MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

GRANT INFORMATION GUIDE

Career and Technical Education (CTE)
Career Cluster and Program Affiliate Grant

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21211

Deadline
October 26, 2022
No later than 5:00 p.m. EST

MARYLAND STATE DEPARTMENT OF EDUCATION

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State Superintendent of Schools
Secretary-Treasurer, Maryland State Board of Education

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Program Description

The Career and Technical Education (CTE) Career Cluster and Program Affiliate Grant provides federal Perkins funds to two- and four-year colleges and universities, community-based organizations, and non-profits to partner with the Maryland State Department of Education (MSDE) to support Maryland's vision for career and technical education (CTE). That vision is for each student to have access and opportunity to engage in career programs of study that:

- align to high-skill, high-wage, or in-demand careers;
- lead to earning industry-recognized and/or postsecondary credentials that will allow entrance or advancement in a specific career cluster; and
- provide work-based learning experiences that require the application of academic and technical knowledge and skills in a work setting.

NAME OF GRANT PROGRAM

Career and Technical Education (CTE) Career Cluster and Program Affiliate Grant

PURPOSE

The purpose of the Career and Technical Education (CTE) Career Cluster and Program Affiliate Grants is to assist MSDE in identifying CTE career cluster and program affiliate partners to support the development, implementation, and expansion of CTE programs. CTE career cluster and program affiliates will partner with MSDE to provide professional learning to CTE teachers and administrators, develop content and curricular resources to support CTE programs of study, support the related Career and Technical Student Organization (CTSO), assist in convening the Program Advisory Committee (PAC), offer continuing professional development credits to instructors, and offer articulated and/or transcripted college credit to CTE students.

AUTHORIZATION

Carl D. Perkins Career and Technical Education Act as Amended by the Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-225)

DISSEMINATION

This Grant Information Guide (GIG) was released on September 26, 2022.

DEADLINE

Applications submitted by October 26, 2022 will be reviewed for FY23 funding. If the total available funding amount is not awarded, additional applications may be accepted on a rolling basis throughout FY 2023.

GRANT PERIOD

November 1, 2022 – June 30, 2023

FUNDING AMOUNT AVAILABLE

$500,000

ESTIMATED NUMBER OF GRANTS

8-10 grants may be awarded. A description of Maryland's CTE Career Clusters and programs can be found online on the MSDE's website. All eligible applications will be considered for funding.

GRANT AMOUNT

Grant awards for an individual recipient shall not exceed $60,000.

SUBMISSION INSTRUCTIONS

Complete the application form (download and complete the application as PDF) and include all required attachments. For consideration, applications must be submitted by 5:00 p.m. on October 26, 2022 via email to Dean.Kendall1@maryland.gov

STATE RESPONSIBILITIES

MSDE is responsible for providing required information, data, documentation, and technical assistance to facilitate the grantee's performance of the work and will provide such additional assistance when requested. CTE staff coordinate statewide and career cluster-based activities with each cluster/program affiliate in consultation with LEA CTE Directors.

LOCAL EDUCATION AGENCY RESPONSIBILITIES

The LEA implements state approved CTE programs in alignment with federal and state requirements. CTE program standards, professional development, and coordination with CTE program affiliates is managed by the Local CTE Director. The LEA also coordinates with post-secondary partners and business/industry partners to ensure alignment of programs and successful transition of CTE graduates.

PROGRAM CONTACT

> Dean Kendall
> Coordinator of Finance and Legislation for Career Programs
> (410) 767-0164
> Dean.Kendall1@maryland.gov

Eligibility

This funding opportunity is designed for to two- and four-year colleges and universities, community-based organizations, and non-profit organizations whose missions are aligned to and have established track records in supporting career and technical education programs within Maryland's 10 Career Clusters. More information on Maryland's Career Clusters and career and technical education programs of study can be found on the CTE Programs of Study webpage.

