



GRANT INFORMATION GUIDE

Career and Technology Education Innovation Grant FY 2023

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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Program Description

The Career and Technology Education Innovation (CTE) Grant program was established to provide funds to develop and implement a CTE curriculum framework and pathway that is innovative and includes best practices that are used by the best CTE programs in the world. Funds support Maryland's Local Education Agencies (LEAs) and community colleges in the adoption, development and implementation of a career and technology education pathway, including apprenticeship programs, that lead to high-wage, high-skill, or in-demand careers in support of Maryland's workforce and economic development.

To be eligible for a grant, applicants must identify a partnership with at least one LEA, one community college, and one industry partner to develop an innovative CTE pathway. The application for funding shall include a description of the proposed curriculum framework and pathway that is articulated between secondary and postsecondary education or training. The innovative CTE pathway must meet the following requirements:

1. Is of high quality;
2. Is aligned with the skills needed by employers;
3. Will lead to an industry-recognized license or certificate;
4. Creates internship or apprenticeship opportunities; and
5. Prepares students to successfully compete in a global economy.

An application must also provide a business plan that includes the estimated total cost, including any one-time or capital equipping costs, of implementing the proposed curriculum framework and pathway.

NAME OF GRANT PROGRAM

Career and Technology Education Innovation Grant FY 2023

PURPOSE

The purpose of the grant is to provide funds to develop and implement a CTE curriculum framework and program that is innovative and includes effective practices that are used by CTE programs around the world.

AUTHORIZATION

[CHAPTER 361 OF THE ACTS OF 2018 - COMMISSION ON INNOVATION AND EXCELLENCE IN EDUCATION \(HOUSE BILL 1415\)](#)

DISSEMINATION

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

DEADLINE

Proposals are due no later than 5 p.m. on October 26, 2022.

GRANT PERIOD

July 25, 2022 - June 30, 2023

FUNDING AMOUNT AVAILABLE

There is \$2,000,000 in state funding available.

ESTIMATED NUMBER OF GRANTS

13-15

The number of grants awarded will be based on the number of submissions and the availability of funds. All eligible applications will be considered for funding. The MSDE shall ensure, to the extent practicable, geographic diversity among the grantees.

GRANT AMOUNT

Grant awards for an individual recipient shall not exceed \$150,000. Grants are competitive with awards based on the thoroughness of the submission, the alignment with the statutory requirements, and the estimated need for funding. Applicants should carefully consider resources needed to successfully implement the CTE pathway and present realistic budgets and expectations that accurately project costs and outcomes.

SUBMISSION INSTRUCTIONS

The CTE Innovation Grant FY23 Application can be downloaded from the [MSDE CTE website](#). A signed electronic copy in PDF format, must be uploaded to the [CTE Docushare portal](#) (all CTE Directors and Postsecondary Coordinators have access) by 5:00 p.m. on October 22, 2022.

STATE RESPONSIBILITIES

The MSDE is responsible for providing required information, data, documentation, and technical assistance to facilitate the grantee's performance of the work and will provide additional assistance when requested.

PROGRAM CONTACTS

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Director of Career Programs
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Eligibility

A Local Education Agency (LEA) or a community college may submit a proposal to the Maryland State Department of Education (MSDE), Division of Career and College Readiness (DCCR). To be eligible for a grant, an application shall identify a partnership with at least one LEA, one community college, and one industry partner to develop an innovative CTE framework and pathway that:

1. Is of high quality as defined on pages 47-48 in the [Maryland CTE Four-Year State Plan](#);

2. Is aligned with the skills needed by employers as determined by the criteria needed to attain an industry-recognized license or certificate; the skill standards identified in apprenticeship programs; or the skills identified through a consensus of industry representatives.
3. Will lead to an industry-recognized license or certificate.
4. Creates internship or apprenticeship opportunities; and
5. Prepares students to successfully compete in a global economy that leads to high-skill, high-wage, or in-demand careers along with the accompanying industry-recognized credentials. The definitions of high-skilled, high-wage, and in-demand can be found on p. 101 in the [Maryland CTE Four-Year State Plan](#). Please note that the definition of high-wage has been updated and is for career pathways that meet or exceed Maryland's 2021 average annual wage of \$69,266 ([Source](#)). A listing of existing CTE programs can be found [on the MSDE CTE webpage](#).

