Maryland
STATE DEPARTMENT OF EDUCATION

Application for Participation

<Enter Name of Organization>

Career and Technical Education (CTE) Career Cluster and Program Affiliate Grant FY 2026

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Deadline
July 30, 2025
No later than 5:00 p.m. EDT

MARYLAND STATE DEPARTMENT OF EDUCATION

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State Superintendent of Schools

Tenette Smith, Ed.D.
Deputy State Superintendent
Office of Teaching and Learning

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Abhiram Gaddam (Student Member)

Table of Contents

Instructions

1. Complete this application electronically by typing directly into the fillable fields and charts.
2. Do not alter or remove sections.
3. When finished, save the application document as a PDF to your computer and obtain appropriate signatures.
4. The signed and completed application should be saved as a single PDF document and emailed as an attachment to occpgrants.msde@maryland.gov with the subject "CTE Affiliate Grant Program FY 2026 Application".

Proposal Cover Page

Program Title:

Check the Appropriate Application Area:

☐ Program/Cluster Affiliate

☐ Career and Technica Student Organization Support

Project/Program Director:

Director Phone:

Director Email:

Institution Agency Name:

Institution/Agency Address:

Amount of the request for grant period (July 1, 2025 – June 30, 2026):

$

Estimated Annual Cost of Program/Project and Type of Funds

Federal	$
State/Local	$
Other	$

(Should align with Proposed Budget)

Head of Institution/Agency (printed name) Date

Head of Institution/Agency (signature) Date

Project Priorities

PROGRAM/CLUSTER AFFILIATE

The following list represents the priorities for applicants that request funds to support Career and Technical Education (CTE) programs of study or multiple CTE programs under a specific career cluster. Please check the boxes to indicate the priorities that are in this application:

☐ Helping LEAs transition from current CTE Programs of Study to the updated program guides

☐ Curriculum support aligned to the updated CTE Programs of Study Guides (All curriculum content developed that is produced with Perkins funding is to be marked **©** copyright Maryland State Department of Education and hosted on a platform (e.g. MSDE's Canvas) that MSDE staff and teachers can access.

☐ Ongoing professional development for teachers, including summer professional development

☐ Providing teachers with documented evidence of their participation in PD activities, including the number of hours of their engagement

☐ Partnering with MSDE to convene Program Advisory Committee meetings

☐ Statewide articulation/transcripted credit agreements for high school students

SUPPORTING CAREER AND TECHNICAL STUDENT ORGANIZATIONS

The following list represents the priorities for applicants that request funds to support one of the following four Career and Technical Student Organization: Educators Rising, FFA, Future Business Leaders of America (FBLA), and SkillsUSA. **All** priorities must be addressed in the application:

☐ Planning and implementing two statewide conferences:

1. Fall Leadership Training/Chapter Development and

2. A Spring Competitive Events/Applied Learning

☐ Establishing and/or supporting geographic regions to host or provide Industry-supported, in-person regional conferences

☐ Annual confirmation of the CTSO student and chapter membership

☐ Accounting/Auditing services to ensure funds (grants, fees, and dues) are used to support the improvement and continuation of the organization.

Project Narrative

PROJECT ABSTRACT (100 WORDS)

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

EVIDENCE OF IMPACT

Describe your organization's track record in serving the target population. Highlight past successes, including strategies and programs that have been effective, as well as any challenges or approaches that did not yield the desired results. Emphasize your experience in driving meaningful change. For more guidance, refer to the Grant Information Guide.

GOALS, ACTIVITIES, BENCHMARKS, AND OUTCOMES

1. Clearly state the overall goals of the project. Each application should include a minimum of **three** goals aligned to the project priorities. These goals should directly address the primary challenges identified in the project abstract. Ensure they are specific, measurable, attainable, realistic, time-bound, and inclusive/ equitable (S.M.A.R.T.I.E) and aligned with the intended outcomes. Goal statements should also include the specific populations that the selected strategies aim to serve. Describe how these populations will be impacted by the project's activities and outcomes. For further guidance, please refer to the Grant Information Guide.

2. Once you have identified a goal, devise strategies you will use to achieve it. You may want to identify a range of strategies that you will pursue. Explain the rationale behind selecting these strategies and how they are designed to support growth in the CTE/STEM pipeline. For further guidance, please refer to the Grant Information Guide.

3. List the activities that will be employed that align to the stated strategies. For further guidance, please refer to the Grant Information Guide.