Use of Funds

Funds may be used for:

- Consultant services (Consulting fees are limited to $500 per day, plus travel expenses. Per diem rates must be documented in the application). Consultant travel expenses cannot exceed state per diem rates below;

    o Mileage: $0.585/mile

- o   Breakfast: $15
- o   Lunch: $18
- o   Dinner: $30
- Personnel expenses, including salaries and fringe benefits; or faculty stipends (Stipends are only allowable for work performed outside the regular workday. Stipends may be paid at the LEA's or community college's local rate);
- Equipment that will be used by the students;
- Substitute teacher fees;
- Stipends or salaries for support staff to manage registration for professional learning events;
- Instructional Materials and supplies to support resource and/or curriculum development/upgrades, implementation, and professional development;
- Registration fees to attend professional learning events;
- Travel and transportation costs associated with professional learning or with transporting CTE students to events; and
- Indirect/administrative costs not to exceed 5% of the total grant, including indirect costs.

Funds may not be used for:

- Program maintenance at current performance levels;
- Purchase of equipment for administrative purposes;
- Furniture for classrooms or laboratories, Internet wiring or capital improvements;
- Purchase of career information delivery system site licenses;
- Purchase of distance learning equipment or infrastructure;
- Tuition for teachers or students;
- Promotional items (e.g., shirts, key chains, bags, mugs); or
- Purchase of equipment or computers for any purpose except as specified by the grant.

Notes:
No funds made available may be used to require any secondary school student to choose or pursue a specific career pathway or program of study or provide CTE programs or programs of study to students before 7th grade.

Program Requirements

Applications for funding must address the following CTE Program Affiliate requirements and eligible activities to be considered for funding:

- Identify the MSDE Career Cluster and/or career and technical education program(s) study for which the affiliate partner will provide support.

- Develop a plan for developing and implementing on-going professional learning in collaboration with MSDE for CTE teachers and administrators. Professional learning must be aligned to the standards and outcomes of the MSDE Career Cluster and/or career and technical education program(s) study. For a list of programs of study, visit the CTE Programs of Study webpage.

- Develop a plan for identifying, developing, vetting, and implementing program resources and/or upgrades to curriculum content for an identified, MSDE-approved Career Cluster and/or career and technical education program(s) study.

- Provide support for an MSDE-recognized Career and Technical Education Student Organization (CTSO) aligned to the program of study. The current MSDE-recognized CTSOs are:

        o   Educators Rising;

        o   Future Farmers of America (FFA) Organization;

        o   SkillsUSA; and

        o   Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL).

- Coordinate with MSDE to convene a statewide CTE Program Advisory Committee.

- Provide evidence that the applicant has applied to MSDE for continuing professional development (CPD) credits for professional learning experiences (as applicable).

- Offer articulated and/or transcripted credit college credit to CTE students (as applicable).

Application for Funding

COVER PAGE

Applications must have the Cover Page provided in the application for participation. The Cover Page should not contain any graphics nor additional information and must be signed by the Director of Career and Technical Education (for Local Education Agency applicants), the Community College Perkins contact (for postsecondary proposals), or the head of the community-based organization or non-profit (e.g., the president/CEO).

PROJECT ABSTRACT (1-PAGE)

In the Project Abstract, introduce the project to the reader. It should be factual, brief, and focused on the organization's efforts. Do not assume the reader is familiar with the proposed project. The project abstract should cover the core aspects of the proposed project, such as the populations services, brief description of the goals, strategies to meet them, and the roles of the partners.

EXTENT OF NEED

Identify a clearly defined problem, and how the use of these funds will address the problem. Applicants should include the target audience and expected outcomes. Be sure to identify the MSDE Career Cluster and CTE program(s) of study for which the affiliate partner will provide support.

EVIDENCE OF IMPACT

Applicants must describe how the plan and strategies being implemented will lead to the desired impact. Include a description of the LEA's experience in terms of effective practices leading to the desired outcomes. Discuss your history of impact on the target population, what has worked, what has not worked, and your track record in effectuating change. Discuss how past performance has informed the proposed activities, and the future impact your proposed key activities are likely to have on the target population.

