Maryland
STATE DEPARTMENT OF EDUCATION

GRANT INFORMATION GUIDE

Pathways in Technology Early College High School (P-TECH) Supplemental School Grant Fiscal Year 2026

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

Deadline
July 31, 2025
No later than 5:00 p.m. EDT

MARYLAND STATE DEPARTMENT OF EDUCATION

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State Superintendent of Schools

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Program Description

The Maryland State Department of Education (MSDE) provides non-competitive grants to Maryland local education agencies (LEAs) with Pathways in Technology Early College High School (P-TECH) programs. Many aspects of the Blueprint for Maryland's Future are exemplified in P-TECH as the goal of P-TECH is to provide wrap-around support services to economically disadvantaged students that result in students receiving their high school diploma, a two-year associate degree, and receiving first-in-line consideration for employment with a partnering P-TECH company. Maryland currently has nine (9) P-TECH high schools, and the LEAs that represent these schools are eligible for $750 per student, based on final enrollment data. LEAs must match 100% (in-kind matching is allowable) of supplemental school grant funds.

Reimagining the current vision and direction of the P-TECH program in Maryland requires a transformational change in the systems that underpins the bridge between LEAs, postsecondary institutions, and the workforce. To that end, grants will be awarded under six core P-TECH principles that align to the Blueprint for Maryland's Future:

P-TECH Principle	Alignment with Blueprint for Maryland's Future Pillar 3 – College and Career Readiness
Open Enrollment	Objective 1: Students shall have equitable opportunities to become college- and career-ready (CCR) and meet the CCR standard at an equal rate
Public-Private Partnerships and First In-Line Consideration for Jobs	Objective 4: Provide high-quality, career counseling and Career and Technical Education (CTE) programs
Integrated High School and College Course Work	Objective 2: Ensure that students are progressing towards meeting CCR Objective 3: Implement CCR Pathways
Cost-Free	Objective 3: Implement CCR Pathways
Workplace Learning	Objective 4: Provide high-quality career counseling and CTE programs
Marketing P-TECH	Objective 1: Students shall have equitable opportunities to become college- and career-ready and meet the CCR standard at an equal rate

Each P-TECH principle is further defined in this Grant Information Guide. Applicants must choose at least one principle and describe how planned activities align with the principle, describe what products and/or services will be delivered, and describe the expected outputs, outcomes, and impact of the provided services on the LEA's P-TECH program(s).

AUTHORIZATION

Pathways in Technology Early College High School Act of 2017, ED § 7-1806

GRANT OVERVIEW

Name of Grant Program

Pathways in Technology Early College High School (P-TECH) Supplemental School Grant FY25

Purpose

The purpose of this grant is to support the implementation and growth of P-TECH. The supplemental grant is only for LEAs with eligible P-TECH sites. The grant period for Fiscal Year 2025 is July 1, 2024 – June 30, 2025. The funds may be used for the cost of tuition, fees, course materials, transportation to college classes, and support services for students enrolled in this early college program.

Dissemination

This Grant Information Guide (GIG) was released on June 30, 2025.

Deadline

Proposals are due no later than 5pm on July 31, 2025.

Grant Period

July 1, 2025 -June 30, 2026

Funding Amount Available

There is approximately $1.9 million available. Funding per P-TECH school is based on final enrollment verified through the Enrollment Validation file.

Estimated Number of Grants

Nine (9)

Eligibility

Funding is awarded directly to the LEA to support P-TECH schools. The LEA must provide a 100% match to the state supplemental school grant funds (in-kind matching is allowable). P-TECH schools are required to coordinate between high school and college faculty, develop curriculum, and provide training specific to the CTE pathways, and meet all P-TECH requirements. The LEA also coordinates with P-TECH business partners for each career pathway to ensure alignment of programs and opportunities for internships and employment in the chosen career field for P-TECH students.

This funding opportunity is designed for and open to LEAs with P-TECH programs. Current LEAs with enrollment in P-TECH schools include Allegany County, Baltimore City, Baltimore County, Harford County, Montgomery County, and Prince George's County.

Submission Instructions

The P-TECH Supplemental School System Grant application can be downloaded from the MSDE Office of Grants Administration and Compliance website. A signed and completed application should be saved as a single PDF document and emailed as an attachment to kellise.williamson@maryland.gov with the subject "LEA Name_P-TECH FY26 Application" by 5:00 p.m. on July 31, 2025. The Division of College and Career Pathways will begin reviewing applications on a rolling basis beginning June 30, 2025.

