# APPLICATION FOR PARTICIPATION

# Career and Technical Education (CTE) Perkins Reserve Grant FY 2024

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

**Deadline**
May 23, 2023
No later than 5:00 p.m. EDT

## MARYLAND STATE DEPARTMENT OF EDUCATION

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State Superintendent of Schools
Secretary-Treasurer, Maryland State Board of Education

**Deann Collins, Ed.D.**
Deputy Superintendent of Teaching and Learning

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# 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 completed Application should be saved as a pdf and uploaded into DocuShare.

# Proposal Cover Page

Program Title:

Project/Program Director:

Director Phone:

Director email:

Institution/Agency Name:

Institution/Agency Address:

Identify the Perkins Reserve Grant High-Leverage Strategy. More than one strategy may be identified.

☐ Reimagining Secondary and Postsecondary Pathways

☐ Expanding Career and Technical Student Organizations

☐ Developing and Delivering High-Quality Professional Learning

☐ Meaningful Expansion of High School Level Apprenticeship Opportunities

Amount of the request for grant period (July 1, 2023 – June 24, 2024):

$

Estimated Annual Cost of Program/Project and Type of Funds

|  |  |
|---|---|
| Federal | $ |
| State/Local | $ |
| Other | $ |

(Should agree with Proposed Budget)

_____

Signature of CTE Local Director (Secondary)

_____

Signature of Career & Technical Education Perkins Plan Contact (Postsecondary)

# Project Narrative

## PROJECT ABSTRACT (250 WORDS)

In the Project Abstract, introduce the project to the reader. The abstract should be factual, brief, and focused on the organization's efforts. Do not assume the reader is familiar with the proposed project. The project abstract should cover the core aspects of the proposed project, such as the populations served, a brief description of the goals, the strategies to meet them, and the roles of the partners.
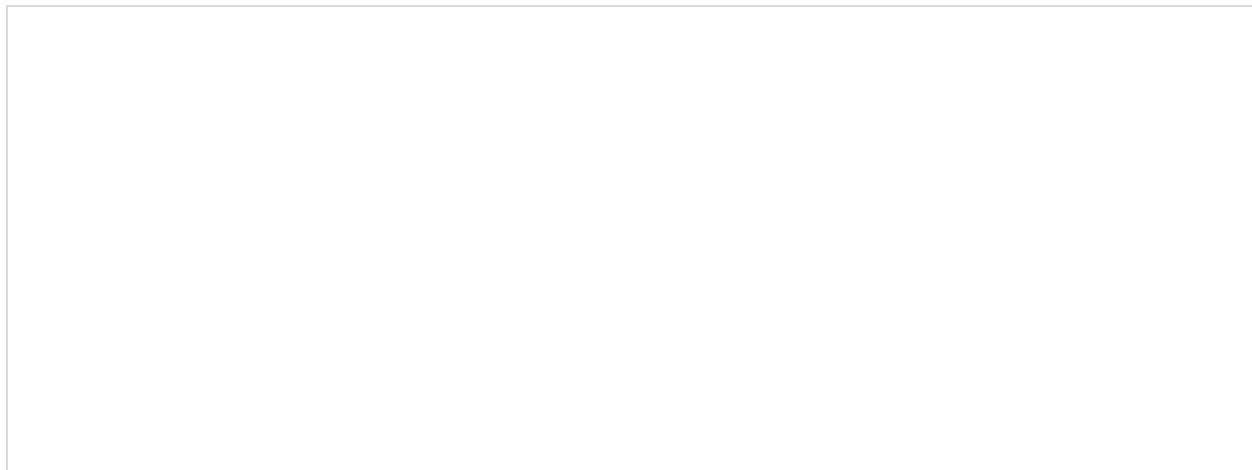
## EXTENT OF NEED - (35 POINTS)

Address the questions for each strategy that you identified on the cover page.  Refer to the grant information guide for a full description of each strategy.

**Reimagining Secondary and Postsecondary Pathways**

- Based on the most recent Comprehensive Local Needs Assessment (CLNA), the analysis of student participation data, and the root cause analysis for each CTE pathway offered, which programs should be eliminated. Which should be enhanced, and in what ways? Are there new programs which should be implemented or expanded to meet workforce needs?

- Does the available labor market information support the need for each program of study offered in your organization?

- Are program offerings aligned and articulated across secondary and postsecondary education within your county, region, and the state? How do you intend on ensuring alignment?

- How does the applicant plan to incorporate relevant academic, technical, and career readiness and employability skills?

- How does the applicant plan to offer students the opportunity to earn a relevant industry-recognized certificate or certification?

- How does the proposed pathway create opportunities for all students to have access to CTSO activities?

- How does the proposed pathway plan clearly describe how the applicant will eliminate barriers to extended learning experiences, such as work-based learning opportunities leading up to and including high school-level registered apprenticeships, CTSO participation, and the attainment of postsecondary and industry-recognized certificate or certification?