GOALS

Applicants are required to set goals for the project. Outcomes measure progress towards meeting the overall goal of the program. Determining the program goal(s) and outcomes is an important part of the next step of evaluating your program. Applicants must complete the chart in the application with program goals that align to Education Statute §21–204:

Percentage of high school students who:	Current	Goal
Complete the CTE program	%	%
Earn industry-recognized occupational skills or credentials	%	%
Complete a registered youth or other apprenticeship	%	%

Applicants must also set goals that align with the Perkins Core Indicators of Performance listed below:

Secondary Core Indicators of Performance	Current	Goal
1S1: Four-Year Graduation Rate - The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate.	%	%
2S1: Academic Proficiency Reading/Language Arts - CTE concentrator proficiency in the challenging State academic standards adopted by the State under §1111(b)(1) of the Elementary and Secondary Education Act of 1965.		
2S2: Academic Proficiency Mathematics - CTE concentrator proficiency in the challenging State academic standards adopted by the State under §1111(b)(1) of the Elementary and Secondary Education Act of 1965.		
2S3: Academic Proficiency in Science - CTE concentrator proficiency in the challenging State academic standards adopted by the State under §1111(b)(1) of the Elementary and Secondary Education Act of 1965.		

3S1: Postsecondary Placement - The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.) are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed.	%	%
4S1: Non-Traditional Concentrator Enrollment - The percentage of under-represented CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	%	%
5S1: Program Quality – Recognized Postsecondary Credential Attainment - The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	%	%
5S4: Program Quality – Technical Skill Attainment - The percentage of CTE concentrators who have met state-recognized CTE standards in the program, including assessments aligned to industry standards, if available and appropriate.	%	%

Post-Secondary Core Indicators of Performance	Current	Goal
1P1: Postsecondary Retention and Placement - The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.) are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.	%	%
2P1: Credential, Certificate or Degree - The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.	%	%
3P1: Non-Traditional Concentrator Enrollment - The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields for their gender.	%	%

PLAN OF OPERATION (5-PAGE LIMIT)

Applicants must address the following in their plan of operation:

- The plan for developing and implementing on-going professional learning in collaboration with MSDE for CTE teachers and administrators is aligned to the standards and outcomes of the CTE program of study.

- Processes for follow-up and ensuring participant needs are met and that they gained the requisite knowledge and skills identified in the professional learning.

- The plan includes identifying, developing, and implementing program resources and/or upgrades to curriculum content. Contributing and supporting content and resources are posted on the Learning Management System (LMS) for the identified CTE program of study.

- There is a clear schedule to provide on-going guidance, in partnership with MSDE, throughout the year, to the secondary instructors and administrators for the CTE program identified in the project.

- The plan includes support for the Career and Technical Education Student Organization (CTSO) aligned to the program of study.

  - Include a timeline for the development and delivery of the co-curricular learning event(s) for CTSO students and their advisors.

  - Processes for follow-up and ensuring participants needs are met is included.

- Applying to MSDE for continuing professional development (CPD) credits for professional learning experiences is included as applicable.

- Identifying articulated/or transcripted credit for CTE students includes the secondary CTE courses and the aligned postsecondary courses for which the college will offer credit.

- Convening the State Program Advisory Committee meetings includes the frequency of meetings, dates, and locations.

- Applicants must describe Support for an MSDE recognized Career and Technical Education Student Organization (CTSO) aligned to the program of study. The MSDE recognized CTSO's are:

  - Educators Rising;

  - Future Farmers of America (FFA) Organization;

  - SkillsUSA; and

  - Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL).

- Support the Statewide Program Advisory Committee. Participate in and/or identify key contacts from secondary, postsecondary and industry for implementation of activities.

- Apply to MSDE for continuing professional development (CPD) credits for professional learning experiences.

- Offer articulated and/or transcripted credit college credit to CTE students who complete the identified CTE program of study.

KEY PERSONNEL

The management plan clearly defines the roles, responsibilities, tasks, and deadlines of key contributors to make sure your program is a success. Ensure that all administrative and key personnel responsible for the successful implementation and monitoring of the grant requirements are captured here. Provide one-page resume(s) in the appendix for each key personnel.