PROGRAM CONTACT

Kellise Y. Williamson
Postsecondary Credit and P-TECH Coordinator
Division of College and Career Pathways
(410)767-0319
kellise.williamson@maryland.gov

State Responsibilities

The State is responsible for providing the information, data, documentation, and test data required to facilitate the grantee's performance of the work and will provide the additional assistance and services, as required. As required, MSDE submits two annual reports to the Governor and General Assembly regarding the implementation of P-TECH schools in Maryland. The first report is due August 1st and determines the future funding of P-TECH. The second report is due December 1st and keeps the Maryland State Legislature informed about the success of P-TECH.

Use of Funds

The following are examples of approved uses for the grant funds in accordance with the purpose of the grant. Other costs not listed here may be presented to the grant manager for determination of allowable expenditures.

Funds may be used for:

The following are allowable expenditures as designated in the P-TECH Act of 2017:

- Teacher planning and coordination for work performed outside of the regular workday. Teacher stipends, paid at the current local negotiated contract rate, are not to exceed the current school system's daily rate. (Stipends are only allowable for work performed outside the regular workday).
- Substitute teacher fees to support P-TECH teachers participating in P-TECH activities.
- Materials needed for college courses and related instruction (such as textbooks and/or lab fees).
- Tutoring services for students, in addition to current school-based services. These may be through extended-day or extended-year services.
- Light refreshments for P-TECH students participating in extended day and/or extended-year P-TECH activities.
- Enrichment activities (e.g., field trips) for P-TECH students and staff.
- Student textbooks, materials, or technology required as part of the CTE Pathway Sequence.
- Materials and supplies to support curriculum development, program outreach, and professional development. This may include materials for the Steering Committee and partnership meetings.
- Transportation as needed for additional services, such as work-based learning, work site visits, and coordination with the college program.
- Reimbursement for travel expenses cannot exceed local per diem rates, which are:
    - Mileage: $0.655/mile
    - Breakfast: $15
    - Lunch: $18
    - Dinner: $30
- Administrative costs not to exceed 5% of the total grant, including indirect costs.

Funds may not be used for:

- Supplanting existing program funds.
- Capital improvements.
- Purchase of gift cards.
- Purchase of office furniture and equipment.

Program Requirements

P-TECH PRINCIPLES

Applications for funding must align with one or more of P-TECH's six core principles. For FY26, all P-TECH programs are required to respond to P-TECH Principle 6: Marketing P-TECH, in addition to any other principles identified by the LEA.

Funds must be used to support the following core principles. For each principle, examples of aligned activities and allowable expenditures are provided. Applicants must be prepared to define an achievable and measurable impact on the following: the number of students participating in the LEA's P-TECH program(s); students who complete the P-TECH program within 4-years; and students who receive the appropriate support services to ensure success in P-TECH. Additionally, applicants must identify goals disaggregated by all student subgroups, particularly historically underserved groups, to ensure that proposed plans address existing and persistent disparities in access to P-TECH.

P-TECH PRINCIPLE 1: OPEN ENROLLMENT

P-TECH schools are open to all students, with no grade or testing requirements. Regardless of students' prior academic performance, the curriculum sequencing and instructional supports ensure that all students develop the skills and knowledge they need to graduate within six years. However, while P-TECH students have up to six years to complete their degree requirements, schools should set goals to continuously increase the number of students who complete the P-TECH program in four years.

Academic supports that are designed to help students meet grade and/or course level standards must be implemented early, preferably in grade nine. Students' academic performance in English and mathematics must be addressed, as these skills provide the foundation for success in other courses. Grade 9 must be structured to provide as many academic and social supports as possible, which may include use of extended learning time, tutoring, enrichment, block programming, supports for English language learners and special education students, and/or enrollment of P-TECH students in college academic remediation courses (P-TECH students may enroll in academic remediation courses beyond grade 9 if needed).

