

Maryland Affiliate
for the
Construction and
Development (C&D)
Career Cluster
Programs

Developed by the
Maryland State Department
of Education (MSDE)



Request for Proposals

Division of Career and
College Readiness

Maryland State Department
of Education

200 West Baltimore St.
Baltimore, Maryland 21201

Dissemination Date:

July 18, 2017

Deadline:

August 31, 2017

This document is available in alternate formats.

PROPOSAL DESCRIPTION	
Name of Grant Program:	Maryland Affiliate for the Career and Technology Education (CTE) Construction and Development (C&D) Programs of Study
Authorization:	The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270
Dissemination:	July 18, 2017
Deadline:	All required grant submissions must be emailed or postmarked by August 31, 2017. See: Application Submission, page 5, for details.
Purpose:	<p>The purpose for this grant is to identify a “CTE Program Affiliate” that will enter into an agreement with the Maryland State Department of Education (MSDE) to support the Construction and Development (C&D) state programs of study. The CTE Program Affiliate must be an institution of higher education (IHE) or a workforce intermediary with a successful record of Construction and Development in education and workforce development. The CTE Program Affiliate, in collaboration with MSDE, will provide and/or coordinate the following activities over a three-year grant period based upon successful performance of the first year and availability of funds.</p> <p>A. Convene the C&D State Advisory Group (SAG). This group (15-20 members established by MSDE) guides the development and adaptation of relevant and rigorous guidelines, academic and technical standards, resources, related materials, and projects for each of the C&D CTE Programs of Study</p> <ul style="list-style-type: none"> • <i>Construction Design and Management (CDM)</i> • <i>Construction Professions: Carpentry, Electrical, Plumbing, Masonry</i> • <i>Construction Maintenance: HVAC, Maintenance, Welding;</i> <p>B. Provide professional development opportunities for C&D teachers related to their pathway program;</p> <p>C. Explore options for awarding credit (college credit and/or apprenticeship credit for high school students in C&D programs and graduate credit or continuing professional development for teachers);</p> <p>D. Identify members to serve on the SAG and attend MSDE convened meetings; and</p> <p>E. Develop online resources and documents that could be shared on MSDE’s Blackboard platform to support a Professional Learning Community (PLC) for teachers and statewide communication.</p> <p>Note: All curriculum content developed is to be marked © copyright MSDE.</p>
Required Components:	To be approved, each application must address all components of the competitive criteria specified in the RFP and scoring rubric and include all attachments/forms as designated. Due to the competitive nature of this grant, applications must meet criteria upon initial submission.
Priorities:	Priority will be given to applicants that demonstrate readiness to meet the requirements set forth in this RFP and best explain how the affiliate will be sustained after three years of grant funding.

Eligible Applicants:	Maryland public or independent colleges and universities that offer associate, baccalaureate and accelerated degrees or certifications in Construction. Also, workforce intermediaries or industry associations with demonstrated success in providing education and workforce development in Construction-related careers are eligible applicants.
Proposal Review:	The review of proposals will be conducted as follows: 1. Grant applications will undergo a technical review upon submission to ensure completeness. 2. A review committee established by MSDE will evaluate applications using the scoring rubric. Final approval for an award will be determined by MSDE.
Award Notifications:	The successful applicant will be notified of the grant award on or before September 1, 2017. Spending authority is effective on the first day of the month that all required elements are received in approvable form, but not before September 1, 2017. A notification of approval will be sent by mail.
Total Funds Available:	One grant for up to \$75,000 over three years. During the first fiscal year (September 1, 2017 to June 30, 2018), the applicant may apply for up to \$25,000. Note: <i>The balance of the funds may be applied to the subsequent years of the grant pending the availability of federal funds, submission of approvable work for the prior grant year and demonstrated capacity to sustain the Affiliate.</i>
Grant Period:	Yearly grants, beginning September 1, 2017 to June 30, 2018, and the following state fiscal years of July 1, 2018 to June 30, 2019 and July 1, 2019 to June 30, 2020 (see Note above). The Affiliate is expected to be self-sustaining after the three-year grant period.
Number and Award of Grants:	One grant will be awarded based on meeting the competitive criteria with continuation for subsequent years based on successful performance and the availability of federal funds.
Fund Use:	Costs incurred outside the grant period may not be funded through the grant award. In addition to the activities required to operate an Affiliate, Maryland has established the following requirements. Funds may be used for: <ul style="list-style-type: none"> • Personnel expenses, including salaries and fringe benefits; or faculty stipends for instructors for the Summer Professional Development (PD) for C&D teachers. (Stipends are only allowable for work performed outside the regular work day) or contract; • Stipends or salaries for support staff to manage registration for the C&D professional development sessions for teachers during the school year and summer session(s) outside the regular work day or contract; • Consultant services (Consulting fees are limited to \$500 per day, plus travel expenses.) • Consultant travel expenses cannot exceed state per diem rates which are: <ul style="list-style-type: none"> ○ Mileage: \$0.54/mile ○ Breakfast: \$9 ○ Lunch: \$11 ○ Dinner: \$25 • Per diem rates also apply to anyone participating in professional development activities who claim expenses from this grant; • Instructional materials and supplies to support curriculum development, implementation and professional development; and • Administrative costs not to exceed 5% of the total grant, including indirect costs.

