Request for Proposals

Fiscal Year 2019
Maryland
Career and Technology
Education
Innovation Grant

Maryland State
Department of Education
Division of Career and College
Readiness

200 West Baltimore St.
Baltimore, Maryland 21201

Dissemination Date:
Thursday, July 26, 2018

Deadline:
Monday, September 17, 2018

*There is a rolling deadline for grant submissions. However, priority will be given to those received **on or before September 17, 2018**. Applications will be reviewed in the order they are received and funds will be awarded to approvable applications up to the amount of available funding. No new grant applications will be accepted after December 28, 2018. If funds remain after the December 28 deadline, then MSDE will consider making additional investments to already approved grant applications.*

Program Description	
Name of Grant Program:	Maryland Career and Technology Education (CTE) Innovation Grants
Authorization:	Chapter 361 of the Acts of 2018 - Commission on Innovation and Excellence in Education (House Bill 1415)
Dissemination Date:	Thursday, July 26, 2018
Deadline for Receipt of Applications:	There is a rolling deadline for grant submissions. However, priority will be given to those received **on or before Monday, September 17, 2018**. Applications will be reviewed in the order they are received and funds will be awarded to approvable applications up to the amount of available funding. *No new grant applications will be accepted after Friday, December 28, 2018. If funds remain after the Friday, December 28 deadline, MSDE will consider making additional investments to already approved grant applications based on amendments explaining how additional funds will be used in support of the purpose of the grants.*
Award Notification:	Notification of awards will be sent by email no **later than Friday, September 28, 2018.**
Purpose:	The purpose of the grant is to provide funds to develop and implement a CTE curriculum framework and pathway that is innovative and includes promising practices that are used by the best CTE programs around the world.
Eligibility:	A county board of education or a community college may submit a proposal to the Maryland State Department of Education (MSDE), Division of Career and College Readiness (DCCR) to receive a grant for a CTE pathway that is in furtherance of the purpose of this grant. A county board of education or community college will serve as the fiscal agent for the grant. A county board of education is meant to include Baltimore City. If a county board of education or community college submits more than one proposal, then the county board of education or the community college must rank each application in order of importance of funding by using **Appendix F** and submitting it with the grant applications. In the event that total grant requests exceed available funds, MSDE will use **Appendix F** to determine the priority of applications to fund. To be eligible for a grant, an application shall identify a partnership with at least one county board of education, one community college, and one industry partner to develop an innovative CTE pathway that: 1. Is of high quality; 2. Is aligned with the skills needed by employers; 3. Will lead to an industry–recognized license or certificate; 4. Creates internship or apprenticeship opportunities; and 5. Prepares students to successfully compete in a global economy.
Requirements:	An application must include: • A description of the proposed curriculum framework and pathway that are articulated between secondary and postsecondary education or training; and • A business plan that includes the estimated total cost, including any one-time or capital equipping costs, of implementing the proposed curriculum framework and pathway. CTE and Apprenticeship Pathway Program Development: • CTE and Apprenticeship pathway programs developed using CTE Innovation Grant funds must meet the program approval requirements established by MSDE and

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	MHEC for List A approval. Employers who sponsor youth or registered apprenticeships must seek approval as a youth employer or registered sponsor with the Maryland Apprenticeship and Training Council (MATC).
Priorities:	Priority will be given to applications that develop CTE pathways or Apprenticeships leading to high-wage and high demand careers in support of Maryland's workforce and economic development needs as documented by labor market information.

1. CTE Pathway Development - Identify a partnership with at least one county board of education, one community college, and one industry partner to develop an innovative CTE pathway.
   A. A CTE Pathway developed at the secondary level by a county board of education:
      o Includes a CTE sequenced program of study incorporating academic and technical courses that enables students to qualify to earn an industry-recognized credential; and/or a skills credential issued by the Department of Labor, Licensing and Regulation (DLLR); and/or early college credit.
      o Allows for dual enrollment for high school students where appropriate and available.
      o May lead to advanced placement in a registered apprenticeship.
      o Includes collaboration with at least one identified specific industry partner and at least one community college.
   B. A CTE Pathway developed at the community college level.
      o Includes a sequence of courses leading to an industry-recognized credential (license or certificate). Opportunities for students to earn a lower division certificate or an Associate's Degree may be included in the CTE pathway.
      o Allows students the opportunity to earn college credit or advanced placement in a registered apprenticeship.
      o Includes collaboration with at least one identified specific industry partner and at least one county board of education.