Examples of activities and allowable expenditures aligned with academic readiness include the following:

- Planning and coordination between high school and college faculty for curriculum development and training specific to CTE pathways, and other P-TECH requirements.
- Substitute teacher fees to support P-TECH teachers participating in P-TECH activities.
- Tutoring services for students, in addition to current school-based services. While tutoring embedded in the school day is preferred, additional tutoring may be through an extended day or extended year model.
- Coordinate additional postsecondary tutoring to help students acclimate to the rigors of doing postsecondary work to include lessons on time management.
- Light refreshments for P-TECH students participating in extended day and/or extended-year P-TECH activities.
- Fees for academic remediation courses or other types of content intended to increase the level of academic readiness of P-TECH students.

Applicants must address each of the following in their application:

- Based on the most recent submission of P-TECH data, describe plans, services, and activities that will increase the number of students completing the P-TECH program in four years.
- If applicable, describe any programmatic changes to the P-TECH program and the reasons for the changes.
- Describe, if any, the services and activities that were previously implemented, and state what their overall impact was, and describe any new plans that will be implemented, including the reasons why.
- Identify the metrics that will be used to determine whether the plans, services, and activities are successful.
- Describe the continuous improvement model to implement P-TECH.

P-TECH PRINCIPLE 2: PUBLIC-PRIVATE PARTNERSHIPS AND FIRST IN-LINE CONSIDERATION FOR JOBS

The P-TECH Model is grounded in a commitment to partnerships and shared decision-making. A P-TECH school is dependent on developing and maintaining healthy partnerships with and among the school system, community college, and one or more local industry partners. Successful partnerships are characterized by shared responsibility and decision making, close collaboration, and honest communication.

There are many levels of business participation and support required in P-TECH schools. Business partners must be included on a P-TECH Steering Committee (established with each P-TECH school), and may participate in creating a skills map, identifying an associate degree aligned to the program, and providing an Employer Liaison. Business partners can provide mentors, opportunities for workplace visits, speakers, and paid, work-based learning experiences that prioritize the completion of a registered youth apprenticeship program and/or the recognition of an industry credential for all P-TECH students. Business partners agree to consideration of first-in-line employment for P-TECH graduates.

Examples of activities and allowable expenditures aligned to business recruitment and engagement:

- Establishing robust internship and apprenticeship programs for P-TECH students.
- Planning and coordination to engage with employer partners in the design and development of workplace visits.
- Planning and coordination to work with employer partners to develop and train specific curriculum for CTE pathways, and other P-TECH requirements.
- Substitute teacher fees to support P-TECH teachers participating in P-TECH activities.
- Enrichment activities (e.g., field trips) for P-TECH students and staff.
- Materials and supplies to support curriculum development, program outreach, and professional development. This may include materials for the Steering Committee and partnership meetings.

Applicants must address each of the following in their application:

- Describe the plan to coordinate with P-TECH partners to include a robust registered youth apprenticeship program as part of the P-TECH model.
- Describe the current level of involvement of P-TECH business partners in providing academic and career development support to P-TECH students.

- Describe how business partners are helping students connect what they are learning in their P-TECH program and the application to the career field for which the students are preparing.

P-TECH PRINCIPLE 3: INTEGRATED HIGH SCHOOL AND COLLEGE COURS WORK

P-TECH schools provide opportunities for students to advance through their high school and college courses in an integrated fashion.

Dual credit options must be available to P-TECH students (e.g., replacing a high school class with a similar college class where students earn both high school and college credit). Additionally, colleges vary in the amount of flexibility they provide in waiving pre-requisites and/or offering courses multiple times in an academic year. These issues must be discussed in detail between the school system and the college partner in the development of the P-TECH scope and sequences.

Examples of activities and allowable expenditures aligned to accessing college courses:

- Planning and coordination between high school and college faculty for curriculum development and training specific to CTE pathways and to develop articulated and transcript credit agreements.
- Providing dual credit opportunities that will allow students to complete P-TECH in four years.
- Providing materials and supplies to support curriculum development, program outreach, and professional learning experiences. This may include materials for the P-TECH Steering Committee and partnership meetings.

Applicants must address each of the following in their application:

- Describe the dual enrollment options available to students to increase the opportunity for students to complete in four years.
- Describe the supports students receive to be successful in their postsecondary coursework.
- Describe the college's policy related to removing barriers to ensure that P-TECH students can access the college courses needed to complete the program in four years.
- Describe the industry-recognized credentials, if any, that the students can obtain as a result of participating and/or completing the CTE pathway. Include a plan to help students achieve those credentials.
- Describe the process for assisting students in using the college's learning management system (e.g., Blackboard, Canvas, etc.) to access lessons and submit assignments.