	<p>Funds may <u>not</u> be used for:</p> <ul style="list-style-type: none"> • 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; • Travel, except as specified by the grant; • Purchase of distance learning equipment or infrastructure; • Tuition for teachers or students; • Promotional items (e.g. shirts, key chains, bags, mugs); and • Purchase of equipment or computers for any purpose except as specified by the grant.
The General Education Provisions Act (GEPA), Section 427	Each applicant must develop and describe the steps such 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.
Certification Statements	<p>Complete the required certification forms and provide the appropriate signatures on each form. Signatures must be in blue ink:</p> <ul style="list-style-type: none"> • Certifications Regarding Lobbying; Debarment, Suspension And Other Responsibility Matters; And Drug-Free Workplace Requirements (Appendix E). • Certification Regarding Debarment, Suspension, Ineligibility And Voluntary Exclusion—Lower Tier Covered Transactions (Appendix F). • If selected grantee is a non-public entity, an audited Annual Financial Statement will be required to be submitted to determine financial solvency. Potential grantee will be notified if this applies.
Reporting Requirements	<p>Grantees must submit:</p> <ul style="list-style-type: none"> • Mid-year narrative and financial reports; • Annual narrative and financial reports; and • Final evaluation report within 60 days of the grant end date.
Application Assembly	<p>One bound copy must be stapled in the upper left corner. Copy should not be bound by glue, spirals, wire clasps, or any other means. Proposals submitted must contain the following information and be assembled in the order indicated:</p> <ul style="list-style-type: none"> • Proposal Cover Page (Appendix A); • Signed Assurances Page (Appendix B); • Grant Application (narrative following the grant outline) • Signed MSDE Postsecondary Budget Forms (Appendix C –an Excel Spreadsheet) from September 1, 2017 to June 30, 2018); • FY 2018 Career and Technology Grant Information Survey (Appendix D); • Certification Forms (Appendices E and F); and • Include two (2) letters of support (one demonstrating institutional commitment from senior level administrators within the institution to implement and sustain the affiliate program after federal funding ends, and one letter from a business partner/employer from the construction industry. Letters are not counted as part of the 10 page limit of the application
Submission Requirements	<ul style="list-style-type: none"> • Narrative cannot exceed ten pages, excluding the forms required for submission. The narrative must use line spacing of at least 1.5, and a type size of 12-point font. Charts may use single spacing and a type size of 10-

	<p>point font. Required forms and letters of support do not count toward the 10 page limit.</p> <ul style="list-style-type: none"> • The proposal should be on standard (8½ x 11) size paper of regular weight and numbered according to the prescribed numbering convention. • The original coversheet, assurances page, and budget sheets must be signed in <u>BLUE</u> ink. • Applications may be scanned and submitted electronically to Jeanne-Marie Holly as long as all signatures are in BLUE ink. If sent electronically with BLUE ink, do not send hard copies. • If the ability to scan color documents is not available, the proposal may still be submitted electronically to jeanne-marie.holly@maryland.gov, but one hard copy of the <i>signature pages only</i>, signed in BLUE ink, must be mailed to the address below. • Both the electronic copy and the hard copies must be submitted/postmarked by August 31, 2017. <p style="text-align: center;">Submit applications to: Maryland State Department of Education 200 West Baltimore Street, Third Floor Baltimore, Maryland 21201 Attention: Jeanne-Marie Holly, Program Manager Career and Technology Education Systems Branch jeanne-marie.holly@maryland.gov</p>
Technical Assistance	<p>Technical assistance and additional copies of all required reporting forms and amendment request forms may be requested from:</p> <p>Chuck Wallace, CTE Education Program Specialist Division of Career and College Readiness 410-767-8872 charles.wallace@maryland.gov</p> <p>Pat Mikos, Program Manager CTE Student and Assessment Services Branch Division of Career and College Readiness 410-767-0186 patricia.mikos@maryland.gov</p>

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 Finance and Administration
Maryland State Department of Education
200 W. Baltimore Street - 6th Floor
Baltimore, Maryland 21201-2595
410-767-0426 - voice
410-767-0431 - fax
410-333-6442 - TTY/TDD

Readiness Criteria Form

Please complete this form and return it with the grant application. It will be used to help determine readiness to establish an affiliate for the Construction and Development (C&D) CTE Programs of Study.