If an LEA or community college submits more than one application, the LEA or community college must rank each application in order of importance of funding by using the CTE Innovation Grant Ranking Form and submit it with the completed application. If total grant requests exceed available funds, MSDE will use the CTE Innovation Grant Ranking Form to determine the priority of applications to fund.

Use of Funds

Funds may be used for:

- A. Consultant services (Consulting fees are limited to \$500 per day, plus travel expenses). Consultant travel expenses cannot exceed local per diem rates which are:
 - o Mileage: \$0.585/mile
 - o Breakfast: \$15
 - o Lunch: \$18
 - o Dinner: \$30
- B. Substitute teacher fees or faculty stipends (Stipends are only allowable for work performed outside the regular workday).
- C. Consultant or faculty member to receive a stipend to coordinate apprenticeship placements outside of their regular work duties (funds used for an apprenticeship coordinator must provide an explanation of how the responsibilities will be sustained after the grant ends).
- D. Materials and supplies to support curriculum development, professional development and instruction including software and equipment.
- E. Purchasing of vetted curriculum or costs to develop curricula.
- F. Purchasing of equipment specific to implementing the CTE curriculum framework and pathway (one-time capital equipping costs for programs located in a school or community college).
- G. Publicizing or marketing the CTE pathway to the community through social media, or other means.
- H. Participation in and/or development of professional learning activities aligned to the project.
- I. If travel more than 50 miles from home is required for planned professional learning, per diem rates apply (listed above). If local rates are higher, the grantee may make up the difference using local funds.
- J. Administrative costs not to exceed 5% of the total grant, including indirect costs.
- K. Other potential costs not noted here, but subject to the approval of MSDE, including out-of-state travel.

Funds may not be used for:

- Salaries, except for stipends and substitute pay;
- Equipment for administrative purposes;

- Membership dues to organizations or associations;
- Tuition for students;
- Travel outside of the United States; and
- Food or meal costs unless for a meeting or conference that clearly demonstrates agenda items requiring a working breakfast, lunch, or dinner or on travel status.

Program Requirements

Proposals for funding must contain the following to be considered for funding:

- A description of the proposed CTE curriculum framework and pathway that are articulated between secondary and postsecondary education or training;
- An itemized budget narrative;
- A letter of support from the local industry partner; and
- Apprenticeship programs developed using CTE Innovation Grant funds must meet the program approval requirements established by MSDE and Maryland Higher Education Commission (MHEC) for CTE List A approval. Employers who sponsor youth or registered apprenticeships must seek approval as a youth employer or registered sponsor with the Maryland Apprenticeship and Training Council (MATC).

Priority 1: Identify a partnership with at least one LEA, one community college, and one industry partner to develop an innovative CTE pathway that leads to a high-wage, high-skill, or in-demand career(s) in support of Maryland's workforce and economic development needs as documented by labor market information.

1A. A CTE Program developed at the secondary level by a Local Education Agency that:

- Includes a CTE sequenced program of study incorporating academic and technical courses that enables students to qualify to earn an industry-recognized credential (license or certificate); and/or a skills credential issued by the Maryland Department of Labor.
- Includes a community college partnership that allows for dual enrollment for high school students where appropriate and available.
- Includes collaboration with at least one industry partner and/or may lead to advanced placement in a registered apprenticeship.

1B. A CTE Program developed at the community college level that:

- Includes a sequence of courses leading to an industry-recognized credential (license or certificate). Opportunities for students to earn a lower division certificate or an associate degree may be included in the CTE pathway.
- Allows secondary students the opportunity to earn college credit or advanced placement in a registered apprenticeship.
- Includes collaboration with at least one industry partner and at least one LEA.