- Do all LEA pathways, including any proposed pathways, clearly define how the applicant will ensure alignment between their CTE program and the Blueprint's goal for 45% of high school graduates completing an apprenticeship or an industry-recognized occupational credential? If applying as an IHE, clearly define how your plan will also support LEA pathways in achieving this goal.

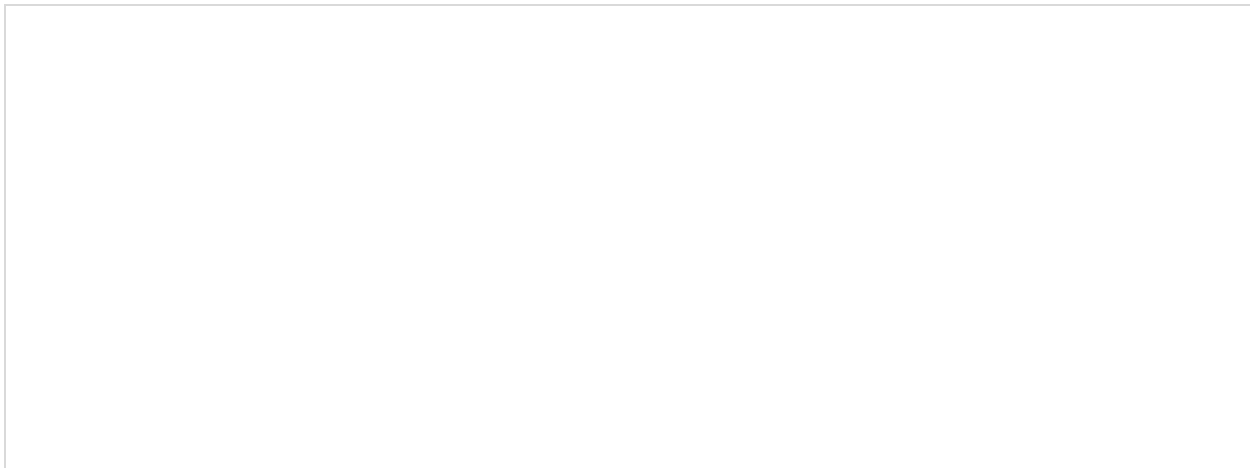**Expanding Career and Technical Student Organizations**

- Describe what current CTSO participation data reveal about the health of CTSO programming within the applicant's organization. Do CTSO participants represent the demographic composition of CTE programs? The overall student population of the campus?

- How will the applicant ensure the CTSO provides opportunities for all students, especially those from underserved or underrepresented student populations?

- What is the plan to ensure that all CTSOs, including those being created or expanded, will provide opportunities for students to develop leadership and employability skills necessary for entry into their college and career pathways of choice?

- How will the applicant strengthen the relationship between programs of study and the CTSO, including improving student retention?

- How will the applicant connect CTE courses and the CTSO experience to community service and other meaningful engagement opportunities?

- How does the applicant intend on ensuring the CTSO is part of a broader set of CTE strategies that, together, leverage the CTSO strategy to ensure alignment between their CTE program, the CTSO experience, and the Blueprint's goal for 45% of high school graduates completing an apprenticeship or an industry-recognized occupational credential?

**Developing and Delivering High-Quality Professional Learning**

- What is the plan and rationale for the professional learning program, and how does it align with Maryland's Career and Technical Education Four-Year State Plan, the Blueprint, and the specific needs of teachers in your organization? How were these needs determined?

- The Accountability and Implementation Board's Initial Comprehensive Blueprint Implementation Plan calls for "developing a fully aligned instructional system including curriculum frameworks, syllabi, assessments, clear examples of standard-setting work, and formative assessments to keep students on track." How will the funding associated with this strategy drive that work?

- How do the proposed activities align to high quality professional learning standards?

- What instructional strategies and approaches will be emphasized?

- What are the specific learning outcomes or goals for the professional learning program?

- What resources and materials do you anticipate providing to instructional staff as a part of this professional learning program?

- What is the level of interaction and collaboration with other CTE educators in the program, and how will this enhance your school system's professional CTE network and community?

- How will a program be assessed and evaluated for effectiveness, and what measures are in place to ensure ongoing improvement?

- What kind of ongoing support and follow-up will be provided for participants?

- If the professional learning activities are offsite (e.g., an out-of-town conference), describe for each conference: the number of participants attending, including name and title; name of the conference, dates, anticipated number of lodging nights, and if meals will be purchased separately or as a part of the conference registration fee.

- For LEAs, describe how the professional development program will ensure alignment between the CTE course(s) being taught, enhancing student access and opportunity for a comprehensive CTE experience, and the Blueprint's goal that 45% of high school graduates will complete an apprenticeship or an industry-recognized occupational credential? IHEs should address how their plan will assist LEAs in achieving this goal.

**Meaningful Expansion of High School Level Apprenticeship Opportunities**

- Clear discussion of and planned processes for ensuring alignment between Perkins V, and the high school level of a registered apprenticeship priorities outlined in Maryland's Career and Technical Education Four-Year State Plan, and the Blueprint for Maryland's Future.