Name	Title, Partner Organization	Responsibilities

TIMELINE

Applicants must provide a timeline for all proposed activities using the chart provided in the application. Be sure to include important key activities that are vital to the planning, implementation, and evaluation of the project. See a sample timeline below:

Proposed Key Activities (sample)	Date
Develop professional learning event content	November 2022
Collaborate with student advisors on scheduling and mode of delivery	November 16, 2022
Convene the State Program Advisory Committee at the Sample High School	November 18, 2022

EVALUATION AND DISSEMINATION

In the evaluation section of the application, the following questions must be addressed:

- Describe how the affiliate will operationalize an evaluation plan to ensure that the proposed program supports overall goals of the grant which is to support the development, implementation, and expansion of CTE programs.
- Include a description of the evaluation methods that will be used to determine the overall success of the project.
- Describe incremental monitoring processes. What measurable improvements are expected to occur once the program/activity has been fully implemented? What data will be reviewed to indicate that the program/activity has had the intended effects?

BUDGET AND BUDGET NARRATIVE

The project's budget should detail all related project expenses in a separate itemized budget. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget for that year. Reviewers should be able to see a clear connection between the project activities and the budget line items. See a sample budget below:

1. **Salaries & wages (list separately for each position)**

Line item	Calculation	Requested	Total
Project Manager, LEA staff member	$50/hr. x 40 hrs. per week x 52 weeks	$83,200	$104,000
Total for Salaries & wages:		$83,200	$104,000

2. Contracted Services

Line item	Calculation	Requested	Total
4 LEA Distinguished Teachers to co-develop PD session 1	$1,500 stipends x 4 Distinguished Teachers	$6,000	$6,000
4 IHE Faculty members to co-develop PD session 1	$1,500 stipends x 4 faculty members	$6,000	$6,000
2 LEA Distinguished Teachers to co-facilitate PD session 1	$1,000 stipends x 2 Distinguished Teachers	$2,000	$2,000
20 LEA teacher participants to attend PD session 1	$125/session x 20 participants	$2,500	$2,500
20 teacher candidate stipends during 21st Century practicum	$10,000 per full year practicum x 20 candidates	$150,000	$200,000
Total for Contracted Services:		$166,500	$216,500

APPENDICES

The following appendices must be included but not apply to the page limit of the Project Narrative. Include other appendices as deemed necessary.

- Evidence of status of a non-profit 501(c)(3) organization (if applicable)
- A signed secondary (C-125 MSDE budget form) or Postsecondary/Other Budget form
- A signed recipient assurances page
- Lobbying and Debarment Forms (If the LEA or CC already submitted these as part of their Perkins Application, then there is no need to submit again)

The Review Process

The review of proposals will be a three-part process:

1. Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applicants not meeting all pre-screen requirements will not be reviewed.

2. A review committee established by MSDE, will evaluate applications using the scoring rubric below.

3. Notification of approval will be sent by email within 30 days of the deadline to submit proposals. Approved proposals may begin implementing the program as soon as the award notification letter is received. The Notice of Grant Award (NOGA) will be forthcoming within 3 weeks of the approval letter.

Scoring Rubric

Using the following rubric, reviewers will assign numerical scores and prepare comments. A minimum score of 60 is required for consideration.

Plan Criteria	Level 3 Exceeds Standard (35-30)	Level 2 Meets Standard (29-20)	Level 1 Does Not Meet (19-0)
Extent of Need (35 Points)	The extent of need is clearly and thoroughly described; the MSDE Career Cluster and/or program is identified; the organization's mission, vision and goals is clearly articulated. The specific aspect of the project is clearly explained. Data, with sources cited, is used to support the need	There is a description of the extent of need; the MSDE Career Cluster and/or program is identified; a description of the organization's mission, vision and goals is provided. Data is provided to support the need for the proposed CTE Affiliate.	The extent of need is not clearly identified and does not specifically indicate which Career Cluster or CTE program the project will support. Little to no information is provided regarding the specific aspect of the project. No data was used to support the need for the project.
	Level 3 (20-16)	**Level 2 (15-10)**	**Level 1 (9-0)**
Goals (20 Points)	Identifies multiple, measurable goals, outcomes and milestones and includes a clear narrative to achieve goals. Outcome statements are clear and tell how the project's target population would improve. Establishes a clear and coherent calendar of deadlines.	Lists annual goals, outcomes, and milestones. Goals and milestones measure progress towards the goal. Notes outcomes and how they tie into the problem (statement of need). A calendar of deadlines is included.	Identifies a goal but lacks outcomes to measure progress towards the goal. The goal is vague and not measurable. Does not address the required deadlines or milestones. No milestones or targets. Or milestones and targets are vague and misaligned to the problem.