NOTE: The grantee must provide classroom laboratory space, including furniture and Internet access for meetings and professional development sessions.

1. Grantee will be required to host a 3-day summer training session for C&D teachers. Yes No
Does the grantee have meeting space for 50, including a computer lab with capacity for up to 25?

2. Grantee will be required to host Construction Design and Management (CDM) teachers for technical training. Can the grantee provide a computer lab for up to 25 equipped with the Autodesk CAD and Revit software? Yes No

3. Grantee will support teachers earning industry certification. Does the grantee have a testing/assessment center or lab that can support Autodesk certification testing? Yes No

4. Grantee will coordinate with MSDE to host teacher professional development sessions. Does the grantee have administrative support for hosting professional development events, including registration and fee collection? Yes No

5. Grantee will work with MSDE to support on-going communication with CTE teachers. Does the grantee have IT/technical support for the use of a Learning Management System (LMS), such as Blackboard? Yes No

Please provide the name and title of the person completing this form.

Name: _____ Title: _____

Institution: _____

MARYLAND CTE AFFILIATE

for the

CONSTRUCTION AND DEVELOPMENT (C&D) PROGRAMS OF STUDY (POS)

Applicant may apply for up to \$25,000 for Year 1 between September 1, 2017 - June 30, 2018. ***The balance of the funds may be applied to the subsequent two years of the grant pending the availability of federal funds, submission of approvable work for the prior grant year and demonstrated institutional capacity to sustain the Affiliate.***

I. BACKGROUND: CONSTRUCTION AND DEVELOPMENT PROGRAMS OF STUDY

In partnership with the Maryland Center for Construction Education and Innovation (MCCEI) and the National Center for Construction Education and Research (NCCER), MSDE initiated the development of a series of CTE programs of study in *Construction Trades*, *Construction Maintenance*, and most recently, *Construction Design and Management (CDM)*. Earlier phases of this project included identification of program standards (aligned to NCCER), the development of a four-course sequence for each program, identification of related industry sponsors, and delivery of professional development for teachers implementing the CTE programs of study.

Representatives from the construction industry, as well as representatives from Maryland Colleges and Universities, identified program elements, technical standards and additional partners to engage in the implementation of construction-related CTE Programs of Study. Please see Attachment 1 for an overview of the Construction and Development (C&D) Career Cluster and CTE Programs of Study (Attachment 1). These programs reflect the academic and technical skills required for successful transition from high school to college and careers in construction.

MSDE convenes a C&D State Advisory Group for on-going development of programs and providing professional development for new teachers. The C&D Program Affiliate will continue to ensure alignment to the program standards and requirements through engagement of MSDE staff. The C&D Program Affiliate will continue to work with MSDE, NCCER, and MCCEI to provide coordination for industry-related engagement. This Request for Proposal (RFP) includes the delivery of services and support for the ongoing development and implementation of these programs in Maryland.

II. MARYLAND C&D AFFILIATE ACTIVITIES

The Maryland State Department of Education invites Maryland's colleges and universities, workforce intermediaries, or industry associations with a proven record of successful construction education programs to submit proposals to become a Career and Technology Education (CTE) Program Affiliate for the C&D Programs of Study.

Maryland's C&D Affiliate will provide on-going support for the implementation of the construction-related CTE programs of study. The C&D Affiliate will work with MSDE staff and the C&D State Advisory Group to update program requirements in alignment to industry standards, provide professional development for teachers, and facilitate the expansion of CTE construction-related programs across Maryland. The on-going support for the implementation of the construction-related CTE programs is scheduled for September 1, 2017 through June 30, 2018. All work is to be completed by **June 30, 2018** and includes the following:

Year 1 (September 1, 2017 – June 30, 2018)

- Working with MSDE staff and the ***C&D State Advisory Group*** to update program requirements in alignment to industry standards. The C&D Affiliate will host two (2) meetings each year for the State Advisory Group.
- Coordinating with MSDE to host a one-day statewide ***Professional Development*** training for Construction Design and Management (CDM) and Construction Trades teachers in October 2017;
- Coordinating participation of Maryland schools in the ***Architecture, Construction and Engineering (ACE) Mentoring*** programs through the Maryland-affiliated ACE Chapters;
- Providing construction-related career exploration and career development materials for students, teachers and guidance counselors through publications such as the ***Build Your Path*** magazine;

- Providing leadership to the NCCER-sponsored, **Build Your Future** initiative; and
- Working with the Maryland Apprenticeship and Training Council (MATC) to support awareness and the expansion of **Maryland Apprenticeship** opportunities for high school students.