P-TECH PRINCIPLE 4: COST-FREE

P-TECH, and in particular the associate degree, is provided at no cost to students and their families. Because P-TECH schools serve students from historically underrepresented backgrounds, access to a no-cost postsecondary degree removes a critical financial stumbling block and helps students focus solely on learning.

Maryland provides supplemental grants to school systems and colleges to support P-TECH. Perkins/CTE funds may also be used to support the identified CTE program in the P-TECH scope and sequence.

Examples of activities and allowable expenditures to keep P-TECH cost-free for students include:

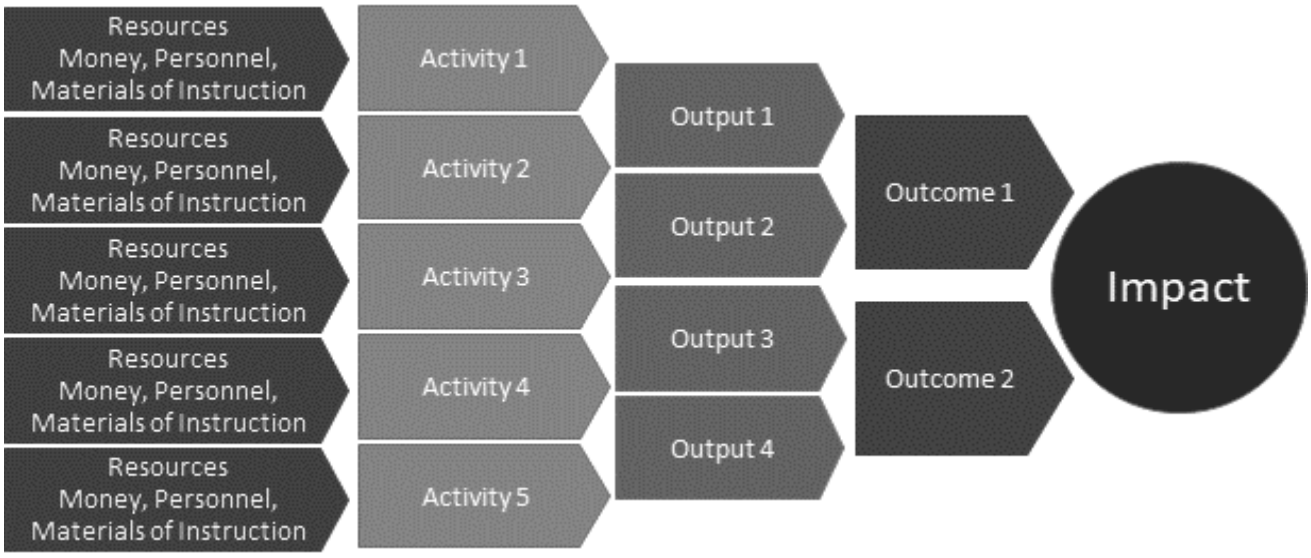
- Purchasing of materials needed for college courses and related instruction (such as textbooks and/or lab fees). Specify the courses and materials for which the items are being purchased.
- Purchasing laptops or other technology needed for students to access college course content.
- Paying industry-recognized credentials fees.
- Paying for transportation, as needed, for additional services such as work-based learning, work site visits, and coordination with the college program.

Applicants must address each of the following in their application:

- Use the information below to create a logic model to describe the outputs, outcomes, and impacts of the products, services, and activities that will be purchased through this grant.
- **Creating a P-TECH Logic Model** – "A logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve." The logic model includes five key components: Resources, Activities, Outputs, Outcomes, and Impact. See the following information for definitions.

❶ **Resources** Identify resources (e.g., personnel, money, and materials of instruction) needed to operate the program.	❷ **Activities** Identify the processes, techniques, tools, events, technology, and actions of the planned program.	❸ **Outputs** Identify the direct result of the activity.	❹ **Outcomes** Identify the specific changes in attitudes, behaviors, knowledge, skills, status, or level of functioning expected to result from program activities.	❺ **Impact** Identify the organizational, community, and/or system level changes expected to result from program activities.
Planned Work		**Intended Results**		

Logic Model Graphic[1]