4. Include the benchmarks that are indicators of the success of the implemented activities. Several activities may align to one or two benchmarks. Please make sure that the benchmarks are not additional activities but the result of the activities. The benchmarks should include a measure of success as well as a timeline of when the benchmark will be accomplished. For further guidance, please refer to the Grant Information Guide.

5. Identify the overall outcome that aligns to the goal. The outcome can be developed through an "If/then" statement. For example, **If** we develop strategies that are implemented through specific and aligned activities, and **if** those activities indicate the intended level of success (benchmarks), **then** the combined impact will lead to this outcome. For further guidance, please refer to the Grant Information Guide.

Project Priority:		
S.M.A.R.T.I.E. GOAL 1: <ENTER GOAL HERE>		
Strategies	**Activities**	**Benchmarks**
Strategy 1	• Activity 1 • Activity 2 • Activity 3	• Benchmark 1 • Benchmark 2 • Benchmark 3
Strategy 2	• Activity 1 • Activity 2 • Activity 3	• Benchmark 1 1. Benchmark 2 • Benchmark 3
GOAL 1 OUTCOME: <ENTER THE ANTICIPATED OUTCOME HERE>		

Project Priority:		
S.M.A.R.T.I.E. GOAL 2: <ENTER GOAL HERE>		
Strategies	**Activities**	**Benchmarks**
Strategy 1	• Activity 1 • Activity 2 • Activity 3	• Benchmark 1 • Benchmark 2 • Benchmark 3
Strategy 2	• Activity 1 • Activity 2 • Activity 3	• Benchmark 1 2. Benchmark 2 • Benchmark 3
GOAL 1 OUTCOME: <ENTER THE ANTICIPATED OUTCOME HERE>		

Project Priority:		
S.M.A.R.T.I.E. GOAL 3: <ENTER GOAL HERE>		
Strategies	**Activities**	**Benchmarks**
Strategy 1	• Activity 1 • Activity 2 • Activity 3	• Benchmark 1 • Benchmark 2 • Benchmark 3
Strategy 2	• Activity 1 • Activity 2 • Activity 3	• Benchmark 1 3. Benchmark 2 • Benchmark 3
GOAL 1 OUTCOME: <ENTER THE ANTICIPATED OUTCOME HERE>		

Project Priority:		
S.M.A.R.T.I.E. GOAL 4: <ENTER GOAL HERE>		
Strategies	**Activities**	**Benchmarks**
Strategy 1	• Activity 1 • Activity 2 • Activity 3	• Benchmark 1 • Benchmark 2 • Benchmark 3
Strategy 2	• Activity 1 • Activity 2 • Activity 3	• Benchmark 1 4. Benchmark 2 • Benchmark 3
GOAL 1 OUTCOME: <ENTER THE ANTICIPATED OUTCOME HERE>		

Project Priority:		
S.M.A.R.T.I.E. GOAL 5: <ENTER GOAL HERE>		
Strategies	**Activities**	**Benchmarks**
Strategy 1	• Activity 1 • Activity 2 • Activity 3	• Benchmark 1 • Benchmark 2 • Benchmark 3
Strategy 2	• Activity 1 • Activity 2 • Activity 3	• Benchmark 1 5. Benchmark 2 • Benchmark 3
GOAL 1 OUTCOME: <ENTER THE ANTICIPATED OUTCOME HERE>		

Project Priority:		
S.M.A.R.T.I.E. GOAL 6: <ENTER GOAL HERE>		
Strategies	**Activities**	**Benchmarks**
Strategy 1	• Activity 1 • Activity 2 • Activity 3	• Benchmark 1 • Benchmark 2 • Benchmark 3
Strategy 2	• Activity 1 • Activity 2 • Activity 3	• Benchmark 1 6. Benchmark 2 • Benchmark 3
GOAL 1 OUTCOME: <ENTER THE ANTICIPATED OUTCOME HERE>		

EVALUATION AND DISSEMINATION

Grantees must submit quarterly progress reports and annual evaluation reports aligned with the project's stated goals and objectives. The final evaluation will assess the project in its entirety, from inception to completion. For more detailed guidance, please refer to the Grant Information Guide.

Applicants must evaluate the following required measures:

Evaluation Measure Descriptions
Evaluation Questions: Identify the key questions the evaluation will address, grounded in the project's goals, objectives, implementation plan, and anticipated outcomes. Analyze the connection between the expected results, the specific activities undertaken, and the elements most critical to assess. Focus on what matters most in measuring the project's effectiveness and impact.
Key Questions:
Evaluation Strategy: Describe the methods you will use to answer the evaluation questions. Specify the criteria that will guide the assessment of lessons learned from the project. Additionally, identify which populations will be included in the evaluation process.
Methods:

Evaluation Measure Descriptions
Data: The type of data and method of data collection depends on the program's nature, the questions, and the evaluation strategy. What measurement tools and instruments will be utilized? How will you establish the baseline data? Ensure that both quantitative and qualitative data methods are incorporated. Explain how project staff will gather data from the different sites and organizations involved. When selecting data collection techniques, confirm that adequate resources are available to effectively implement them.
Data and Data Collection Method:
Evaluator(s): Identify the individuals or teams responsible for conducting the evaluation. Outline their specific qualifications and expertise. Describe the roles and responsibilities of key personnel involved in the evaluation process.
Evaluators:
Budgeting of resources and staffing for evaluation: The application budget should allocate adequate funds to support a comprehensive and meaningful evaluation. Note: The evaluation will be conducted as an internal self-assessment and may be completed at no cost by the Council Chair, Co-Chair, or a designated representative.
Evaluation Budget Amount:
Dissemination: Provide details on how the project's findings will be shared with key stakeholders and other interested parties. Recognize that information needs and dissemination methods may vary among different audiences. Will the project have an online presence or participate in major national conferences to share lessons learned? Describe how and when project demonstrations will be made available. Additionally, include information about the types of reports and other deliverables that will be produced throughout the project.
Sharing of Findings:

Evaluation and quarterly progress reports should be consistent with the project's goals and objectives. An effective ongoing plan should evaluate benchmarks and help project staff make informed decisions.

SUSTAINABILITY PLAN

Outline your strategy for continuing the project after the funding period ends. For more details, please refer to the Grant Information Guide.

KEY PERSONNEL

In the following table, list the key personnel associated with this project. Include their role or areas of responsibility as well as the time frame in which they will be working on this grant. In the Attachments section, include a one-page résumé for each key project team member. Please consult the Grant Information Guide for additional details.

Key Personnel	Areas of Responsibility	Time Frame

**Add more rows as needed by putting your cursor in the last cell of the table and hitting the "Tab" key.*

BUDGET AND BUDGET NARRATIVE

The project budget must include a separate, detailed itemized list of all related expenses. It should clearly demonstrate that the costs are reasonable, cost-effective, and incorporate any additional funding sources. Every expense mentioned in the project narrative should be reflected in the budget narrative and have a corresponding entry in the itemized budget for the relevant year. Reviewers should be able to easily trace a direct link between the management plan and the budget items. For further guidance, please refer to the Grant Information Guide. Additionally, complete and submit the MSDE C-1-25 form.

Please use the formula (ƒx) function in the "Table Layout" tab to calculate your costs. First, make sure there is an amount in each cell, even if it is $0.00. Then, on the “Total” Row, use the formula function to calculate each row: =PRODUCT(LEFT). Next, use the formula function to add all of the sums in the “Total” column: =SUM(ABOVE).

Salaries and Wages (list separately for each position)

Line item	Quantity	Amount or Price	Total
		TOTAL FOR SALARIES & WAGES:	

Using the space below, explain how the costs for salaries & wages above are necessary, reasonable, and cost- effective.

Type response here.

Contracted Services

Line item	Quantity	Amount or Price	Total
		TOTAL FOR CONTRACTED SERVICES:	

Using the space below, explain how the costs for contracted services above are necessary, reasonable, and cost- effective.

Type response here.

Supplies & Materials

Line item	Quantity	Amount or Price	Total
		TOTAL FOR SUPPLIES & MATERIALS:	

Using the space below, explain how the costs for supplies & Materials above are necessary, reasonable, and cost- effective.

Type response here.

Other Charges

Line item	Quantity	Amount or Price	Total
		TOTAL FOR OTHER CHARGES:	

Using the space below, explain how the costs for other charges above are necessary, reasonable, and cost- effective.

Type response here.

Equipment

Line item	Quantity	Amount or Price	Total
		TOTAL FOR EQUIPMENT:	

Using the space below, explain how the costs for equipment above are necessary, reasonable, and cost-effective.

Type response here.

Transfers (indirect costs)

Line item	Quantity	Amount or Price	Total
TOTAL FOR TRANSFERS (INDIRECT COSTS):			

Using the space below, explain how the costs for salaries & wages above are necessary, reasonable, and cost- effective.