Year 2 (July 1, 2018 – June 30, 2019)

- Working with MSDE staff and the **C&D State Advisory Group** to update program requirements in alignment to industry standards. The C&D Affiliate will host two (2) meetings each year for the State Advisory Group.
- Coordinating with MSDE to host a three-day statewide **Professional Development** training for CDM and Construction Trades teachers in July 2018;
- Coordinating with MSDE to host a one-day statewide **Professional Development** training for CDM and Construction Trades teachers in October 2018;
- Coordinating participation of Maryland schools in the **Architecture, Construction and Engineering (ACE) Mentoring** programs through the Maryland-affiliated ACE Chapters;
- Providing construction-related career exploration and career development materials for students, teachers and guidance counselors through publications such as the **Build Your Path** magazine;
- Providing leadership to the NCCER-sponsored, **Build Your Future** initiative; and
- Working with the Maryland Apprenticeship and Training Council (MATC) to support awareness and the expansion of **Maryland Apprenticeship** opportunities for high school students.

Year 3 (July 1, 2019 – June 30, 2020)

- Working with MSDE staff and the **C&D State Advisory Group** to update program requirements in alignment to industry standards. The C&D Affiliate will host two (2) meetings each year for the State Advisory Group.
- Coordinating with MSDE to host a three-day statewide **Professional Development** training for CDM and Construction Trades teachers in July 2019;
- Coordinating with MSDE to host a one-day statewide **Professional Development** training for CDM and Construction Trades teachers in October 2019;
- Coordinating participation of Maryland schools in the **Architecture, Construction and Engineering (ACE) Mentoring** programs through the Maryland-affiliated ACE Chapters;
- Providing construction-related career exploration and career development materials for students, teachers and guidance counselors through publications such as the **Build Your Path** magazine;
- Providing leadership to the NCCER-sponsored, **Build Your Future** initiative; and
- Working with the Maryland Apprenticeship and Training Council (MATC) to support awareness and the expansion of **Maryland Apprenticeship** opportunities for high school students.

In addition, the Affiliate will provide professional development to secondary instructors whose LSSs have adopted the C&D Programs of Study. Further, the Affiliate will explore opportunities in the state to offer college credit to those secondary students that successfully complete the C&D Program of Study and have met the agreed upon criteria. The Affiliate will also work with MSDE to provide graduate and/or continuing professional development (CPD) credit to the teachers participating in the professional development. Finally, to support statewide communication among C&D teachers, the Affiliate will develop online resources and documents that can be shared on MSDE's platform, Blackboard.

Applications should follow the outline provided. The application should include specific strategies for supporting and enhancing each C&D program, providing professional development, and supporting certification and credit for students and teachers during the three-year grant period. In order to receive continued funding for the subsequent year, a year-two approved plan narrative, budget and budget narrative are required. This process is required for year three if applicable. Funds for year two and year three are pending based upon successful performance of Year 1 and the availability of federal funding.

Respond to each (A – F): 100 points and follow the outline provided

A. Leadership Capacity and Sustainability

(20 Points)

The applicant should describe the capacity of the institution or association to serve in the role of an affiliate by:

1. Documenting how the applicant supports the successful transition of students through education and training opportunities that lead to further education and/or employment in the chosen career field;
2. Providing information and data of past performance that speak to its institutional capacity to complete the work described in sections B-E; and
3. Describing the demonstrated institutional or organizational capacity to sustain the CTE Career Cluster Affiliate once federal funding ends after year three.
4. Complete and return the Readiness Criteria Form with the grant application; and
5. Include two (2) letters of support (one demonstrating institutional commitment from senior level administrators within the institution to implement and sustain the affiliate program after federal funding ends) and one letter from a business/industry partner. Letters are not counted as part of the 10 page limit of the application.