1C. A CTE Program developed at both the secondary and community college level that:

- Includes a CTE sequenced program of study incorporating academic and technical courses in which the program begins in high school and is completed at the community college. The community college course must be a course that is either part of the sequence of courses that make up a lower division certificate or is a required course for an associate degree.

- Allows for dual enrollment for high school students.
- May lead to advanced placement in a registered apprenticeship.
- Allows students the opportunity to earn college credit.

Priority 2: Identify a partnership with at least one LEA, one community college, and one industry partner to develop apprenticeships leading to high-wage, high-skill, or in-demand careers in support of Maryland’s workforce and economic development needs as documented by labor market information.

2A. The Apprenticeship Maryland program developed at the secondary level shall:

- Offer an option to complete a competency-based apprenticeship program whenever possible.
- Be an MSDE-approved Career and Technical Education program that leads to a skills credential issued by the Maryland Department of Labor or another industry-recognized credential (license or certificate) that is valued by employers.
- Allow students to qualify to earn college credit or to articulate to a registered apprenticeship.
- Count toward high school attendance and graduation.
- Ensure that students are supervised by an identified specific industry partner in collaboration with an identified contact in the local school system.

2B. An Apprenticeship program developed at the community college level shall:

- Include a sequence of courses or related instruction by an industry partner that counts toward a registered apprenticeship and may culminate in the awarding of a lower division certificate and/or industry-recognized credential where available and appropriate.
- Allow secondary students the opportunity to earn college credit, an associate degree, or advanced placement in a registered apprenticeship.
- Include collaboration with at least one identified specific industry partner and at least one LEA.

Application for Funding

COVER PAGE

Applications must have the Cover Page provided in the application for participation that includes a project statement. The project statement should briefly describe the project’s outcome(s) and strategies (i.e., what the project will do, and how it will be accomplished). Do not exceed the 100-word limit. The Proposal Cover Page should be printed and signed by the Director of Career and Technical Education (CTE) for the LEA or the Community College Perkins Contact for postsecondary proposals.

PROJECT ABSTRACT (1 PAGE)

In the Project Abstract, introduce the project to the reader. The abstract 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 served, a brief description of the goals, the strategies to meet them, and the roles of the partners.

PROJECT NARRATIVE (10 PAGE LIMIT)

The project narrative consists of the following sections. These sections will be scored by reviewers.

- Extent of Need
- Goals, Measurable Outcomes and Milestones

- Plan of Operation, Key Personnel, and Project Timeline
- Evaluation

EXTENT OF NEED

A compelling proposal will have a clearly defined problem supported by a needs assessment. Please address the following in your statement of need:

If addressing Priority 1: Innovative Career and Technical Education Program of Study address the following items in the Extent of Need section of the application:

1. Identify the Innovative CTE pathway to be implemented and the partners (school system, community college, and industry—including registered apprenticeship sponsors) involved in its development and implementation.
2. Briefly explain the economic need for the new CTE pathway and provide labor market data clearly demonstrating the occupation(s) are in demand. Document the source of the labor market data.
3. Identify the employment opportunities (including apprenticeship) to which participation in this program will lead. Also include the potential salary ranges for positions in the field for which students will receive education.
4. List the academic and technical course sequence in a template showing the full program of study, including the secondary and postsecondary sequence.

Secondary applicants must:

- A. Commit to submitting the program proposal as required by June 30, 2023, (see [The Policies and Procedures for the Development and Continuous Improvement of Career and Technical Education Programs](#)).
- B. Indicate the postsecondary program the CTE pathway aligns; and
- C. Describe the opportunities for secondary students to be dually enrolled, earn dual credit, and/or enter an apprenticeship approved by the Maryland Apprenticeship Training Council.