Building a logic model by basic program components: Begin by describing the basic assumptions and then add the following program components in the order that they should occur.	
LOGIC MODEL ***IF…THEN*** **Assumptions** • Certain resources are needed to operate your program. • ***If*** you have access, ***then*** you can use them to perform your planned activities. • ***If*** you accomplish your planned activities, ***then,***	1. ***Factors*** are resources and/or barriers, which potentially enable or limit program effectiveness. Enabling *protective factors* or *resources* may include funding, existing organizations, potential collaborating partners, existing organizational or interpersonal networks, staff and volunteers, time, facilities, equipment, and supplies. Limiting *risk factors* or *barriers* might include attitudes, lack of resources, policies, laws, regulations, and geography. 2. ***Activities*** are the processes, techniques, tools, events, technology, and actions of the planned program. These may include *products,* promotional materials, and educational curricula; *services,* education and training, counseling, or health screening; and *infrastructure* – structure, relationships, and capacity used to achieve desired results. 3. ***Outputs*** are the *direct results* of program activities. They are usually described in terms of the *size and/or scope of the services and products delivered or produced* by the program. They indicate if a program was delivered to the intended audiences at the intended "dose." A program output, for example, might be the *number* of classes taught, meetings held, or materials produced and distributed; program *participation rates* and demography; or *hours of each type of service* provided.

[1] Kellogg, W. K. (2006). WK Kellogg foundation logic model development guide. *East Battle Creek, MI: WK Kellogg Foundation*.

Building a logic model by basic program components: Begin by describing the basic assumptions and then add the following program components in the order that they should occur.	
you will, it is hoped, deliver the amount of product and/or service that you intended. • ***If*** you accomplish your planned activities to the extent intended, ***then*** your participants will benefit in specific ways. ***If*** these benefits to participants are achieved, ***then*** certain changes in organizations, communities, or systems could occur under specified conditions.	4. ***Outcomes*** are specific *changes in attitudes, behaviors, knowledge, skills, status, or level of functioning* expected to result from program activities and which are most often expressed *at an individual level*. 5. ***Impacts*** are *organizational, community, and/or system level changes* expected to result from program activities, which might include improved conditions, increased capacity, and/or changes in the policy arena. Thinking about a program in logic model terms prompts the clarity and specificity required for success and often demanded by funders and your community. Using a simple logic model produces (1) an inventory of what you have and what you need to operate your program; (2) a strong case for how and why your program will produce your desired results; and (3) a method for program management and assessment.

P-TECH PRINCIPLE 5: WORK-BASED LEARNING

The true innovation of the P-TECH model is its comprehensive focus on careers. Industry representatives are integral partners in the development of P-TECH schools. Their participation helps students understand how their coursework, field experiences, and the 'real world' expectations of the workplace are connected.

The career focus must be integrated into core academics to make them more accessible and to expand the available time to tackle content and skills. They should not be considered isolated instructional strands.

Examples of activities and allowable expenditures aligned to work-based learning include:

- Establishing robust paid, work-based learning experiences that prioritize completion of a registered youth apprenticeship program and/or earning an industry-recognized credential for all P-TECH students.
- Planning and coordination of workplace learning curriculum, activities, and experiences.
- Providing substitute teacher fees to support P-TECH teachers participating in P-TECH activities.
- Planning enrichment activities (e.g., field trips) for P-TECH students and staff.

Applicants must address each of the following in their application:

- Describe the plan to coordinate with P-TECH partners to include a robust apprenticeship program as part of the P-TECH model. Also, describe plans to expand internship opportunities to P-TECH students.
- Describe the range of work-based learning opportunities in which P-TECH students can engage.
- Describe how work-based learning is integrated into the P-TECH model.

P-TECH PRINCIPLE 6: MARKETING P-TECH

Families must receive recruitment information that fully explains academic expectations, extended time commitment, specific associate degrees offered, and details of the career options open to P-TECH graduates.

Development of marketing materials that fully explain the academic expectations, the extended time commitment, the associate degrees offered, and details on the career options open to P-TECH graduates to ensure students, parents, and guardians understand the scope, sequence, and overall goals of the P-TECH program. Materials should include information on the requirement of P-TECH to enroll economically disadvantaged students, students with disabilities, and multilingual learners.

Examples of activities and allowable expenditures aligned to marketing include:

- Developing brochures, videos, and PSA banners in multiple languages
- Creating a P-TECH Program App
- Creating a positive P-TECH social media presence
- Creating P-TECH websites

- Starting a P-TECH student ambassador program
- Purchasing special cords for graduation

Applicants must address each of the following in their application:

- Describe the marketing strategy that will be employed to inform the target audience about P-TECH.
- Describe the data elements that will support the identified marketing strategy.
- Articulate who will be responsible for the delivery of messages and/or distribution of materials.
- Describe the indicators that will confirm if the strategies were successful.