B. Support of Goals and Activities

(35 Points)

1. Program Development and Improvement:

The C&D Affiliate, in collaboration with MSDE and the C&D SAG is required to update and enhance instructional resources for the use of the LSS as they adopt or have adopted the C&D programs of study. The resources, which will be created as project units and samples, shall provide opportunities for students to demonstrate learning and preparation for careers in construction and design. ***By the end of year one, the C&D Affiliate should have completed the below items.***

- Working with the State Advisory Group, conduct a review of current programs. Based on the review, provide an updated course syllabus for the each course of the *CDM* program and a review of NCCER course alignment for the *Construction Trades* and *Construction Maintenance* programs.
- Working with MSDE, provide instructional resources for each C&D program to be posted on the C&D Blackboard site.
- Develop a timeline and plan for the expansion of C&D programs in Maryland, including new opportunities through *Apprenticeship Maryland*.

2. Professional Development:

The C&D Affiliate, in collaboration with MSDE, will provide opportunities for new and veteran teachers to increase their knowledge and skills for implementing the revised curricula of instruction and supporting resources within LSSs existing C&D curricular framework. All professional development provided should be based on the [Maryland Teacher Professional Development Standards](#). The applicant will describe a plan for professional development that includes the following:

- C&D Affiliate will coordinate with MSDE to host a one (1)-day training and information-sharing session for up to forty (60) participants during the Fall on the campus/location of the Affiliate;
- Conduct a three (3)-day Summer Training Institute for up to forty (60) participants beginning in July 2018 for the purpose of presenting the revised curricula and instructional tools to appropriately equip the teachers to deliver the curriculum as written and intended on the campus of the Affiliate;
- As C&D Affiliate, registration and collection of fees is responsibility of the C&D Affiliate in partnership with MSDE. Fees may not exceed \$100 per day.
- Integrate curricula and supporting resources with existing resources including related on-line materials (provided by MSDE); and
- Evaluate all professional development offered to ensure quality and continuous program improvement.

3. Host two C&D State Advisory Group (SAG) meetings during the fiscal/calendar year.

Work in collaboration with MSDE to identify business partners and associates to participate on the C&D SAG in order to evaluate the best standards and practices within the industry. In addition, MSDE will assist with the planning of the two meetings that will be hosted at the Program Affiliate campus for a maximum of 20 attendees for each meeting.

4. College and Continuing Professional Development (CPD) Credit:

The C&D Affiliate, in collaboration with MSDE, will seek out opportunities for awarding postsecondary credit, industry certification, and apprenticeship opportunities for high school students in C&D programs and giving teachers graduate and/or CPD credit for satisfactory completion of professional development. The applicant will describe how the Affiliate will:

- Explore opportunities in the state to provide college credit through a statewide articulation agreement for high school students satisfactorily completing the C&D programs of study; and
- Offer graduate credit or CPD credit, where possible, to secondary school teachers who successfully complete specific professional development.

5. Support Statewide Communication through the development of online resources and documents.

The applicant will describe how the Affiliate will:

- Develop a means of electronic communication to support a Professional Learning Community for C&D teachers to share ideas, post questions, and receive program updates; or,
- Incorporate any electronic communication on MSDE's platform, Blackboard.

C. Key Personnel

(10 Points)

Provide a list that identifies the following: names, titles and place of employment for each person working on the grant and include:

- a. The Construction and Development CTE Affiliate Director.
- b. A one-page curriculum vitae for each Faculty member(s), adjunct faculty, or external consultants that will review and develop curricula instruction.
- c. The role of each key person within the grant clearly identified.

D. Evaluation

(20 Points)

Describe how the affiliate will operationalize an evaluation plan to ensure that the proposed program supports overall goals of the grant:

- a. Sustaining the activities of the grant after the three-year grant period ends;
- b. Implementing professional development and monitoring an electronic Professional Learning Community (PLC) for C&D teachers and administrators;
- c. Offering CPD credit for C&D teachers and college credit, industry certification, and youth apprenticeship for students; and
- d. Upgrading by 2020, the existing C&D Programs of Study based on industry standards, postsecondary and industry certification.

E. Budget Narrative and Budget Form

(15 Points)

All applicants will submit an itemized budget and a budget narrative for the first year of the grant, September 1, 2017 to June 30, 2018 (see page 3 for fund use explanation.)