- Demonstrable understanding of evidence- and research-based practices and policies pertaining to the high school level of a registered apprenticeship program at all stages of development and implementation.

- How the applicant will utilize grant funds to continue recruiting employers to the apprenticeship model of work-based learning, and how grant funds could support work related to extending youth apprenticeships into full registered apprenticeships beyond high school.

- How the grant recipient intends to increase access to high school level registered apprenticeship opportunities to all students, especially those in underserved or underrepresented communities.

- Proposed outreach strategies to pertinent stakeholders, such as Perkins-funded IHEs (community colleges) with aligned career pathways, the local and/or regional business community, pertinent nonprofit organizations, intermediaries, and labor organizations.

- Applicants should specifically address strategies to engage students from historically underserved populations, from homes where English is not the primary spoken language, have experienced homelessness, and/or with developmental delays, disabilities, or special needs.

- Describe the organization's capacity and plan to collect and analyze high school level registered apprenticeship student participation data, including the model of registered apprenticeship the student participated in, the number of on-the-job training (OJT) hours completed, and the number of related technical instruction (RTI) hours delivered.

## GOALS, MEASURABLE OUTCOMES AND MILESTONES - (20 POINTS)

Goals: State the overall goal 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. Below are some tips for writing goals:

- The strongest applications will directly connect Perkins V to Pillar 3 of the Blueprint.

- Tie your goals and objectives directly to your need statement.

- Include all relevant groups and individuals in your target population.

- Think about how you will measure the change projected in each objective. If there is no way to measure a goal, it is not measurable and should be rewritten.

Measurable Outcomes: Measurable Outcomes are the anticipated outcomes to be accomplished for each year of the project and must be related to a goal. Outcomes break the long-term goal into steps or address the factors contributing to the problem addressed by the goal. It is imperative that outcomes be established for every target population the project is designed to affect. For instance, if the project seeks to increase student achievement by training teachers, there must be outcomes for both students and teachers.

Milestones: Ongoing evaluation is essential to the management of a project. Since goals and outcomes are not evaluated until the end of the year, milestones must be established to measure progress during the year. Milestones should be evaluated during the year, either quarterly or semiannually.

Since milestones are intended to indicate progress towards an outcome, each milestone must be related to a stated outcome. Keep in mind that milestones are indicators of progress and may not use the same measurement tool as the objective to which they are related. A project may take months before there is an impact on clients, or the rate of improvement may level off over time. Milestones should anticipate this and be gauged accordingly. Be sure that milestones are ambitious, yet attainable.

| Goal 1: |
| --- |
| Outcome: |
| Milestone: |

| Goal 2: |
| --- |
| Outcome: |
| Milestone: |

| Goal 3: |
| --- |
| Outcome: |
| Milestone: |

| Goal 4: |
| --- |
| Outcome: |
| Milestone: |

| Goal 5: |
| --- |
| Outcome: |
| Milestone: |

## PLAN OF OPERATION, KEY PERSONNEL AND TIMELINE - (20 POINTS)

The Plan of Operation includes the strategies, activities, and timeline that will be implemented to achieve your goals, outcomes, and milestones. Use the table below to address the key components of the program implementation or expansion.

| Timelines | Strategy/Activities | Person Responsible Partner Organization |
|---|---|---|
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## EVALUATION AND EVIDENCE OF IMPACT - (15 POINTS)

Evidence of impact identifies the consequences of the actions taken and the extent to which 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.

Applicants must state the expected outcomes associated with this grant program by including baseline and target data using the measurable outcomes listed within this application.

## BUDGET AND BUDGET NARRATIVE - (10 POINTS)

The project's budget 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. Reviewers should be able to see a clear connection between the project activities and the budget line items. Note: When completing this section, refer to Article II. – Use of Funds in the Grant Information Guide.

1. What is the Indirect Cost rate?

2. Provide an itemized budget narrative showing how the cost of each item was calculated. It is advisable to take an inventory of existing equipment, materials, and supplies before developing the budget.

3. Please use the formula functions in the "Table Tools Layout" to calculate your costs. In the "Total" column, use this formula to multiply each row: **=PRODUCT(LEFT).** To get your final amount, in the last cell of the "Total" column, use this formula: **=SUM(ABOVE).**

| Item/Description | Quantity | Unit Cost | Total |
|---|---|---|---|
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4. Submit the budget on the MSDE Grant Budget C-1-25 form (Appendix C)

# 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:     The Grant Information Survey Form

Appendix C:     A signed secondary (C-125 MSDE budget form) or Postsecondary/Other Budget form

Appendix D:     CTE Reserve Fund Eligibility listing

Appendix E:     Program Proposal Template (if applicable) in The Policies and Procedures for the Development and Continuous Improvement of Career and Technical Education Programs

Appendix F:     Listing of Perkins V Special Populations