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| **Name of Grant Program:** Vocational Technical Education Framework Revision Project Grant | **Fund Code:** 403  |

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| PART III – REQUIRED PROGRAM INFORMATION |

Identification Information

1. Name of Lead Applicant Organization:
2. Address:
3. Partnership Administrator:
4. Partnership Administrator Email Address:
5. Phone #:
6. Total Funds Requested: $

Narrative Section

Part III contains the narrative section of the grant proposal. Please respond to question prompts in the text boxes provided.

Applications are eligible to earn **80 points**

**APPLICANT EXPERTISE (20 points)**

1. Please describe the experience of your organization in creating and implementing Chapter 74 vocational technical education programs in Massachusetts.
2. Please describe the experience of your designated partnership administrator in creating and implementing Chapter 74 vocational technical education programs in Massachusetts.
3. Please describe the experience of your organization in creating and/or implementing Massachusetts Vocational Technical Education (VTE) Frameworks.
4. Please describe the experience of your designated partnership administrator in creating and/or implementing Massachusetts VTE Frameworks.
5. Please describe the experience of your organization in working with vocational technical education stakeholders, including school districts; postsecondary education and apprenticeship institutions; industry partners; DESE; students; and parents
6. Please describe the experience of your designated partnership administrator in working with vocational technical education stakeholders, including school districts; postsecondary education and apprenticeship institutions; industry partners; DESE; students; and parents

**PROJECT ONE:** Continuation of the Chapter 74 Vocational Technical Education Framework for Aviation Maintenance Technology: PowerPlant Concentration **(20 points)**

PROJECT ONE will consist of two work teams; A and B.

**PROJECT ONE, Team A**:

In accordance with the Strengthening Career and Technical Education in the 21st Century Act, (Perkins V), this project supports the creation of a new Vocational Technical Education (VTE) Framework for an emerging occupational career in a high skills, high wage, in-demand occupation. It includes the integration of coherent and rigorous content aligned with challenging academic standards and technical knowledge and skills.

Project One, Team A will consist of the Project Two Aviation Maintenance Technology Framework Team that began this work during the Expanding Access Grant in 2018. *The Aviation Maintenance Technology Framework Team* will continue with the development of the PowerPlant concentration standards. All Aviation Maintenance Technology Framework standards must align to the Federal Aviation Administration (FAA) Certification 147.

The Vocational Technical Teacher Testing Program will continue to serve in an advisory/consultant(s) capacity in the development of the Aviation Maintenance Technology – PowerPlant concentration of the Vocational Technical Education Framework.

1. Please describe the steps the grantee organization will take to conduct this work. including estimated dates of completion of any steps outlined in the response. Please note that the work product need not be completed during the dates of the initial grant (7/1/19-8/31/19).
2. Please estimate what progress toward completion of the work product is anticipated during the initial grant period (7/1/19-8/31/19).

**PROJECT ONE, Team B:**

In accordance with Perkins V, this project supports teacher preparation programs that address the integration of academic and technical education and that assist individuals who are transitioning to become vocational technical education teachers in Massachusetts.

This team will continue development of the vocational technical teacher written test and begin development of the performance test for Aviation Maintenance Technology: PowerPlant Concentration, to support industry professionals transitioning to become vocational technical teachers in Massachusetts. The written and performance vocational technical teacher tests ensures the delivery of high quality vocational programs to students, aligned with Massachusetts’ Vocational Frameworks, and that vocational teachers and administrators are highly qualified and eligible for Chapter 74 vocational technical licensure.

Project One, Team B will consist of the Project Three Aviation Maintenance Technology Team, which began this work during the Expanding Access Grant 2018. The Aviation Maintenance Technology Framework Team will continue development of the written test and as time permits, begin development of the performance tests for the PowerPlant concentration. The Massachusetts Vocational Technical Teacher Testing Program Executive Director and Co-Director will serve as Project Managers. The Vocational Technical Teacher Testing Program Administrators and staff will continue as members of the Test Development Team and will continue to lead the work in consultation with the Contractor, Project Administrator(s), and the Office for College, Career, and Technical Education.

The Massachusetts Vocational Technical Teacher Testing Program, together with the grantee, will continue to develop the written tests, and as time permits, begin creation of the performance tests for the PowerPlant concentration, which meet current program testing practices utilized by the Massachusetts Vocational Technical Teacher Testing Program. The tests will be vetted for bias, readability, and reliability, normed appropriately, and provide for a written test bank of questions. During the 2019-2020 school year, the Test Development Team members will be available to assist the MA Vocational Technical Teacher Testing Program with the implementation of the written and/or performance teacher test(s), and any activities, as appropriate.

1. Please describe the steps the grantee organization will take to facilitate this work, including estimated dates of completion of any steps outlined in your response. Please note that the work product need not be completed during the dates of the initial grant (7/1/19-8/31/19).
2. Please estimate what progress toward completion of the work product is anticipated during the initial grant period (7/1/19-8/31/19).

**PROJECT TWO:** The Revision of Selected Chapter 74 Vocational Technical Education Frameworks **(20 points)**

The grantee, in consultation with OCCTE, will establish a team for each VTE Framework selected for revision during Phase One, the initial grant period (7/1/19-8/31/19), Work not completed during Phase One of the grant will be continued during Phase Two of the grant continuation.

PROJECT TWO will consist of the revision of selected vocational technical education frameworks as identified by OCCTE’s Framework Steering Committee. The grantee will establish Framework teams to revise strands 2, 3, and 6, as appropriate. Included in the Framework revisions will be updates to the applicable statewide articulation agreements, and alignment to apprenticeship programs, as appropriate. Revisions must align with each occupational area’s national and/or state licensure requirements and third-party credentials, as appropriate. Teams may also review and revise additional sections of the Framework document as identified by the Framework Steering Committee. Each Framework team, in conjunction with the Project Administrator(s), Contractor(s), and the Framework Steering Committee, will vet all work with multiple stakeholder groups, including statewide Program Advisory Committees, and through a formal public comment process.

PROJECT TWO Teams membership will reflect the demographic and geographical diversity of the commonwealth and ideally include representatives of regional vocational technical schools, comprehensive high schools, agricultural vocational schools, and city vocational schools, (as appropriate for each team).

In addition, PROJECT TWO teams will include the following three (3) categories of representation:

* 1. Up to five highly qualified Subject Matter Experts who are Chapter 74 Professionally licensed vocational technical teachers, in the specific subject matter, from several schools (if applicable);

* + Subject Matter Experts (SME’s) are defined as:
		- Highly qualified Chapter 74 Professionally licensed vocational teachers, in the specific vocational program.
		- Vocation Teachers who have a minimum five years’ experience teaching the specific vocational program;
	+ Team membership *preference* will be given to those Chapter 74 Professionally licensed teachers who are members of the Massachusetts Vocational Association.
* 2. Program Advisory Committee participation, achieved through either option A or option B:
	+ Option A – Advisory committee members are recruited statewide and are members of the Project Team(s) and participate in all team activities; or
	+ Option B – The Project Team(s) create(s) a statewide advisory committee comprised of representatives from: industry, postsecondary education, and registered apprenticeship (if applicable) that will meet with the Project Team(s) technical teachers team *a minimum of two times* (mid-way through the draft process and to review the final draft).
* 3. Academic teachers, one English Language Arts, one Mathematics, and one Science and Technology/Engineering, to work with the team of technical teachers to create a crosswalk between the Massachusetts Curriculum Frameworks for English Language Arts, Mathematics, Science, and Technology/Engineering, as appropriate, and the Technical Strand of the Vocational Technical Education Frameworks.
1. Please describe the steps the grantee organization will take to facilitate the framework revisions and vetting process, including estimated dates of completion of any steps outlined in the response. Please note that the work product need not be completed during the dates of the initial grant (7/1/19-8/31/19).
2. Please estimate what progress toward completion of the work product you would hope to accomplish during the initial grant period (7/1/19-8/31/19).

**BUDGET (20 points)**

Applicants are advised to refer to the **ESE** [***Grants Management Procedural Manual***](http://www.doe.mass.edu/grants/procedure/manual.html)**,** the Fund Use section of the RFP, and the [***http://www.doe.mass.edu/ccte/cvte/***](http://www.doe.mass.edu/ccte/cvte/) (for guidance, as appropriate.

1. **Budget Narrative:** Submit a detailed budget narrative that provides an explanation for each proposed expenditure.

At the top of the budget narrative, clearly indicate how the applicant agency defines full-time, in terms of the hours per week and weeks per year that determine the total number of annual paid hours for full-time staff.

The budget narrative must correspond to the line item sequence in the Part II Project Expenditures budget detail pages (see Required Forms section of the RFP). The budget narrative must clearly explain each expenditure in the budget forms. For example, the narrative should: briefly summarize the scope of work, hourly rate of pay and annual paid hours for each staff person, with more detail regarding paid staff for which job descriptions are not provided; itemize the specific costs included in the fringe rate; and, fully explain each proposed non-personnel expenditure.

1. **Required Budget Forms:** Enter the dollar values of the proposed grant expenditures onto the appropriate budget lines in the Part II Project Expenditures budget detail pages. Enter the dollar values of the proposed grant expenditures and match into Columns A and B in the appropriate budget lines on Schedule B. Round all figures to whole dollar amounts. See the Required Forms section of the RFP.

Use the applicant agency’s definition of full-time employment as a basis for calculating Full Time Equivalents (FTEs) for all salaried staff on both forms.