Scoring Rubric

Plan Criteria	Level 3 Meets All Criteria	Level 2 Meets Some Criteria	Level 1 Meets Few or No Criteria
<p>A. Leadership Capacity and Sustainability</p> <p style="text-align: center;">20 Points</p>	<p>The proposal clearly and fully demonstrates the Affiliate’s ability to successfully transition students to work and/or further education, as well as establish and sustain an affiliate. Completion of the Readiness Criteria Form.</p> <p style="text-align: center;">20-15</p>	<p>The proposal partially describes the Affiliate’s ability to successfully transition students to work and/or further education, and establish and sustain an affiliate. Completion of the Readiness Criteria Form.</p> <p style="text-align: center;">14-6</p>	<p>The proposal provides weak support for the Affiliate’s ability to successfully transition students to work and/or further education, establish and sustain an affiliate. Readiness Criteria Form is either partially completed or not completed.</p> <p style="text-align: center;">5-0</p>
<p>B. Support of Goals and Targets</p> <p style="text-align: center;">35 Points</p>	<p>The application provides clear and specific details for implementation of each of the identified roles listed in Section II of the request for grant proposals. Timelines are included and are reasonable to accomplish the deliverables.</p> <p style="text-align: center;">35-25</p>	<p>The application provides some specific details for implementation of each of the identified roles listed in Section II of the request for grant proposals. Timelines are included but appear to be insufficient to complete the deliverables.</p> <p style="text-align: center;">24-15</p>	<p>The application is unclear and lacks many specific details for implementation of each of the identified Affiliate roles listed in Section II of the request for grant proposals. Timelines are included but are not adequate due to the lack of many specific details for completion of the deliverables.</p> <p style="text-align: center;">14-0</p>
<p>C. Key Personnel</p> <p style="text-align: center;">10 Points</p>	<p>An affiliate director is clearly identified. Other key personnel are identified and the proposal includes a one-page curriculum vitae for each person. Roles and responsibilities of key people are clearly stated.</p> <p style="text-align: center;">10-8</p>	<p>An affiliate director is named, but not clearly identified. Other key personnel are identified and the proposal does not include a one-page curriculum vitae for each person. Roles and responsibilities of key people may or may not be identified.</p> <p style="text-align: center;">7-5</p>	<p>An affiliate director is not named or not clearly identified. Other key personnel are not identified and the proposal does not include a one-page curriculum vitae for each person. Roles and responsibilities of key people are not identified.</p> <p style="text-align: center;">4-0</p>
<p>D. Evaluation</p> <p style="text-align: center;">20 Points</p>	<p>The evaluation plan provides specific details that describe how the affiliate will operationalize the grant activities and evaluate its effectiveness to support the overall goals of the grant. The evaluation plan includes realistic qualitative and quantitative measures.</p> <p style="text-align: center;">20-15</p>	<p>The evaluation plan provided is vague and generally describes how the affiliate will operationalize the grant activities and evaluate its effectiveness to support the overall goals of the grant.</p> <p style="text-align: center;">14-6</p>	<p>The evaluation plan provides little or no description of how the affiliate will operationalize the grant activities and evaluate its effectiveness to support the overall goals of the grant.</p> <p style="text-align: center;">5-0</p>
<p>E. Budget Narrative and Budget form</p> <p style="text-align: center;">15 Points</p>	<p>An itemized budget and budget narrative are submitted for the proposed project. The budget is reasonable and cost effective. The itemized budget and budget narrative is aligned with grant activities and totaled correctly. MSDE budget forms are included as part of the proposal.</p> <p style="text-align: center;">15-12</p>	<p>A budget narrative provides a general explanation of expenses. The budget and narrative are not clear. The budget and budget narrative is somewhat aligned with grant activities. MSDE budget forms are included.</p> <p style="text-align: center;">11-6</p>	<p>The budget is not itemized or the budget narrative is not included. The narrative does not provide an explanation of expenses. The budget is not reasonable or cost effective. The budget and budget narratives do not align with grant activities. MSDE budget forms are not included.</p> <p style="text-align: center;">5-0</p>

APPENDICES

- A. Proposal Cover Page
- B. Assurances Page
- C. FY 2018 Career and Technology Grant Information Survey
- D. Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-free Workplace Requirements
- E. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions
- F. Flowchart of Construction and Development Career Cluster Programs/Pathways
- G. Course Guides – See current C&D resources at the MSDE Blackboard,

The required budget form, in an Excel spreadsheet format, is provided in an attachment sent through email along with this application. Applicants must submit two budgets using this spreadsheet. The form is required by the Division of Career College Readiness as part of the RFP process and may not conform to standard MSDE budget forms.

