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| **Name of Grant Program:** FY22 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 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:** 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: (1) current labor market demand and wage data demonstrating a living wage for entry level employment; (2) a description of local area education or training opportunities for further advancement in the pathway; (3) meaningful involvement/support of at least one local area employer in developing and/or implementing the program. **8 Points**

**RESPONSE:**

**2.** **RECRUITMENT AND COHORT DETERMINATION:** 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. **8 Points**

**RESPONSE:**

**3. TARGET STUDENT** **OUTCOMES**: Using the chart below, provide an overview of the student outcomes that the program is designed to achieve. 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. Describe the agency’s follow-up plan for tracking transition outcomes post release. **12 Points**

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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)** |  |  |  |
| **Transition (*i.e., employment or postsecondary)*** |  |  |  |
| (optional) **Other (***e.g., graded portfolio, capstone project)* |  |  |  |

**RESPONSE:**

**4. 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. **8 Points**

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| **Program duration (number of weeks for each cohort)** | **Academic course/class** | **Technical course/class[[2]](#endnote-3)** |
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**5. COHERENT AND RIGOROUS CONTENT**: 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)***. 10 Points**

**RESPONSE:**

**6. STUDENT ENROLLMENT, COMPLETION AND 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. **12 Points**

R**ESPONSE**:

**7. AGENCY AND PARTNERSHIP SUPPORT:** Describeand provide examples ofhow the correctional institution (**CI**) and at least one key partner will support the a.) distance learning component of the program and b.) transition support services pre and post release. **8 Points**

RESPONSE:

**8. QUALIFICATIONS/EXPERIENCE**: Submit a job description and resume for all instructional and transition 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 Points**

**9. BUDGET:** Complete all workbook pages with sufficient detail to demonstrate alignment with (1) the grant’s purpose and priorities and (2) the [Perkins V checklist.](https://www.doe.mass.edu/ccte/cvte/perkins-v/checklist.docx) **8 Points**

**10**. **EMPLOYER LETTERS OF SUPPORT** Upload at least one letter of support from a local area employer that includes, at a minimum, verification that the program syllabus develops the knowledge and skills required for entry level employment, and validation that the equipment and supplies that students will use are those currently used by industry**. 8 Points**

**11. MOU:** Upload a signed memorandum of understanding from the “critical partners” (i.e., at a minimum, the correctional agency and CTE provider) that describes the role each partner will play in FY22 should an implementation grant be awarded.) **10 Points**

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 <http://www.doe.mass.edu/cte/frameworks> are based on *all aspects of the industry*. [↑](#endnote-ref-4)