** |
| TOTAL Amounts |  |  |   |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |