



GRANT INFORMATION GUIDE

Career and Technical Education Career Cluster and Program Affiliate Grant

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline

August 23, 2024

No later than 5:00 p.m. EDT

MARYLAND STATE DEPARTMENT OF EDUCATION

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Program Description

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

- align to high-skill, high-wage, or in-demand careers;
- includes the opportunity to earn post-secondary credit;
- provides generalized work-based learning experiences across multiple grade levels that require the application of academic and technical knowledge and skills in a work setting; and
- provides support for students to earn an industry-recognized credential and participate in the high school level of a registered apprenticeship program prior to graduation.

AUTHORIZATION

[Strengthening Career and Technical Education for the 21st Century Act \(Perkins V; P.L. 115-225\)](#)

GRANT OVERVIEW

Name of Grant Program

Career and Technical Education Career Cluster and Program Affiliate Grant

Purpose

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

Dissemination

This Grant Information Guide (GIG) was released on July 8, 2024.

Deadline

Proposals are due no later than 5pm on August 23, 2024

Grant Period

July 1, 2024 -June 30, 2025

Funding Amount Available

\$500,000. Grant awards for an individual recipient shall not exceed \$60,000.

Estimated Number of Grants

Eight to Ten (8-10)

Eligibility

This funding opportunity is designed for two- and four-year colleges and universities, community-based organizations, and non-profit organizations whose missions align with and have established track records in supporting CTE programs within Maryland's 10 Career Clusters. More information on Maryland's Career Clusters and CTE programs of study can be found on the [CTE Programs of Study webpage](#).

Submission Instructions

The CTE Career Cluster and Program Affiliate grant application can be downloaded from the MSDE Office of Grants Administration and Compliance website. A signed electronic copy in PDF format must be submitted via email to Tiffany DeJesus at tiffany.dejesus@maryland.gov by 5:00 p.m. on August 23, 2024.

PROGRAM CONTACT**Richard Kincaid**

Senior Executive Director
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(410) 767-0426
richard.kincaid@maryland.gov

Tiffany DeJesus

Director of Operations, Accountability and Strategy
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State Responsibilities

MSDE is responsible for providing required information, data, documentation, and technical assistance to facilitate the grantee's performance of the work. MSDE program staff will be available and make every effort to support on demand additional assistance when requested throughout the grant period. In addition, MSDE will monitor program implementation throughout the grant performance period to ensure each council is on target to meet its goals and fully expend its awarded program resources.

Use of Funds

Funds may be used for:

- Consultant services (consulting fees are limited to \$500 per day, plus travel expenses, and per diem rates must be documented in the application.). Consultant travel expenses cannot exceed the State's per diem rates below:
 - Mileage: \$0.67/mile
 - Breakfast: \$15
 - Lunch: \$18
 - Dinner: \$30
- Personnel expenses, including salaries and fringe benefits, or faculty stipends (stipends are only allowable for work performed outside the regular workday. Stipends may be paid at the LEA's or community college's local rate);
- Stipends or salaries for support staff to manage registration for professional learning events;
- Substitute teacher fees;
- Equipment that will be used by the students;
- Instructional materials and supplies to support resource and/or curriculum development/upgrades, implementation, and professional development;
- Registration fees to attend professional learning events;
- Travel and transportation costs associated with professional learning or with transporting CTE students to events; and
- Indirect/administrative costs not to exceed 5% of the total grant, including indirect costs.

Funds may not be used for:

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

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

Program Requirements

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

- Identify the MSDE Career Cluster and/or CTE program(s) study for which the affiliate partner will provide support.
- Create a plan for developing and implementing ongoing professional learning in collaboration with MSDE for CTE teachers and administrators. Professional learning must be aligned to the standards and outcomes of the MSDE Career Cluster and/or CTE program(s) study. For a list of programs of study, visit the [CTE Programs of Study webpage](#).
- Develop a plan for identifying, developing, vetting, and implementing program resources and/or upgrades to curriculum content for an identified MSDE Career Cluster and/or CTE program(s) of study.
- Provide support for an MSDE-recognized CTSO aligned to the program(s) of study. The current MSDE-recognized CTSOs are:
 - Educators Rising;
 - Future Farmers of America Organization;
 - SkillsUSA; and
 - Future Business Leaders of America – Phi Beta Lambda
- Coordinate with MSDE to convene a Statewide CTE PAC.
- Provide evidence that the applicant has applied to MSDE for continuing professional development (CPD) credits for professional learning experiences (as applicable).
- Offer articulated and/or transcribed college credit to CTE students (as applicable).
- Offer the opportunity to earn a relevant industry-recognized certificate or certification (as applicable).
- Recruit employers to the apprenticeship model of work-based learning.
- Develop a plan to increase access to high school level registered apprenticeship opportunities to all students, especially those in underserved or underrepresented communities.
- Describe outreach strategies to pertinent stakeholders (aligned career pathways), the local and/or regional business community, pertinent nonprofit organizations, intermediaries, and labor organizations.

