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| **Name of Grant Program:** FY20 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in Correctional Institutions | Fund Code: 452 |

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| PART III – REQUIRED PROGRAM INFORMATION | | | | |
| **Name of proposed 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 in seeking Perkins funding for 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 labor market information[[1]](#footnote-1) including wage data; and (3) a detailed description of the involvement/support of at least one local area employer in developing the program, including validation that equipment and supplies are those currently used by industry.

**RESPONSE:**

2. **STUDENT** **OUTCOMES TIED TO PROFESSIONAL DEVELOPMENT**: Provide an overview of the target student outcomes for the program. This should 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) successful transition along the career pathway to further education or employment.

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| **Student Outcomes** | **Assessment Method** | **% of students to achieve it** |
| **Academic (***i.e., gains in ELA, math, science, or # of HiSET/GEDs)* |  |  |
| **Technical** (e.g.,OSHA 10,NStar digital literacy credential) |  |  |
| **Industry-recognized credential(s)** |  |  |
| **Transition (*i.e., employment or postsecondary)*** |  |  |
| (optional) **Other (***e.g., graded portfolio, capstone project)* |  |  |

Describe the professional development that will be provided to program staff during the grant period and how such professional development is intended to support one or more of the outcomes listed above*.*

**RESPONSE:**

3. **PROGRAM DESIGN**: Provide a detailed scope and sequence for the CTE program using the chart below or submit a syllabus that provides sufficient detail re: the size, scope, and quality of the program. **NOTE:** For improvements to an existing program, clearly identify the proposed modification(s) to the existing program.

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

**\*** this must show when occupational safety and computer literacy will be taught.

4. **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 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*[[2]](#footnote-2).

**RESPONSE:**

5. **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 along the career pathway (i.e., further education/training and/or employment) upon release.

RESPONSE:

**6. 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, at least one example of how the agency will support students in attaining the outcomes shown above

RESPONSE:

**7.**. **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.**

**8. BUDGET:** Submit a budget that includes a detailed budget narrative demonstrating alignment with the program proposal.

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)