Application Requirements

PROPOSAL COVER PAGE

Proposals must include a completed Proposal 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 Superintendent of Schools/ Head of Grantee Agency.

PROJECT ABSTRACT

The project statement should briefly describe the project's outcome(s) and strategies (i.e., what the project will do and how it will do it.) Do not exceed the 100-word limit. This statement may be used in press releases, board exhibits, etc.

PROJECT NARRATIVE

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

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

EXTENT OF NEED

The extent of need in the grant application should outline the specific conditions or needs that require funding. It should demonstrate how the grant funds will effectively address these problems. For instance, it should highlight the importance of providing flexible schedules for busy adults to accommodate their educational pursuits and emphasize the significance of allocating sufficient time for course completion. Additionally, the extent of need should describe how the implementation of an innovative program will measure competency standards and enhance workforce readiness. To meet the rubric criteria, the extent of need should incorporate specific data points that relate to the identified P-TECH principle(s). The selection of the P-TECH principle(s) should be clearly explained, and the extent of need for the desired P-TECH principle(s) should be supported by the data points provided. For FY26, all P-TECH programs are required to respond to P-TECH Principle 6: Marketing P-TECH, in addition to any other principles identified by the LEA.

EVIDENCE OF IMPACT

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

In this section consider the following:

- How will this project assist the Local Education Agency in reaching the goal that by 2030, 45% of high school graduates will have obtained an industry-recognized credential or completed the high school level of a registered apprenticeship program?
- What other measurable improvements are expected to occur to expand the P-TECH program?
- What data will be collected to prove that the program/activity has had the intended effects?

- How will these data be collected?
- What is the plan for disseminating formative and summative results to stakeholders?

GOALS, ACTIVITIES, BENCHMARKS, AND OUTCOMES

1. Clearly state the overall goals of the project. Each application should include a minimum of **three** goals. These goals should directly address the primary challenges identified in the needs assessment. 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.

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 P-TECH program.

3. List the activities that will be employed that align to the stated strategies.

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.

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.

Goals, Activities, Benchmarks, and Outcomes Worksheet

S.M.A.R.T.I.E. GOAL: <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 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.

Applicants must evaluate the following required measures:

- **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.
- **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.
- **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.
- **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.
- **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.
- **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.

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.

PLAN OF OPERATION, KEY PERSONNEL AND TIMELINE

The Plan of Operation includes the strategies and activities that will be implemented to achieve your goals, outcomes, and milestones. Create a plan of operation in graph or chart form that addresses, at a minimum, the key components of the expansion of P-TECH in the secondary school.

- Include a timeline and the key personnel associated with each component of the operation plan. For key personnel, include the program instructor(s) (if known), the program contacts for the school system, the principal of the school where the program will be implemented, and any other personnel who will be involved. Indicate names, titles, affiliations, roles, and responsibilities.

Convene the Program Advisory Committee (PAC) and describe the extent to which the PAC will be involved in the expansion or improvement of P-TECH.

Budget and Budget Narrative

The project budget should detail all related expenses of P-TECH Fiscal Year 2025 in a separate itemized budget. It should demonstrate to what extent the budget is reasonable, cost-effective and integrates other sources of funding (as required by the grant process). All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget. Reviewers should be able to see a clear connection between project activities and budget line items. Applicants must also provide a budget and narrative for the required LEA Match Budget.

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 whether the budget is reasonable and cost-effective.

School Year 2024-2025 P-TECH Enrollment will need to be provided in the grant application.

School Year 2024-2025 P-TECH enrollment may be an estimate for the purpose of submitting the grant request. However, it must be confirmed through the P-TECH Fall Enrollment Validation File submitted to MSDE no later than October 29, 2024. MSDE will award a portion of the Fiscal Year 2025 P-TECH Supplemental School Grant on July 1, 2024 provided that all required grant documents are submitted to MSDE in an approvable form. The remaining funds will be awarded upon submission of the P-TECH fall enrollment validation file. Use the format indicated by the following excerpt from a sample Budget Narrative.