Application Requirements

PROPOSAL COVER PAGE

Applicants must submit the Cover Page provided in the application for participation. The Cover Page should not contain any graphics or additional information and must be signed by the CTE Director (for LEA applicants), the Community College Perkins contact (for post-secondary proposals), or the head of the community-based organization or non-profit (e.g., the president/CEO).

PROJECT ABSTRACT (1-PAGE)

In the Project Abstract, introduce the project to the reader. It should be factual, brief, and focused on the organization's efforts. Do not assume the reader is familiar with the proposed project. The 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.

PROJECT NARRATIVE

The Project Narrative consists of the following sections. These sections will be scored by reviewers.

- Extent of Need
- Goals and Measurable Outcomes
- Plan of Operation, Key Personnel, and Timeline
- Evaluation and Dissemination
- Evidence of Impact

EXTENT OF NEED

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

GOALS, MEASURABLE OUTCOMES, AND MILESTONES

Applicants are required to set goals for the project. Outcomes measure progress towards meeting the overall goal of the program. Measurable outcomes are the anticipated outcomes to be accomplished for each year of the project and must be related to a goal.

Below are some tips for writing measurable outcomes:

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

Determining the program goal(s) and outcomes is an important part of the next step of evaluating your program. Applicants must complete the chart in the application with information that pertain to program goals that align to [Education Statute §21-204](#).

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

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

Secondary Core Indicators of Performance
1S1: Four-Year Graduation Rate – The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate.
2S1: Academic Proficiency Reading/Language Arts – CTE concentrator proficiency in the challenging State academic standards adopted by the State under §1111(b)(1) of the Elementary and Secondary Education Act of 1965.
2S2: Academic Proficiency Mathematics – CTE concentrator proficiency in the challenging State academic standards adopted by the State under §1111(b)(1) of the Elementary and Secondary Education Act of 1965.
2S3: Academic Proficiency in Science – CTE concentrator proficiency in the challenging State academic standards adopted by the State under §1111(b)(1) of the Elementary and Secondary Education Act of 1965.
3S1: Postsecondary Placement – The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in post-secondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.) Are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed?
4S1: Non-Traditional Concentrator Enrollment – The percentage of underrepresented CTE concentrators in CTE programs and programs of study that lead to non-traditional fields.
5S1: Program Quality – Recognized Post-secondary Credential Attainment. The percentage of CTE concentrators graduating from high school having attained a recognized post-secondary credential.
5S4: Program Quality – Technical Skill Attainment. The percentage of CTE concentrators who have met state recognized CTE standards in the program, including assessments aligned to industry standards, if available and appropriate.

Post-Secondary Core Indicators of Performance

1PI: Postsecondary Retention and Placement – The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in post

secondary education, are in advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.) Are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are placed or retained in employment.

2PI: Credential, Certificate or Degree – The percentage of CTE concentrators who receive a recognized post-secondary credential during participation in or within one year of program completion.

3PI: Non-Traditional Concentrator Enrollment – The percentage of CTE concentrators in CTE programs and programs of study that lead to non-traditional fields for their gender. Goals: State the overall goal(s) of the project. The goal should address the main problem identified at the beginning of the needs assessment. While there should be at least one goal, it is possible to have multiple goals; however, the more goals established the more complex the project becomes. Goals must have long-term deadlines. If the project period covers multiple years, the goal should be set for the end of the project. Goals and objectives should directly align to the needs assessment. Include all relevant groups and individuals in the target population. Think about how to measure the change projected in each objective. If there is no way to measure a goal, it is not measurable and should be rewritten. The strongest applications will directly connect to the Blueprint for Maryland's Future.

PLAN OF OPERATION AND TIMELINE

The plan of operation includes the strategies and activities that will be implemented to achieve your goals, outcomes, and milestones. Include a timeline for all proposed activities using the chart provided in the application. Be sure to include important key activities that are vital to the planning, implementation, and evaluation of the project.