2. Apprenticeship
   A. The Apprenticeship Maryland program developed at the secondary level:
      o Offers an option to complete a competency-based apprenticeship program whenever possible.
      o Is an MSDE-approved Apprenticeship Maryland program that leads to a skills credential issued by DLLR or another industry-recognized credential (license or certificate) that is valued by employers.
      o Allows students to qualify to earn college credit or to articulate to a registered apprenticeship.
      o Counts toward high school attendance and graduation.
      o Ensures that students are supervised by an identified specific industry partner in collaboration with an identified contact in the local school system.
      o Includes a county board of education in collaboration with at least one identified specific industry partner and at least one community college.
   B. An apprenticeship program developed at the community college level:
      o Includes a sequence of courses or related instruction by an industry partner that counts toward a registered apprenticeship and may culminate in the |

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	award of a lower division certificate and/or industry- recognized credential where available and appropriate. ○ Allows students the opportunity to earn college credit or advanced placement in a registered apprenticeship. ○ Includes collaboration with at least one identified specific industry partner and at least one county board of education.
Target Populations:	Target audiences involved in the identified priorities include public secondary students who are enrolled in or plan to enroll in a CTE or an Apprenticeship program and students enrolled in or who are planning to enroll in a CTE or an Apprenticeship program offered by a community college. Additional targeted populations include CTE administrators and educators in partnership with employers, apprenticeship sponsors, academic faculty members, counselors, and/or other administrators involved in CTE programming or professional development.
Technical Assistance:	For technical assistance, please contact: Dr. Lynne Gilli, Assistant State Superintendent (410) 767-0518 Ms. Jeanne-Marie Holly, Program Manager (410) 767-0182 Ms. Mary O'Connor, Lead Specialist (410) 767-0185 Or Your Regional Coordinator at the: Maryland State Department of Education Division of Career Technology and Adult Learning 200 West Baltimore Street Baltimore, MD 21201 *See Appendix E for contact information.*
Total Funds Available:	$2,000,000
Range of Grant Awards:	Grants will range between $25,000 and up to $150,000.
Estimated Number of Grants:	The number of grants awarded will be based upon a competitive process, the total funds available and consideration of geographic and industry representation.
Length of Grants:	Spending authority is effective on the first day of the month that all required elements are received in approvable form. Grants end on June 30, 2019. However, there is the possibility for a no-cost extension of up to 90 days (Monday, September 30, 2019).
Estimated Program Start Date:	September 2018
Fund Use:	Funds must be spent in accordance with the four identified priorities. **Funds may be used for:** ● Consultant services (Consulting fees are limited to $500 per day, plus travel expenses. Consultant travel expenses cannot exceed local per diem rates. Be sure to show the per diem rates in the application.); ● Substitute teacher fees or faculty stipends (Stipends are only allowable for work performed outside the regular work day); ● Consultant or faculty member to receive a stipend to coordinate apprenticeship placements outside of their regular work duties (funds used for an apprenticeship coordinator must provide an explanation of how the responsibilities will be sustained after the grant ends); ● Materials and supplies to support curriculum development, professional development and instruction including software and equipment ; ● Purchasing of vetted curriculum or costs to develop curricula;

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	● Purchasing of equipment specific to implementing the CTE curriculum framework and pathway (one-time capital equipping costs for programs located in a school or community college); ● Publicizing or marketing the program to the community on a website, through social media, or other means; ● Participation in and/or development of professional development activities aligned to the project; ● Administrative costs not to exceed 5% of the total grant, including indirect costs; and ● Other potential costs not noted here, but subject to the approval of MSDE, including out-of-state travel. **Funds may not be used for:** ● Salaries with the exception of stipends and substitute pay; ● Equipment for administrative purposes; ● Membership dues to organizations or associations; ● Tuition for students; ● Travel outside of the United States; and ● Food or meal costs unless for a meeting or conference that clearly demonstrates agenda items requiring a working breakfast, lunch or dinner or on travel status.

Submission Requirements:	Proposals must contain the following to be considered for funding:
	
	● **Grant narrative addressing the questions posed in sections A-D of the specific priority area:**
	    ○ Describe the activity and the need to implement it
	    ○ Plan of Operation, Timeline and Key Personnel
	    ○ Evaluation; and
	    ○ Business Plan/Budget Narrative
	
	● **Proposal Cover Page (*Appendix A):*
	    ○ Signed in BLUE INK
	
	● **Assurances Page** *(Appendix B):*
	    ○ Signed in BLUE INK by the head of the grantee agency - superintendent of the local school systems or president of the community college.
	
	● **MSDE Budget Forms** *(Appendix C):*
	    ○ Appendix C1 - secondary and
	    ○ Appendix C2 –postsecondary
	    ○ Signed in BLUE INK
	
	● **Application Ranking Form** *(Appendix F):*
	    ○ If applying for more than one grant use Appendix F to rank each grant application in order of importance of funding and submit it with the grant applications. In the event that total grant requests exceed available funds, MSDE will use this form to determine the priority of applications.

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	The application package shall not exceed 12 pages **excluding** proposal cover sheet, Assurances and budget form.

