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| **Name of Grant Program:** Perkins IV Correctional Institutions 2018-2019 | Fund Code: 452 |

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| PART III – REQUIRED PROGRAM INFORMATION | | | | |
| **Name of proposed CTE program** | **Existing or new program?** | **academic level** *(secondary or postsecondary***)** | **number of students to be served** | **target population(s)** *(e.g., sentenced, youth, female)* |
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1. **RATIONALE**: Describe the agency’s rationale for seeking Perkins funds to establish or significantly improve the career and technical education (CTE) program listed above. This should include, but is not limited to: (1) a description of local and/or regional career pathway options that exist for students upon release; (2) detailed analyses of current and local labor market information[[1]](#footnote-1) including wage data; and (3) local area employer support for the program.

**RESPONSE:**

2. **OUTCOMES & PROFESSIONAL DEVELOPMENT**: Provide an overview of the target student outcomes for the CTE program. This should include but is not limited to: (1) academic achievement (2) technical skill development, including attainment of at least one industry recognized credential, and (3) successful career pathway transition.

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| **Outcomes** | **Performance Measure** | **% of students to achieve it** |
| **Academic (ELA & math)** |  |  |
| **Technical** |  |  |
| **Industry-recognized credential(s)** |  |  |
| **Transition (i.e., *employment postsecondary)*** |  |  |
| **Other (optional)** |  |  |

Describe the professional development that will be provided to program staff and how such professional development supports one or more the outcomes above*.*

**RESPONSE:**

3. **QUALIFICATIONS/EXPERIENCE**: Submit a job description and resume for all instructional and support staff. This should include, but is not limited to: (1) academic teacher(s); (2) technical teachers, and (3) counselor(s)/advisor(s). **Job descriptions should clearly describe program duties; resumes should illustrate relevant qualifications including experience and commitment to working with the target populations above.**

**RESPONSE:**

4. **PROGRAM DESIGN**: Submit a program scope and sequence chart (using the template below or one of your choosing) and/or a syllabus that provides sufficient detail re: the size, scope, and quality of the program. **NOTE:** For improvements to an existing program, clearly identify proposed modification(s) to the existing program.

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| **Semester** | **Academic course/class** | **Technical course/class\*** |
| **Weeks 1-?** |  |  |
| **Weeks ?-?** |  |  |
| **Weeks ?-?** |  |  |

**\*** identifying when occupational safety and computer literacy will be taught.

5. **COHERENT AND RIGOROUS CONTENT**: Describe how teachers will ensure program rigor and integrate academic and technical content in order to accelerate student outcomes.Provide at least one example of a rigorous integrated lesson. The example should illustrate how the lesson supports the development of higher-order reasoning and problem-solving skills; occupation-specific skills; work attitudes and general employability skills; and/or knowledge of one or more *aspects of the industry*[[2]](#footnote-2).

6. **STUDENT ENROLLMENT/COMPLETION/TRANSITION**: 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 to further career pathway opportunities upon release.

**7. ORGANIZATIONAL SUPPORT:** Describethe agency’s capacity to both support[[3]](#footnote-3) and sustain the CTE program after the grant ends. This should include, but is not limited to, how the agency will assist the program in fully meeting any Perkins requirement deemed to be partially in place in the Statement of Assurances.

**8. BUDGET:** Submit a program budget, including a detailed budget narrative that clearly demonstrates alignment with this narrative.

1. Including analysis of [*Regional Workforce Skills Planning Initiative regional blueprints*](https://www.mass.gov/service-details/view-your-regions-blueprint) *(if available)* [↑](#footnote-ref-1)
2. Industry relevant occupational safety & health, technical, embedded academic, employability, management & entrepreneurship, and technological knowledge and skills. The Massachusetts Vocational Technical Education Frameworks <http://www.doe.mass.edu/cte/frameworks> are based on *all aspects of the industry*. [↑](#footnote-ref-2)
3. For new programs, this may include but is not limited to an optional match budget and/or partnerships with local area C/VTE high schools or community colleges or Workforce Development Boards. [↑](#footnote-ref-3)