The applicants' plan of operation must include the following:

- A plan for developing and implementing ongoing professional learning in collaboration with MSDE for CTE teachers and administrators (aligned to the standards and outcomes of the CTE program(s) of study).
- Processes for follow-up and ensuring participant needs are met and that they gained the requisite knowledge and skills identified in professional learning.
- Development, description and identification, and implementation of program resources and/or upgrades to curriculum content.
- Processes for ensuring that contributing and supporting content and resources are posted on the Learning Management System for the identified CTE program of study.
- A clear schedule to provide ongoing guidance, in partnership with MSDE, throughout the year, to the secondary instructors and administrators for the CTE program identified in the project.
- Description of the support for the CTSO aligned to the program of study.
 - Timeline for the development and delivery of the co-curricular learning event(s) for CTSO students and their advisors.
 - Processes for follow-up and ensuring participants' needs are met.
- A process and timeline for applying to MSDE for continuing professional development (CPD) credits for professional learning experiences, as applicable.
- The process for how identification of articulated/or transcribed credit for CTE students will include the secondary CTE courses and the aligned postsecondary courses for which the college will offer credit.
- A description of how articulated and/or transcribed college credit to CTE students who complete the identified CTE program of study will be offered and supported.
- Plans and details for convening the Statewide CTE PAC meetings. The plan must include the dates, locations, and frequency of the meetings.
- A description of how ongoing support for an MSDE-recognized CTSO (aligned to the program of study) will occur. The MSDE-recognized CTSO's are:
 - Educators Rising;
 - Future Farmers of America Organization;
 - SkillsUSA; and
 - Future Business Leaders of America – Phi Beta Lambda.

- A plan for ongoing support for the Statewide CTE PAC. The plan must address how key contacts from secondary, post-secondary and the industry will be identified, how they will participate, and details related to how activities identified by the committee will be implemented.

KEY PERSONNEL

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

EVALUATION AND DISSEMINATION

In the evaluation section of the application, the applicant must:

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

EVIDENCE OF IMPACT

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

Budget and Budget Narrative

The project's budget should be submitted on MSDE's C-1-25 form. The budget narrative should detail all related project expenses in a separate itemized budget. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget for that year.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. There is no page limit for the budget, so be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item if applicable. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable with current market prices. Show how the expenses were calculated for each line item. Reviewers will use this information to determine if the budget is reasonable and cost-effective. See a sample budget below:

SALARIES AND WAGES (LIST SEPARATELY FOR EACH POSITION)

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

Line item	Calculation	Requested	In-Kind	Total
4 LEA Distinguished Teachers to co-develop PD session 1	\$1,500 stipends x 4 Distinguished Teachers	\$6,000	\$0	\$6,000
Total for salaries & wages:		\$6,000	\$0	\$6,000

Appendices

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

- Appendix A: [A signed recipient assurances page](#)
- Appendix B: Lobbying and Debarment Forms (if the LEA or community college already submitted these as part of their Perkins application, then there is no need to submit again)
- Appendix C: [A signed C-1-25 Budget Form](#)
- Appendix D: Evidence of status of a [non-profit 501\(c\)\(3\) organization \(if applicable\)](#)
- Appendix E: One-page resumes for key personnel
- Appendix F: [The Grant Information Survey Form](#)

The Review Process

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

1. Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applications not meeting all pre-screen requirements may be returned to the applicant for revisions.
2. A review committee established by MSDE will evaluate applications using the scoring rubric. The scoring rubric is tailored to the grant program, its intent, and intended impact on the target population.
3. Final approval for awards will be determined by the review committee.

REVIEW COMMITTEE

The committee will be composed of representatives from MSDE who will assign numerical scores to each proposal based on the criteria on the scoring rubric. Each application will be reviewed and scored based on all documents submitted. Applications may be returned to the applicant if some or all criteria do not meet the criteria standard.

CTE Career Cluster and Program Affiliate Grant Scoring Rubric

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.

EXTENT OF NEED

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The applicant provided a clear and thorough extent of need; the MSDE Career Cluster and/or program of study are identified; the organization's mission, vision, and goals are clearly articulated. The specific aspect of the project is clearly explained. Data, with sources, are cited and used to support the need that illustrate progress in addressing the identified problems.	The applicant provided a description of the extent of need; the MSDE Career Cluster and/or program of study is identified; and a description of the organization's mission, vision and goals is provided. Data is provided to support the need for the proposed CTE affiliate.	The extent of need is not clearly identified and does not specifically indicate which Career Cluster or CTE program of study the project will support. Little to no information is provided regarding the specific aspect of the project. No data was used to support the need for the project.

