



Perkins Reserve Grant

Welcome

Please put your name and organization in the chat box and mute your microphones until the recording has stopped.

Q&A will occur following the presentation.

This PPT will be uploaded after this TA to the grant information page where the GIG and Application are held.

Goals



Applicants will:

- Gain a clear understanding for the goals and High-Leverage Strategies for the Perkins Reserve Grant
- Focus applications on solving common issues found in CTE ERT visits and can be implemented in other LEAs

*Perkins Reserve
Grant for FY 2026
developed in
collaboration by
MSDE and GWDB*



Perkins Reserve Grant



Perkins Reserve Grant Information

Purpose

The purpose of this grant is to support local education agencies (LEAs) in testing or expanding innovative solutions to barriers in achieving key goals under The Blueprint for Maryland’s Future. Specifically, this grant asks applicants to focus on establishing or expanding Registered Apprenticeships and/or quality pre-apprenticeship programs that lead directly to a Registered Apprenticeship within a Maryland public school district. Applicants must target establishing or expanding Registered Apprenticeships and/or pre-apprenticeship programs within secondary schools in preparation for Maryland’s high-demand priority sectors or other sectors with high regional demand.

Grant Period

July 1, 2025 - June 30, 2026

Application Submission Date

Thursday, July 31, 2025. No later than 5:00 pm EST.

Funding Amount Available

\$500,000

Eligibility

MSDE reserves the right to take into consideration several reserve grant priorities detailed in Maryland’s Career and Technical Education Four-Year State Plan when making awards: LEAs and community colleges in rural areas; areas with high percentages of CTE concentrators or CTE participants; or areas with high numbers of CTE concentrators or CTE participants.

Perkins Reserve Grant Information

Submission Instructions

Grant applications must be submitted by 5:00 p.m. on July 31, 2025. The completed application should be saved as a PDF document and uploaded to the FY26 Grants folder for your LEA or community college, located in SharePoint. Please notify your School Support Coordinator once your application has been uploaded to SharePoint. Beginning in June, completed applications will be accepted, reviewed, negotiated, and approved on a rolling basis.

Program Contacts

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Applicant Tasks



The GWDB CTE Committee designed this grant and is administering it in partnership with MSDE

Key Considerations:

- Local Education Agencies (LEAs) are the only eligible applicants.
- Reserve funds are meant to promote innovative, high-impact strategies.
- Applicants should consider how their proposal will be modeled in other LEAs.
- Special populations must be a core part of applications for Perkins Reserve.
- Breadth and depth of proposed budget with \$200,000 max.
- Allowable uses and expenses.
- Internal and external collaborators.
- Engagement with high-leverage strategies based on the grant's two goals.

GWDB CTE Committee Perkins Reserve Grant FY26



Timeline

- 06/16 - Grant released
- 06/25, 07/02, 07/07 - TA Sessions
- 07/31 - Application Period Closes
- 08/25 - MSDE Notifies Applicants

Total
Funding :
\$500,000
Award ~2-4
grantees

Allowable Uses



Funds may be used for:

- Administrative costs (not to exceed 5% of total grant).
- Career guidance and counseling.
- Curriculum development.
- IRCs on approved list and must be a class set (not for individual students).
- Professional development to enhance CTE knowledge or skill set.
- Professional services, such as contractors.
- Salaries, wages, and fringe benefits of CTE staff.
- Stipends for extra-duty CTE work.*
- Student expenses/direct assistance to students (fees and insurance - has to benefit all students).
- Transportation aligned with CTE coursework (business/industry tours, career fairs, field trips, work-based learning).

*Restrictions apply. MSDE pre-approval required

Allowable Uses



Funds may NOT be used for:

- Assessments and IRCs that are not on the MSDE/CTE Committee approved list.
- Consumables for CTE Courses (food for culinary, 3D printing materials, *etc.*).
- Construction, renovation, and/or remodeling of facilities.
- CTSOs (items retained by advisor/student, refreshments/meals, social activities, student membership dues).
- Items retained by student (calculators, clothing/uniforms, supplies, tools).
- Rent/lease of buildings and equipment.
- Student wages.
- Travel (international).
- Vehicles.