	Level 3 (20-16)	Level 2 (15-10)	Level 1 (9-0)
Plan of Operation, Key Personnel, and Timeline (20 Points)	A detailed plan of operation and timeline that addresses each item including professional learning; program resources; support for CTSO co-curricular events, CPD credits, transcripted credits and convening the State PAC. Key personnel and timeline are included.	A plan of operation and timeline that addresses items including professional learning; program resources; support for CTSO co-curricular events, CPD credits, transcripted credits and convening the State PAC. Key personnel and timelines.	The plan of operation provided does not address the items identified in the application.
	Level 3 (15-11)	**Level 2 (10-8)**	**Level 1 (7-0)**
Evaluation (15 Points)	The application clearly explains how the evaluation plan will be operationalized to ensure the overall goals are met. A clear description of incremental monitoring is included. And data that will be evaluated to determine success is included.	The explanation as to how the evaluation plan will be operationalized is included. A description of incremental monitoring is included. The application includes examples of data that will be evaluated to determine success.	The application lacks an explanation as to how the evaluation plan will be operationalized. There is no description of an incremental monitoring process. No data points are included
	Level 3 (10-8)	**Level 2 (7-5)**	**Level 1 (4-0)**
Budget Narrative (10 Points)	The detailed budget narrative lists budget items showing how the cost of each item was calculated. If it includes other items/costs not specifically noted in the application, a detailed explanation of need is included. Budget calculations are correct.	The application includes a budget narrative. The budget narrative lists budget items showing how the cost of each item was calculated but lacks detail. Other items/costs not specifically noted in the application are included, but without a detailed explanation of need. Budget calculations are correct.	The application lacks a budget narrative or lacks detail and is not itemized. Budget contains multiple errors.

Note: MSDE reserves the right to take into consideration geographic distribution when making awards.

Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements for Each Year
January 15, 2023	Interim Narrative Report

March 15, 2023	Interim Fiscal Report
July 31, 2023	Final Narrative Report
September 30, 2023	Final Financial Report

Notes:

Any requests for programmatic amendments must be submitted at least 45 days before the grant period ends, using the C-125-B form found in the Grant Budget Forms Workbook on the MSDE grants webpage. Final invoices must be submitted no later than 60 days after the grant period ends.

Non-Discrimination Statement

The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

    Equity Assurance and Compliance Office
    Office of the Deputy State Superintendent for Operations
    Maryland State Department of Education
    200 W. Baltimore Street - 2nd Floor Baltimore, Maryland 21201-2595 410-767-0123 - voice
    410-767-0431 - fax
    410-333-6442 - TTY/TDD

The General Education Provisions Act (GEPA), Section 427

Each application must develop and describe the steps the applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

Customer Service Support Sessions

MSDE will hold customer support sessions on August 11, 2022, and August 16, 2022. MSDE staff will be available throughout the grant writing process to provide technical assistance to applicants.

 ➢ October 4, 2022 from 10:00 – 11:00 a.m.
   o Video call link: https://meet.google.com/ook-vhaf-pcv
   o Or dial: (US) +1 208-715-5554 PIN: 816 577 536#
 ➢ October 6, 2022 from 1:00 – 2:00 p.m.
   o Video call link: https://meet.google.com/xri-xpui-ovg
   o Or dial: (US) +1 402-364-0111 PIN: 398 155 088#

Questions

If you have questions about the application or the process, please contact the Program Monitor:

Dean Kendall
Coordinator of Finance and Legislation for Career Programs
(410) 767-0164
Dean.Kendall1@maryland.gov

Application Timeline

Date	Program Milestone
Sep 26, 2022	The Grant Information Guide and the application are released
Oct 4 & Oct 6, 2022	MSDE will hold a virtual customer service support session for interested applicants
Oct 26, 2022	Applications must be submitted by 5:00 p.m. via email to Dean.Kendall1@maryland.gov
October 30, 2022	The MSDE Review Committee will convene and evaluate complete applications
November	MSDE will notify applicants of the award status
October 1, 2022 - June 30, 2023	The grant period

Appendix

APPLICATION FOR PARTICIPATION