EVIDENCE OF IMPACT

<p>Level 3 Exceeds Criteria</p>	<p>Level 2 Meets Criteria</p>	<p>Level 1 Does Not Meet Criteria</p>
<p>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.</p>	<p>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.</p>	<p>There is no evidence that the proposed program would lead to the intended impact.</p>

GOALS, MEASURABLE OUTCOMES, AND MILESTONES

<p>Level 3 Exceeds Criteria</p>	<p>Level 2 Meets Criteria</p>	<p>Level 1 Does Not Meet Criteria</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>

PLAN OF OPERATION, KEY PERSONNEL, AND TIMELINE

<p>Level 3 Exceeds Criteria</p>	<p>Level 2 Meets Criteria</p>	<p>Level 1 Does Not Meet Criteria</p>
<p>The applicant provided a detailed plan of operation and timeline that addresses each item, including professional learning, program resources, support for CTSO co-curricular events, CPD credits, transcribed credits, strategies to support students in completing apprenticeships and industry-recognized credentials and convening the State CTE PAC. There is a timeline established for each phase of the program, and it provides a list of the individuals responsible.</p> <p>Key personnel have considerable experience related to CTE.</p>	<p>The plan of operation addresses items, including professional learning, program resources, support for CTSO co-curricular events, CPD credits, transcribed credits, strategies to support students in completing apprenticeships and industry-recognized credentials, and convening the State CTE PAC is included. There is a timeline for all key activities.</p> <p>Key personnel have relevant CTE experience. The names and titles of key personnel are provided.</p>	<p>The plan of operation provided does not address the items identified in the application. The timeline is either missing or does not include dates for all activities. Key personnel information is incomplete.</p>

EVALUATION AND DISSEMINATION

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>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.</p>	<p>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.</p>	<p>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.</p>

BUDGET AND BUDGET NARRATIVE

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>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.</p>	<p>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.</p>	<p>The application lacks a budget narrative or lacks detail and is not itemized. The budget contains multiple errors.</p>

Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements for Each Year
Ongoing	Fiscal and program monitoring: all invoices must be accompanied by supporting documentation.
October 15, 2024	Quarterly Project Update
January 30, 2025	Interim progress report (C-1-25-C)
August 15, 2025	Final progress report (C-1-25-D)
September 30, 2025	The final Evaluation Report (Narrative and Fiscal)

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

Grant Application Timeline

This funding opportunity, including all attachments and updates, can be downloaded from the [MSDE Office of Grants Administration and Compliance website](#).

Date	Timeline Event
July 8, 2024	The Grant Information Guide and the application for participating are released.
July 9, 2024	MSDE will hold a virtual customer service support session for interested applicants.
July 11, 2024	MSDE will hold a virtual customer service support session for interested applicants.
July 15, 2024	MSDE will hold a virtual customer service support session for interested applicants.
August 23, 2024	The grant application period closes.
August 24, 2024	MSDE begins reviewing applications for completeness and minimum requirements.
August 24 – August 30, 2024	MSDE Review Committee will evaluate proposals.
August 30, 2024	MSDE will notify applicants of the award status.
July 1, 2024	The grant period begins.
June 30, 2025	The grant period ends.

Non-Discrimination Statement

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

Equity Assurance and Compliance Office
Office of the Deputy State Superintendent for Finance and Operations

Maryland State Department of Education
200 W. Baltimore Street - 2nd Floor
Baltimore, Maryland 21201-2595

410-767-0123 - voice

410-767-0431 - fax

Deaf and hard of hearing use Relay.

The General Education Provisions Act (GEPa) Sect 427

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

Customer Service Support Sessions

MSDE will hold three customer service support sessions for interested applicants. During these sessions, MSDE personnel will provide an overview of the application process. The sessions will be on:

Tuesday, July 9, 2024

11:00 a.m. – 12:00 p.m.

Video call link: <https://meet.google.com/yak-boo-j-mtw>

Thursday, July 11, 2024

12:00 p.m. – 1:00 p.m.

Video call link: <https://meet.google.com/wrx-hnzo-fbj>

Monday, July 15, 2024

11:00 a.m. – 12:00 p.m.

Video call link: <https://meet.google.com/uff-saqf-mpf>

MSDE staff will also be available to provide technical assistance throughout the grant application process. If you have questions about the application or the process, please contact:

Richard Kincaid

Senior Executive Director

Office of College and Career Pathways

(410) 767-0426

richard.kincaid@maryland.gov

Tiffany DeJesus

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Attachment

CTE Career Cluster and Program Affiliate Fiscal Year 2025 Grant Application for Participation