Type response here.

TOTAL AMOUNT REQUESTED						
Salaries & Wages	Contracted Services	Supplies & Materials	Other Charges	Equipment	Transfers	**Total**
$	$	$	$	$	$	**$**

CTE Career Cluster and Affiliate Grant Program Scoring Rubric

AREA: PROJECT ABSTRACT

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The project abstract outlines a concise and comprehensive summary of the target population, goals, strategies, and partnerships.	The project abstract addresses the required components.	The project abstract is missing or does not address the required components.

AREA: EVIDENCE OF IMPACT

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
All requirements listed under the meets criteria are met. In addition, it is clear how the program will lead to increased and stronger pathways to college and career readiness. There is a plan to capture data on the education and employment status of students who graduated from the program and track their progress.	The applicant provides measures of success for prior work completed in CTE and describes how the proposed strategies are research-based. There is data on how students in the program have progressed in prior years, and a description of what the intended impact of the proposed activities will be on this population is included.	There is no evidence that the proposed program would lead to the intended impact.

AREA: GOALS, ACTIVITIES, BENCHMARKS AND OUTCOMES (S.M.A.R.T.I.E GOALS)

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The applicant identified and included multiple measurable goals, outcomes and milestones and included a clear narrative to achieve the goals. Outcome statements are clear and tell how the project's target population would improve. The applicant established a clear and coherent calendar of deadlines.	The applicant provided a list of annual goals, outcomes, and milestones. Goals and milestones measure progress towards the goal. The applicant noted outcomes and how they tie into the problem (statement of need). A calendar of deadlines is included.	The applicant identified goals, but they lack outcomes to measure progress towards the goals. The goals are vague and not measurable. The applicant does not address the required deadlines or milestones. The applicant did not provided milestones or targets, or the milestones and targets are vague and misaligned to the problem.

AREA: EVALUATION AND DISSEMINATION

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The applicant clearly explains how the evaluation plan will be operationalized to ensure the overall goals are met. A clear description of incremental monitoring is included. Data that will be evaluated to determine success is included. There is a detailed and thoughtful outline, timeline, and plan for disseminating evaluation results and data to stakeholders.	The applicant's explanation as to how the evaluation plan will be operationalized is included. A description of incremental monitoring is included. The application includes examples of data that will be evaluated to determine success. There is a limited plan that lacks important details and an efficient timeline for disseminating results and data to stakeholders.	The evaluation plan does not detail how the success of the program will be measured and is disconnected from the goals and plan of operation. The applicant did not include a plan for disseminating results to stakeholders.

AREA: SUSTAINABILITY PLAN

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The applicant provides a comprehensive plan for ensuring the ongoing success of the proposal beyond the funding cycle that includes identification of additional resources. A detailed plan for maintaining partnerships and their contribution to sustainability is described.	The applicant provides a continuation plan beyond the funding cycle and describes how partnerships will be maintained.	The application does not include a specific, time-limited, and realistic plan to exist after the funding cycle.

AREA: KEY PERSONNEL

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Key personnel have considerable experience related to CTE.	Key personnel have relevant CTE experience. The names and titles of key personnel are provided.	Key personnel information is incomplete.

AREA: BUDGET AND BUDGET NARRATIVE

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The detailed budget narrative lists budget items showing how the cost of each item was calculated. If it includes other items/costs not specifically noted in the application, a detailed explanation of need is included. The budget calculations are correct.	The application includes a budget narrative. The budget narrative lists budget items showing how the cost of each item was calculated but lacks detail. Other items/costs not specifically noted in the application are included, but without a detailed explanation of need. The budget calculations are correct	The application lacks a budget narrative or lacks detail and is not itemized. The budget contains multiple errors.

General Education Provisions Act (GEPA)

Explain the steps the applicant will take to ensure equitable access to and participation in the project as it is related to the six (6) types of barriers described in the GEPA (gender, race, national origin, color, disability, and age).

Appendices

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

Appendix A: A signed recipient assurances page

Appendix B: A signed C-1-25 MSDE budget form

Appendix C: Grant Information Survey Form. LEAs may already have this form on file.

Appendix D: Evidence of status of a non-profit 501(c)(3) organization, if applicable

Appendix E: Resume(s) of Key Personnel

Appendix F: LEA documentation or URL to policies related to safety and privacy, including those related to non-system employees.