APPENDIX A

DIVISION OF CAREER AND COLLEGE READINESS
MARYLAND STATE DEPARTMENT OF EDUCATION
200 West Baltimore Street
Baltimore, Maryland 21201

This agreement is between the Division of Career and College Readiness, Maryland State Department of Education and the following eligible recipient:

Institution/Agency Name: _____

Institution/Agency Address: _____

Institution/Agency Code: _____

Program/Project Title: _____ CIP Code: _____

Starting Date: _____ Ending Date: _____

Name of Program/Project Director: _____ Phone: _____

Address: _____

Level(s) (check appropriate) Secondary Postsecondary Other (specify) _____

Estimated Annual Cost of Program/Project Federal (P.L. 109-270) \$ _____

(Should agree with Proposed Budget) State/Local \$ _____

Other \$ _____

TOTAL \$ _____

Local Perkins Plan Application Reference (If applicable) _____

Type of Proposal/Project (check one) New Revised Amendment

Signature of CTE Local Director (Secondary) _____

Signature of Career & Technology Perkins Plan Contact (Postsecondary) _____

Signature of Other Recipient (Not Secondary/Postsecondary) _____

DCCR USE ONLY

FUNDING SOURCE (check)

Title I – PERKINS IV

Part B - State Leadership Activities

Professional Development

Curriculum Development

Performance Standards

Other

OTHER

State

Other (Specify) _____

Part C - Secondary & Postsecondary CTE Programs

Secondary

Postsecondary

APPROVED FUNDS - Federal _____ Control No. _____

State _____ Source of Funds FY _____

TOTAL AMOUNT _____ Approved for FY _____

CIP/CTE Activity No. _____

Signature, Assistant State Superintendent, Career and College Readiness _____ Date _____



RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, sub grantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or sub grantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

Superintendent of Schools/Head of Grantee Agency

Date

Appendix C

FY 2018 Career and Technology Grant Information Survey

Please complete the following contact information and return to:

Mrs. Janet B. Saunders at: E-Mail: janet.saunders@maryland.gov or Fax: 410-333-2084

Head of Grantee Agency

(Superintendent of Schools, Community College President or Head of Agency)

Name: _____
Title: _____
Agency: _____
Address: _____
City/State/Zip Code: _____
Telephone Number: _____ FAX Number : _____
E-Mail Address: _____

Grantee Project Director

(Local Director, Community College Instructional Dean or Project Director)

Name: _____
Title: _____
Agency: _____
Address: _____
City/State/Zip Code: _____
Telephone Number: _____ FAX Number : _____
E-Mail Address: _____

Grantee Finance Officer

(Budget/Finance Person in your Finance Office)

Name: _____
Title: _____
Agency: _____
FEIN # *
DUNS # **
Address: _____
City/State/Zip Code & 4 (Required): _____
Telephone Number: _____ FAX Number: _____
E-Mail Address: _____

* Federal Employer ID Number - This 9 digit code is used by businesses in order to classify and identify them as a tax payer, for banking services and other official and legal purposes. Businesses with no employees, single member LLC's and sole proprietorship's may use the Social Security number for tax reporting. However, companies with employees must have a FEIN or Federal Employer Identification Number to use for taxes.

** The Data Universal Numbering System, abbreviated as DUNS or D-U-N-S, is a system developed and regulated by Dun & Bradstreet (D&B) that assigns a unique numeric identifier, referred to as a DUNS number, to a single business entity.

Name of completer: _____ Contact Number: _____

If you have any questions, please do not hesitate to contact Jeanne-Marie S. Holly, Program Manager, CTE Systems Branch at (410) 767-0182.

Revised 10/22/15

APPENDIX D
CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 8s, for persons entering into a grant or cooperative agreement of \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement:
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including subcontracts) and that all sub recipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Section 85.102 and 85.110-

- A. The applicant certifies that it and its principals:
 - (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statement, or receiving stolen property.
 - (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with

commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

- (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; or
- B. Where the applicant is unable to certify any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 –

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition:
 - (b) Establishing an on-going drug-free awareness program to inform employees about:
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
 - (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(c) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(d) Taking one of the following actions, within 30 calendar days or receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted;

- (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
- (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(e) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraph (a), (b), (c), (d), (e), and (f).

A. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

Street Address	
City	County
State Maryland	Zip Code

Check if there are any workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented as 34 CFR Part 85, Subpart F, for grantees, as defined at 34 DFR Part 85, Section 85.605 and 85.610 -

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation during the conduct of any grant activity, I will report the convictions, to: Director, Grants and Contracts Services, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0013, 6/90 (Replaced ED 80-0008: ED Form GCS-008, (REV. 12/88); ED 80-0010, 5/90; and ED 80-0011, 5/90

APPENDIX E

**Certification Regarding Debarment, Suspension, Ineligibility and
Voluntary Exclusion—Lower Tier Covered Transactions**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason or changed circumstances.
4. The terms “covered transaction”, “debarred”, “suspended”, “ineligible”, “lower tier covered transaction”, “participant”, “person”, “primary covered transaction”, “principal”, “proposal”, and “voluntarily excluded”, as used in this clause, have the meaning set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall now knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary exclusion-Lower Tier Covered Transactions”, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded for the covered transaction, unless it know that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	SIGNATURE and DATE

ED 80-0014, 9/90 (Replaced GCS-009 (REV. 12/88), which is obsolete)

APPENDIX F

Construction and Development Career Cluster Programs/Pathways

 CONSTRUCTION AND DEVELOPMENT CAREER CLUSTER			
			
<p>PATHWAY</p> <p>Planning</p> <p style="text-align: center;">↓</p> <p>Civil Engineering & Architecture</p>	<p>PATHWAY</p> <p>Design</p> <p style="text-align: center;">↓</p> <p>Construction Design & Management (CDM)</p>	<p>PATHWAY</p> <p>Construction Trades</p> <p style="text-align: center;">↓</p> <p>Carpentry, Electrical, Masonry, Plumbing</p>	<p>PATHWAY</p> <p>Construction Maintenance</p> <p style="text-align: center;">↓</p> <p>Industrial Maintenance, HVAC, Welding</p>
<ol style="list-style-type: none"> 1. Intro to Eng. Design (1 cr) 2. Principles of Engineering (1 cr) 3. Civil Eng. & Architecture (1 cr) 4. Engineering Design & Development (1 cr) 	<ol style="list-style-type: none"> 1. Introduction to CDM (1 cr) 2. Principles of CDM (1 cr) 3. Advanced Design & 3D (1 cr) 4. Advanced Construction Management (1 cr) 	<ol style="list-style-type: none"> 1. Core Curriculum <ol style="list-style-type: none"> a. NCCER Core (1 cr) <i>or</i> b. BTC Multi-Craft Core (1 cr) 2. NCCER Craft Level I (1 cr) 3. NCCER Craft Level II (2 cr) 	<ol style="list-style-type: none"> 1. Core Curriculum <ol style="list-style-type: none"> a. NCCER Core (1 cr) <i>or</i> b. BTC Multi-Craft Core (1 cr) 2. NCCER Craft Level I (1 cr) 3. NCCER Craft Level II (2 cr)

APPENDIX G

Construction and Development Career Cluster Programs – Course Guides

All instructional resources are available through the MSDE Blackboard site for CTE Construction and Development Programs. Please log into the site at: <https://msde.blackboard.com>. To log in, please use the username: C&DGuest and the Password: msdelms

 CONSTRUCTION AND DEVELOPMENT CAREER CLUSTER <small>PREPARING WORLD CLASS STUDENTS</small>			
			
PATHWAY Planning  <i>Civil Engineering & Architecture</i>	PATHWAY Design  <i>Construction Design & Management (CDM)</i>	PATHWAY Construction Trades  <i>Carpentry, Electrical, Masonry, Plumbing</i>	PATHWAY Construction Maintenance  <i>Industrial Maintenance, HVAC, Welding</i>
<ol style="list-style-type: none"> 1. Intro to Eng. Design (1 cr) 2. Principles of Engineering (1 cr) 3. Civil Eng. & Architecture (1 cr) 4. Engineering Design & Development (1 cr) 	<ol style="list-style-type: none"> 1. Introduction to CDM (1 cr) 2. Principles of CDM (1 cr) 3. Advanced Design & 3D (1 cr) 4. Advanced Construction Management (1 cr) 	<ol style="list-style-type: none"> 1. Core Curriculum <ol style="list-style-type: none"> a. NCCER Core (1 cr) or b. BTC Multi-Craft Core (1 cr) 2. NCCER Craft Level I (1 cr) 3. NCCER Craft Level II (2 cr) 	<ol style="list-style-type: none"> 1. Core Curriculum <ol style="list-style-type: none"> a. NCCER Core (1 cr) or b. BTC Multi-Craft Core (1 cr) 2. NCCER Craft Level I (1 cr) 3. NCCER Craft Level II (2 cr)

For assistance regarding the C&D Blackboard site, please contact Dean Kendall at dean.kendall1@maryland.gov, or at 410-767-0164.