Postsecondary applicants must:

- A. Identify the lower certificate credential and associate degree to which the program aligns; and
 - B. Describe (if applicable) how registered apprentices can earn college credit because of their apprenticeship.
5. Describe how the curriculum aligns with the skills needed by employers as well as the industry-recognized license or certificate that students will have the opportunity to attain. If developing curricula, explain the process that will be used; the industry credentials, assessments, and standards to which the CTE curricula will be aligned; and the qualifications of the curriculum writers. If implementing vetted curricula, explain the process used to determine the appropriateness of the curricula and its alignment to industry credentials, assessments, and standards.

If addressing Priority 2: Supporting Apprenticeships for High-skilled, High-wage, or In-demand Careers address the following items in the Extent of Need section of the application:

1. Identify the apprenticeship opportunities to be implemented and the partners (school system, community college, and industry—including registered apprenticeship sponsors) involved in its

development and implementation. Identify the apprenticeship opportunities to which participation in this program will lead. Also include the potential salary ranges for positions in the field for which students will receive education – including any skills credential issued by the Maryland Department of Labor or another industry-recognized credential (license or certificate) that is valued by employers. Lastly, discuss the problem that will be addressed if these apprenticeships were to be implemented.

Please note: Apprenticeships as defined by the US Department of Labor are industry-driven, high-quality career pathways where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, classroom instruction, and recognized, portable credentials. This “Grow Your Own” model includes five components:

- Paid employment,
 - Work-based learning,
 - Mentorship,
 - Classroom learning, and
 - Credentials
2. Briefly explain the economic need for the new program and provide labor market data clearly demonstrating that the occupation(s) are in demand. Document the source of the labor market data.
 3. List the academic and technical course sequence in a template showing the full program of study, including the secondary and postsecondary sequence.

Secondary applicants should:

- a. Use the program proposal template provided in “The Policies and Procedures for the Development and Continuous Improvement of Career and Technical Education Programs”;
- b. Indicate to which postsecondary program the CTE program aligns; and/or
- c. Describe the opportunities (if any) for secondary students to be dually enrolled, to earn dual credit, and/or to enter an apprenticeship approved by the Maryland Apprenticeship Training Council.

Postsecondary applicants should:

- a. Identify the lower certificate credential and associate degree to which the program aligns; and
 - b. Describe (if applicable) how registered apprentices can earn college credit because of their apprenticeship.
4. Describe how the curriculum aligns with the skills needed by employers as well as the industry-recognized license or certificate that students will have the opportunity to attain. If developing curricula, explain the process that will be used; the industry credentials, assessments, and standards to which the CTE content area curricula will be aligned; and the qualifications of the curriculum writers. If implementing vetted curricula, explain the process used to determine the appropriateness of the curricula and its alignment to industry credentials, assessments, and standards for the identified CTE content area.
 5. Include a letter of support from the industry partner(s) detailing their role in the program development (e.g., identifying skill standards, providing apprenticeships, etc.)

GOALS, MEASURABLE OUTCOMES AND MILESTONES

Goals: State the overall goal of the project. The goal should address the main problem identified at the beginning of the needs assessment. While there should be at least one goal, it is possible to have multiple goals; however, the more goals established the more complex the project becomes. Goals must have long-term deadlines. If the project period covers multiple years, the goal should be set for the end of the project. Below are some tips for writing goals:

- Tie your goals and objectives directly to your need statement.
- Include all relevant groups and individuals in your target population.
- Think about how you will measure the change projected in each objective. If there is no way to measure a goal, it's not measurable and should be rewritten.

Measurable Outcomes: Measurable Outcomes are the anticipated outcomes to be accomplished for each year of the project and must be directly related to a goal. Outcomes break the long-term goal into steps or address the factors contributing to the problem addressed by the goal. It is imperative that outcomes be established for every target population the project is designed to affect. For instance, if the project seeks to increase student achievement by training teachers, there must be outcomes for both students and teachers. Below are some tips for writing objectives:

- State your outcome in quantifiable terms.
- Outcomes should specify the result of an activity.
- Outcomes should identify the target audience or community being served.
- Objectives need to be realistic and capable of being accomplished within the grant period.

Milestones: Ongoing evaluation is essential to the management of a project. Since goals and outcomes are not evaluated until the end of the year, milestones must be established to measure progress during the year. Milestones should be evaluated during the year, either quarterly or semiannually.