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

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: The Grant Information Survey Form

Appendix C: A signed C-125 MSDE budget form

Appendix D: Updated scope and sequence for each program of study

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 and the Office of College and Career Pathways. Reviewers 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.

P-TECH Supplemental School System 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 main problem and contributing factors are clear, concise, and demonstrate considerable understanding of the issues. The proposal details who is affected by the problem, and when and where the problem exists, including historical impacts on the target population(s). Current qualitative and quantitative data is cited to clearly illustrate the problem. Data is derived from a variety of sources, including state and local data references. Applicant demonstrates extensive history of expertise and aligns to evidence-based practices specific to the population they intend to serve that illustrate progress in the	The main problem is clear and concise. The proposal identifies who is affected by the problem and when the problem exists. Data supports the identified problem. Local data is referenced to document the problem and includes demographic and other statistics. Applicant identifies demographics or other statistics relevant for the population(s) intended to be served. Applicant provides an example of their history of expertise or aligns to evidence-based practices specific to the population they intend to serve.	The main problem is missing or is not clear. The proposal does not accurately identify the target population(s). Data has not identified or does not support the problem stated. Applicant does not identify demographics or other statistics of the population(s) intended to be served. No citations or research included in proposal, The proposal lacks details of how the funds will address the problem.

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
addressing the identified problems.		

EVIDENCE OF IMPACT

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The proposal provides two or more examples that explain the history of impact on the target population including discussion of past efforts, failures, and successes toward influencing change. The proposal clearly explains future impacts of the proposed activity/project and how the target population is expected to be influenced by the efforts of specific to implementing this grant.	The proposal provides at least one example that explains the history of impact on the target population. The proposal describes the future impact of the activity/project and how the target population will be influenced by change.	No examples that explain the history of impact on the target population. The proposal does not describe the future impact of the activity/project.

GOALS, ACTIVITIES, BENCHMARKS, AND OUTCOMES

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The applicant has provided clear and measurable goals that address the main gap(s) identified in the needs assessment and demonstrate a strong connection to P-TECH programming. For each goal statement, the applicant has identified specific strategies, activities, benchmarks, and anticipated outcomes to be	The applicant has provided goals that address the main gap(s) identified in the needs assessment and demonstrates some connection to P-TECH programming. For each goal statement, the applicant has identified some strategies, activities, benchmarks, and anticipated outcomes to be accomplished for every target population. The applicant has established	The applicant has not provided clear and measurable goals that address the main gap(s) identified in the needs assessment or demonstrate a connection to P-TECH programming. For each goal statement, the applicant has not identified specific strategies, activities, or anticipated outcomes to be accomplished for every target population.

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
accomplished for every target population. The applicant has established detailed, ambitious, and measurable benchmarks to track progress throughout the year and has included a plan for regular monitoring and evaluation of progress toward the goals and objectives. The goals, strategies, activities, benchmarks and outcomes are well- aligned with the needs assessment, and demonstrate a clear and strategic approach to addressing the identified gaps.	some benchmarks to track progress throughout the year and has included some plan for monitoring and evaluation of progress toward the goals and objectives. The goals, strategies, activities, benchmarks, and outcomes are aligned with the needs assessment, and demonstrate some approach to addressing the identified problem.	The applicant has not established clear benchmarks to track progress throughout the year or has not included a plan for monitoring and evaluation of progress toward the goals and objectives. The goals, strategies, activities, benchmarks, and outcomes are not aligned with the needs assessment or demonstrate a clear approach to addressing the identified gap(s).

EVALUATION AND DISSEMINATION

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Evaluation questions are included for each goal with considerable guidance toward implementation of aligned strategies and can be effectively and meaningfully evaluated. Clear evaluation strategy that includes alternative scenarios and criteria to ensure comprehensive evaluation. Multiple relevant, logical data types and collection methods are identified.	Evaluations questions are based around the goal(s) and outcomes, provide guidance on the implementation, and can be evaluated. Clear evaluation strategy Clear data type(s) and collection method(s) are identified. Evaluator is identified. The dissemination plan includes how the findings will be shared to stakeholders, committee members, and the public.	Limited or no examples of evaluation questions. No evidence of evaluation strategy The data type and collection method are unclear. Evaluator is not identified. The dissemination plan does not clearly identify how findings will be shared.

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Evaluators and their qualifications are indicated. Detailed dissemination plan on how the project findings will be shared to stakeholders, committee members, and the public including examples of how, when and through what methods.		