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Targeted Goals for the Grant:

Expanding High School Level of a Registered Apprenticeship Opportunities

Establishing/Expanding Quality Pre-Apprenticeship Opportunities



Goal 1: Meaningful Expansion of High School Level of a Registered Apprenticeship Opportunities

Purpose: Increasing *Registered Apprenticeships* is a key *Blueprint* goal. Applicants propose strategies to *expand Registered Apprenticeships* in their district. LEAs propose a plan to participate, facilitate, and coordinate with stakeholders, including their MATP Apprenticeship Navigator and local businesses, to increase the number of high school Registered Apprentices.

Applicants should also propose a plan to facilitate secondary students successfully completing those RA programs.

Goal 2: Establish Pre -Apprenticeship Opportunities



Purpose: *Pre -apprenticeships* build industry exposure and proficiency in basic work readiness so participants are prepared for Registered Apprenticeships. A *pre -apprenticeship* program will create a pipeline of secondary students to successfully complete apprenticeships. It will also give employers confidence apprentices are prepared to do the work.

Pre -Apprenticeship opportunities must meet the criteria set forth in the GWDB CTE Committee's Industry -Recognized Credential Policy.

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LEAs apply to 1 of 4 high-leverage strategies to achieve the 2 goals

1

Expand
Accessibility of
Related
Instruction
(RI)

2

Address
Transportation
Hurdles for
Students

3

Build on
Existing
Support for
Students in
Special
Populations

4

Establish an
Intrastate Peer
Observation and
Collaboration
Project

**There will likely be 2 -4 grant recipients*

1. Expand Availability of Related Instruction



Purpose: Apprenticeships require detailed instruction that is relevant to the work they're doing. This high-leverage strategy is meant for applicants to target and overcome Related Instruction (RI) barriers.

Accessible and available RI will certainly lead to more engagement with apprenticeships.

Problem -Solving:

- Underutilized Space
- Community College Facility Usage
- Employer Need for Training Space

High -Leverage Strategy 1



Expand Availability of Related Instruction for Registered Apprenticeships

Apprenticeships require Related Instruction (RI) of at least 144 hours annually. Proposals should address resolving problems associated with RI delivery. For instance, the CTE ERT visits in the 24-25 SY found:

1. Oversubscribed programs,
2. Transportation and scheduling hurdles, and
3. Available instruction space.

Some examples based on CTE ERT visits:

1. Schedule “twilight offerings” at the high schools and/or CTE Centers after regular hours to get students on the waiting list into classrooms.
2. Accommodate a half-day schedule for 12th grade students to complete WBL activities.
3. Maximize lab time by completing coursework outside of class time.
4. Create asynchronous intro courses so students better understand the benefits and details of CTE high school programs.
5. Move from Block Scheduling (alternate A/B days) to Set Schedule (every week is A/B/A/B and Fridays alternate).

2. Address Transportation Hurdles for Students



Purpose: To support innovative strategies for LEAs to overcome transportation barriers for students. This will lead to increased participation in CTE programs, increased completion rates, increased IRC attainment, and increased participation in Registered Apprenticeships.

Applicants should propose a detailed plan to transport students to on-the-job training, to CTE Centers, job sites, and other activities associated with CTE programs. This proposal must be in alignment with Perkins Reserve allowable uses and any local restrictions.

Problem -Solving:

- Transportation to OJT
- Transportation to CTE Centers
- Transportation for CTE Program activities and events
- Students in rural areas
- Absenteeism

High -Leverage Strategy 2



Address Transportation Hurdles for Students

Urban, suburban, and rural schools all dealt with transportation hurdles.

Proposals should address what transportation problems is being resolved. The CTE ERT visits in the 24-25 SY found transportation issues in:

1. Travel to home school,
2. Travel to job sites,
3. Travel to CTE Center, and
4. Travel to career exploration opportunities.

Some examples based on CTE ERT visits:

1. Braid funds to purchase a van to help with transportation hurdles.
2. Opened a cafe in the school so students can earn their hours without having to drive.
3. Create apprenticeship opportunities within the LEA itself, eliminating the transportation need to a different job site.
4. Transport rural students to neighboring LEAs so they can enroll in CTE offerings not offered at their LEA (*e.g.* neighboring LEAs send students to Talbot for their JROTC program).
5. High school “twilight offerings” after regular hours to get students on the waiting list into classrooms.