Because milestones are intended to indicate progress towards an outcome, each milestone must be related to a stated outcome. Keep in mind that milestones are indicators of progress and may not use the same measurement tool as the objective to which they are related. A project may take months before there is an impact on clients, or the rate of improvement may level off over time. Milestones should anticipate this and be gauged accordingly. Be sure that milestones are ambitious, yet attainable.

PLAN OF OPERATION, KEY PERSONNEL AND TIMELINE

The Plan of Operation includes the strategies and activities that will be implemented to achieve your goals, outcomes, and milestones. The following must be addressed:

Both Priorities:

- Convening of a Program Advisory Committee (PAC) with representation that includes content experts from secondary, postsecondary and industry.
- Identifying the industry standards and/or competencies.
- Identification of professional learning needs for instructors
- Identification of instructors' qualifications.
- Identification of equipment needs at both secondary and postsecondary level. Purchasing of equipment specific to implementing the CTE curriculum and program (one-time capital equipping costs for programs located in a school or community college).

For Priority 1:

- Curriculum development or vetting high-quality curriculum that can be implemented in lieu of developing new curriculum (vetting must occur through a process leading to consensus by the local board, the community college, and the industry partner on the agreement to use the curriculum and/or to adapt it by enhancing the content or filling gaps where found).
- Identification of instructors' qualifications
- By June 30, 2023, submit CTE program of study if applicable

For Priority 2:

- Identifying the classroom-related instruction aligned to the apprenticeship (to be done by the employer partners).
- An explanation of the plan or process of how the local school system or community college will provide the classroom-related instruction.
- By June 30, 2023, submit CTE program of study if applicable

Strategies: Strategies are broad approaches (methods, procedures, and techniques employed to accomplish outcomes. Begin this section with a justification as to why the strategies were chosen and how they will help to achieve the outcomes. The justification should cite research to support the strategies. It is essential that the project include strategies for each outcome, and outcomes for each strategy.

Upon identifying the strategies, discuss how they will be adapted to fit the particular project. Who are the target clients, and how will they be affected by the project services? How many clients from each client group will ultimately be serviced by the project, both directly and indirectly? Explain how these numbers were derived.

Activities: Activities are specific steps taken to accomplish the project objectives, and involve direct service to clients (students, teachers, parents). Examples include specific teacher professional development opportunities, parent nights, and mentoring sessions. They may take place on a single date (e.g., a field trip) or over a period of time (e.g., the use of an innovative curriculum).

List the activities that the project will implement and relate each activity to a strategy. Activities should be grouped with respective strategies. Discuss how the activities relate to the respective strategies. Finally, identify which clients and how many will be serviced by each activity.

EVIDENCE OF IMPACT

Evidence of impact identifies the consequences of the actions taken and the extent to which program or project goals were achieved. Evidence of impact is made clear through outcome evaluation and includes being clear about evaluation standards and identifying improvement.

Applicants must state the expected outcomes for the program by including baseline and target data using the measurable outcomes and/or the following Perkins Core Indicators. Please note, only identify baseline, and target goals for only those Core Indicators that apply to the grant project.

The Perkins Core Indicators of Performance (secondary and postsecondary) that will be measured through the implementation of this project.

Secondary Core Indicators
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 section 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 section 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 section 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.

Postsecondary Core Indicators
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.

EVALUATION

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

- 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?

For secondary CTE Programs implementing an innovative CTE program of study (Priority 1):

- A. How will this CTE program contribute to increasing CTE program completion rates, earning industry recognized credentials and/or completing a Registered or Youth Apprenticeship to meet

the goal of attaining 45% by 2030 (Blueprint for Maryland’s Future Act). Please provide baseline data for these measures along with projected growth rates.

- B. How will this CTE program contribute to increasing dual completion (completion of a CTE program and USM requirements) rates. Please provide baseline data for this measure along with projected growth rate.