PLAN OF OPERATION, KEY PERSONNEL AND TIMELINE

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The proposal includes proposed activities that are innovative, evidence-based, and likely to transform P-TECH for students. There is a timeline established for each phase of the program and lists the individuals responsible. A detailed plan of operation and timeline that addresses all program requirements. Detailed description of personnel responsibilities and timeline.	The proposal includes proposed activities that are evidence-based and meet the requirements for the selected strategy. There is a timeline for all key activities. Key personnel are selected that have relevant experience in the field. The names and titles of personnel are provided and the percentage of time they will dedicate to this program.	The proposal includes proposed activities that are listed and may not be clearly aligned to a strategy. There is no clear plan of operation. The timeline is either missing or does not include dates for all activities. Key personnel information is incomplete.

BUDGET AND BUDGET NARRATIVE

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The budget narrative is detailed and comprehensive of all activities necessary for successful implementation of proposal. The budget aligns directly to the proposal and does not rely entirely on grant funds for successful implementation. There are no mathematical errors, and all expenses are cost effective and appear necessary.	The budget narrative is complete. The budget aligns to the proposal and is free of mathematical errors. Expenses are reasonable and allowable.	Budget does not align with the proposal, includes cost that are not reasonable or allowable, or has several mathematical errors.

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 with supporting documentation.
October 24, 2025	P-TECH Fall Enrollment Validation File – collection captures student level information for the Fall of the new school year (School Year 2023-2024) that includes student demographics and P-TECH year of enrollment.
January 15, 2026	Interim Report – collection captures mid-year data on activities that have taken place, milestones met (and not met), goals and objectives expectations, grant timeline adherence, how much of the budget has been expended, and summary of progress to date.
July 31, 2026	Final P-TECH Narrative Report – collection captures current list of industry partners, secondary CTE Pathway sequence(s), base and supplemental costs of operating the P-TECH school, number of high school and college credits each P-TECH student will be required to complete to be considered on-track for 4-year high school completion and 4-year, 5-year or 6-year P-TECH completion, and estimated enrollment for the upcoming two-year enrollment cycles.
September 30, 2026	Monitoring visit will be conducted by.
October 15, 2026	**P-TECH Enrollment File** – collection captures student level information for the entire school year (School Year 2024-2025) that includes student demographics, P-TECH year of enrollment, Classification of Instructional Program (CIP) information, and CTE course enrollment information. **P-TECH Outcome Files** – collection captures student level information for the entire school year (School Year 2024-2025) that includes student demographics, P-TECH year of enrollment as well as information on CIP, concentrator status, internship placement, on-track for completion of program, program completion, HS and college credit completion, employment placement, and enrollment in a 4-year university. **P-TECH Post-Graduate File** – For the P-TECH Post-Graduate File, a single record must be reported for each student who graduated and exited with a diploma only or with both a diploma and an associate degree in the prior school year (SY 2024-2025). Data on students' employment placement and enrollment in a four-year university two quarters after exiting is required for each student.

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. 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
June 30, 2025	The Grant Information Guide and the application for participating are released.
July 3, 2025	MSDE will hold a virtual customer service support session.
July 14, 2025	MSDE will hold a virtual customer service support session.
June 23, 2025	MSDE will hold a virtual customer service support session.
July 31, 2025	The grant application period closes.
June 30, 2025	MSDE begins reviewing applications for completeness and minimum requirements.
June 30 – August 1, 2025	MSDE Review Committee will evaluate proposals.
August 15, 2025	MSDE will notify applicants of the award status.
July 1, 2025	The grant period begins.
June 30, 2026	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:

Thursday, July 3, 2025
1:00 p.m. – 2:00 p.m.
Video call link: https://meet.google.com/oun-kaph-xct

Monday, July 14, 2025
10:00 a.m. – 11:00 a.m.
Video call link: https://meet.google.com/hyn-drgr-qcp

Wednesday, July 23, 2025
2:00 p.m. – 3:00 p.m.
Video call link: https://meet.google.com/hde-rajy-gwc

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:

PROGRAM CONTACT

Kellise Y. Williamson
Postsecondary Credit and P-TECH Coordinator
410-767-0319
kellise.williamson@maryland.gov

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

Attachment

P-TECH Early College High School Supplemental School System Grant FY26 Application for Funding