3. Build on Existing Support for Special Populations

Purpose: Expanding access and improving outcomes for students in special populations is crucial to achieving equity in CTE. In this high-leverage strategy, applicants propose plans to recruit students from special populations and support their success in completing CTE programs, earning Industry-Recognized Credentials (IRCs), and enrolling in apprenticeship programs.

Applicants should also propose strategies to engage families and communities, provide professional development for staff, and coordinate with stakeholders to remove identified barriers and create meaningful, sustainable pathways for these students.

Problem -Solving:

- Access and completion for special populations
- Targeted recruitment strategies
- Cross collaboration

Perkins Defines Special Populations As:



- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for careers that are non-traditional for their gender
- Single parents, including single pregnant women
- Out-of-workforce individuals
- English learners
- Homeless individuals
- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who is a member of the armed forces and is on active duty

High -Leverage Strategy 3



Build on Existing Support for Students in Special Populations

Special Populations are groups of students who face unique barriers to accessing/succeeding in CTE programs. Proposals should address what barriers to equitable access/success the proposal seeks to resolve. The CTE ERT visits in the 24-25 SY found systemic barriers for:

1. Students with disabilities
2. Multilingual learners
3. Gender
4. Race
5. Economically disadvantaged/FARMS

Examples of Best Practices based on CTE ERT visits:

1. Plan professional development for teachers to better teach students with disabilities and multilingual learners.
2. Use other funds to purchase an accessible school bus for students with disabilities.
3. Create the Student Transition & Employability Program, providing students with disabilities opportunities to develop career skills and workforce readiness.
4. Offer Beable to students, a career-connected literacy platform that uses AI to develop individualized learning plans for multilingual learners and students with disabilities.
5. Develop programs and clubs to connect special populations with career exploration events and mentorship, like the “Girls Who Build” club.

4. Establish an Intrastate Peer Observation and Collaboration Project



Purpose: To conduct peer observations and meaningful collaborations with other LEAs to help increase CTE program enrollment and completion rates, the number of industry-recognized credentials students earn, and the number of secondary students enrolled in apprenticeship programs.

Applicants should propose a detailed plan with specific CTE administrators, staff, career coaches/counselors, teachers, etc. 1) to observe how other LEAs implement CTE programs to align to the *Blueprint* vision, 2) identify promising practices in schools and LEAs to adopt, and 3) collaborate on how to overcome common challenges.

Problem -Solving:

- CTE teachers and staff professional learning
- CTE teachers as second career continuing ed
- Structured problem solving amongst peers and colleagues

High -Leverage Strategy 4



Establish an Intrastate Peer Observation and Collaboration Project

The CTE ERT visits started in Spring 2024 and there have been 13 visits to date. Proposals should address a project to establish similar to the CTE ERT, observing the state of CTE in other LEAs. The CTE ERT visits in the 24-25 SY found:

1. Interest in CTE ERT visits,
2. Minimal collaboration across Maryland's CTE programs,
3. Variety of strengths, and
4. Unique challenges.

Purpose for CTE ERT visits:

1. Observe how other LEAs implement CTE programs to align to the *Blueprint* vision.
2. Identify promising practices in schools and LEAs to adopt.
3. Collaborate on how to overcome common challenges.

What CTE ERT visits entail:

1. Prepare a 90-minute to 120-minute orientation to cover:
 - a. Background of LEA and what to look for during the visit.
 - b. Protocol for peer observation and collaboration.
2. Schedule a visit to a pair of secondary schools with CTE offerings:
 - a. Focus Groups (teachers, students, and career coaches).
 - b. Interviews (admins).
 - c. School tour.
3. Review findings and plan future reports/PD in 60-minute debrief.



Applicants' Task:

Please propose projects that:

1. Expand Registered Apprenticeships
2. Establish Quality Pre-Apprenticeships

Using one of the High-Leverage Strategies:

1. Expand Availability of Related Instruction
2. Address Transportation Hurdles for Students
3. Build on Existing Support for Students in Special Populations
4. Establish an Intrastate Peer Observation and Collaboration Project

***Thank
you!***

What's Next?



Read through the full
Grant Information Guide

Attend a Technical Assistance
session (06/25), (07/02), and
(07/07)

Submit a proposal by 07/31

Receive notification by 08/25