For grantees implementing an Apprenticeship program, please describe how data will be collected, evaluated, and reported on the following points:

- A. Number of students participating in the Apprenticeship Program,
- B. Number of students participating in the Apprenticeship Program who earn industry recognized credentials, and
- C. Number of students participating in the Apprenticeship Program who earn postsecondary credits.

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. (If required by the grant process). 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.

Group line items according to the following categories: Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers (indirect costs). Total each category. Reviewers will use this information to determine if the budget is reasonable and cost-effective. See a sample budget below:

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

Line item	Calculation	Requested	In-Kind	Total
Project Manager, LEA staff member	\$50/hr. x 40 hrs. per week x 52 weeks	\$83,200	\$20,800	\$104,000
Total for Salaries & Wages:		\$83,200	\$20,800	\$104,000

2. Contracted Services

Line item	Calculation	Requested	In-Kind	Total
4 LEA Distinguished Teachers to co-develop PD session 1	\$1,500 stipends x 4 Distinguished Teachers	\$6,000	0	\$6,000
4 IHE Faculty members to co-develop PD session 1	\$1,500 stipends x 4 faculty members	\$6,000	0	\$6,000
2 LEA Distinguished Teachers to co-facilitate PD session 1	\$1,000 stipends x 2 Distinguished Teachers	\$2,000	0	\$2,000
20 LEA teacher participants to attend PD session 1	\$125/session x 20 participants	\$2,500	0	\$2,500
20 teacher candidate stipends during 21 st century practicum	\$10,000 per full year practicum x 20 candidates	\$150,000	\$50,000	\$200,000
Total for Contracted Services:		\$166,500	\$50,000	\$216,500

APPENDICES

The following Appendices must be included in the proposal for funding, but do not apply to the page limit of the Project Narrative.

- [A signed secondary \(C-125 MSDE budget form\) or Postsecondary/Other Budget form](#)
- A [signed recipient assurances page](#)
- See the [Grant Information Survey Form](#) in the Addenda Materials
- Ranking Form: [See Appendix E - Application Ranking Form](#)
- Program Proposal Template (if applicable) in [The Policies and Procedures for the Development and Continuous Improvement of Career and Technical Education Programs](#)
- Letters of Support (if applicable)

The Review Process and Award Notification

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. An MSDE review committee, 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 follow within 3 weeks of the approval letter.

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

CTE Innovation Grant Fund Scoring Rubric

Using the following rubrics, reviewers will assign numerical scores and prepare comments. **Grants with an average score below 70 will not be considered for funding.** The review team will meet to determine a consensus.

Project Narrative (90 Points)			
Plan Criteria	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Extent of Need (35 Points)	The extent of need is clearly and thoroughly described; the economic need is clearly evident; salary ranges for positions are included; course sequences are identified (at the secondary and postsecondary levels where required); partners are clearly identified; internship and apprenticeship opportunities are clearly defined; specific industry certifications/ credentials are identified.	There is a limited description of the extent of need; limited economic and salary data provided; course sequences are identified, but only at the secondary or postsecondary level – not both; partners are not clearly identified; internship and apprenticeship opportunities are not clearly defined; industry certifications/ credentials are not clearly identified.	The extent of need is not clearly identified and little to no economic and salary data are provided. Little information is provided about partners, apprenticeship, and internship opportunities. No information about potential industry certifications or credentials is included.
	35-31	30-21	20-0
Goals, Measurable Outcomes, and Milestones (20 Points)	Identifies multiple, measurable goals, outcomes and milestones and includes a clear narrative to achieve these goals. Outcome statements are clear and tell how the project’s target population would improve. Establishes a clear and coherent calendar of deadlines that are within the project period.	Lists only goals and outcomes, but not deadlines or milestones. Or milestones and deadlines are annual and don’t measure progress towards the goal. Notes outcomes but is not specific to how they tie into the problem	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.
	20-17	16-13	12-0

Project Narrative (90 Points)			
Plan Criteria	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Plan of Operation, Key Personnel, and Project Timeline (20 Points)	<p>A detailed plan of operation and timeline that addresses each item identified in the RFP which include plans to convene a PAC, identifying industry standards, professional learning, instructor qualifications, and equipment needs. For Priority 1 also: curriculum development or plans to vet curriculum, identification of instructor(s) qualifications. For Priority 2 also: identifying the classroom related instruction and how it will be provided. The timeline indicates that all activities will occur within the grant period.</p> <p style="text-align: center;">20-17</p>	<p>A broad plan of operation that addresses some items identified in the RFP (see italicize list).</p> <p style="text-align: center;">16-13</p>	<p>The plan of operation provided does not address the items identified in the RFP.</p> <p style="text-align: center;">12-0</p>
Evaluation (15 Points)	<p>The application clearly identifies measurable program improvements and the data that will be reviewed, including the evidence of impact. There is a specific plan to collect, evaluate and report on Apprenticeship Pathways data points identified in the RFP. Proposal includes a detailed plan on evaluating program effectiveness. Secondary CTE Pathways clearly address how the proposed project will help meet the 45% CTE completion goal.</p> <p style="text-align: center;">15-12</p>	<p>The application somewhat identifies measurable program improvements and the data that will be reviewed. There is a broad plan to collect, evaluate and report on Apprenticeship Pathways data points identified in the RFP. Proposal includes a broad plan on evaluating program effectiveness. Secondary CTE Pathways broadly address how the proposed project will help meet the 45% CTE completion goal.</p> <p style="text-align: center;">11-8</p>	<p>The application does not identify measurable program improvements nor the data that will be reviewed. There is a limited plan to collect, evaluate and report on Apprenticeship Pathways data points identified in the RFP. Proposal lacks a plan to evaluate program effectiveness. Secondary CTE Pathways do not address how the proposed project will help meet the 45% CTE completion goal.</p> <p style="text-align: center;">7-0</p>

Budget (10 Points)			
Plan Criteria	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Budget Narrative (10 Points)	The application includes a thorough budget narrative. It includes any one-time or capital equipment costs of implementing the CTE Pathway or the Apprenticeship Program. The itemized 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 RFP, a detailed explanation of need is included. Budget calculations are correct. 10-8	The application includes a broad 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 RFP are included, but without a detailed explanation of need. Most budget calculations are correct. 7-5	The application lacks a budget narrative or lacks detail and is not itemized. Budget contains multiple errors. 4-0

Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements for Each Year
January 15, 2023	Interim Narrative Report
July 31, 2023	Final Narrative Report
September 30, 2023	Final Financial Report

Notes: Any requests for amendments must be submitted at least 45 days before the grant period ends, and must be submitted 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

The MSDE will hold two customer service support sessions for interested applicants. During these sessions, MSDE personnel will provide an overview of the application process. The sessions will be on **October 17, 2022 (1:00 – 2:00)** and **October 20, 2022 (1:00 – 2:00)** and can be accessed on the following link:

Google Meeting Video Call Link: <https://meet.google.com/rmx-hvkm-dbw>

Or dial: (US) +1 224-650-8589 PIN: 167 052 269#

More phone numbers can be found here: <https://tel.meet/rmx-hvkm-dbw?pin=1317720671636>

MSDE staff will also be available to provide technical assistance throughout the grant application process. Contact Jennifer Griffin at jennifer.griffin@maryland.gov with questions related to the CTE Innovation Grant.

Grant Timeline

This funding opportunity, including all attachments and updates, are found on the [MSDE CTE Website](#).

Date	Program Milestone
September 26, 2022	The Grant Information Guide and the application for participating are released
October 18 and 20, 2022	The MSDE will hold a virtual customer service support session for interested applicants
October 26, 2022	The grant application period closes
October 27, 2022	The MSDE begins reviewing applications for completeness and minimum requirements
October 31, 2022	The MSDE Review Committee will evaluate complete proposal
July 25, 2022	The grant period begins
June 30, 2023	The grant period ends

Attachment

CTE Innovation Grant FY23 Application for Funding