Applications should be submitted through the MDSE DocuShare System. Complete applications must be received by 5:00 p.m. on **Monday, September 17, 2018.** Forms requiring original signatures may be submitted through the DocuShare System as long as the required signature appears in **blue** ink.
Email notification of submission via DocuShare should go to Jeanne-Marie Holly at jeanne-marie.holly@maryland.gov , Mary O'Connor maryl.oconnor1@maryland.gov at and your regional coordinator *(see Appendix E for contact information).*

Spending authority is effective on the first day of the month that all required elements are received in approvable form. |
| **Proposal Review:** | The review of proposals will be a four-part process.
    1) Applications will be pre-screened for submission requirements and inclusion for all required sections. Applications not meeting all prescreen requirements will be disqualified.
    2) A review committee established by the Maryland State Department of Education (MSDE) will evaluate the applications. The committee will be composed of representatives from outside agencies and MSDE personnel. Reviewers will comment upon the proposals and assign numerical scores. Included in the scoring rubrics will be a completed pre-award risk assessment as outlined in 2 CFR 200.205.
    3) Applicants may be scheduled for an oral program presentation and/or site visit as determined necessary by the review committee.
    4) Proposals will be recommended for approval by the designated committee to the Assistant State Superintendent for the Division of Career and College Readiness. MSDE reserves the right to take into consideration geographic distribution when making awards. |
| **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 Administration
Maryland State Department of Education
200 W. Baltimore Street - 6th Floor
Baltimore, Maryland 21201-2595
410-767-0426 - voice
410-767-0431 - fax
410-333-6442 - TTY/TDD |
| **Denial of a Grant Application:** | If a grant application submitted by a county board of education or community college is not awarded funding the applicant can request to discuss the decision in more detail with members of the review team. |

> *Respond to A-D including each numbered subset. Use the rubric, Appendix D, to guide the development of grant applications.*

A. Describe the activity and the need to implement it   **35 Points**

1. Describe the CTE Curriculum Framework aligned to the CTE Pathway or the Apprenticeship Program to be developed. If developing curricula, explain the process that will be used; the industry credentials, assessments, and standards to which the CTE content area curricula will be aligned; and the qualifications of the curriculum writers. If implementing vetted curricula, explain the process used to determine the appropriateness of the curricula and its alignment to industry credentials, assessments, and standards for the identified CTE content area. Describe how the CTE curriculum framework and pathway are innovative and include promising practices that are used by the best CTE programs around the world.

2. Identify the fiscal agent (e.g. county board of education or community college).

3. Briefly explain the economic need for the new program, and provide labor market data clearly demonstrating high-demand. Document the source of the labor market data. Also include the potential salary ranges for positions in the field for which students will receive education.

4. *For CTE Pathway Program Development:*
   a. List the academic and technical course sequence in a template showing the full program of study, including the secondary and postsecondary sequence (secondary applicants should use the program proposal template provided in "The Policies and Procedures for the Development and Continuous Improvement of Career and Technology Education Programs");
   b. List the partnering school system, postsecondary institution and industry partner;
   c. Indicate to which postsecondary program the CTE pathway aligns;
   d. Describe the opportunities for secondary students to be dually enrolled and/or to earn dual credit;
   e. Include a letter of support from the industry partner(s) detailing their role in the pathway development (e.g. identifying skill standards; providing internships/apprenticeships); and
   f. Identify the license or industry-recognized credential (license or certificate) that students will earn upon completion of the pathway and/or identify the registered apprenticeship to which the CTE Pathway aligns. Explain how the credential is valued by Maryland businesses and industries and prepares students to successfully compete in a global economy.

5. *For Apprenticeship Program Development:*
   a. Indicate if the grantee is:
      i. Adopting the Apprenticeship Maryland program (for secondary applicants);
      ii. Articulating a secondary CTE program to a registered apprenticeship; or
      iii. Developing an apprenticeship program that includes college credit and/or leads to lower division certificate, an A.A.S. Degree, or an industry-recognized credential (license or certificate).
   b. Identify the number of hours to be completed or the competencies that must be mastered that will be part of the apprenticeship program.
   c. Identify the sequence of courses that students will take as the related instruction in the apprenticeship program.
   d. Explain how students will qualify to earn college credit as part of the apprenticeship program if available and identify any industry-recognized credentials (licenses or certificates) that students will earn.

e. Identify the industry partner and provide full contact information.
f. List the partnering school system or postsecondary institution.
g. Identify the license or industry-recognized credential that students may earn upon completion of the apprenticeship program. Explain how the credential is valued by Maryland businesses and industries and prepares students to successfully compete in a global economy.

B. Plan of Operation, Timeline and Key Personnel   **20 Points**
Create a chart that addresses how the applicant will implement the activities described in Part A by addressing the following activities (1-6). Include the timeline and key personnel representing all partners involved associated with each activity. Indicate names, titles, affiliations, roles, and responsibilities. Items to be addressed:
1. Convening of a Program Advisory Committee (PAC) with representation from secondary, postsecondary and industry
2. Identifying the industry standards and/or competencies
3. Curriculum development or vetting high-quality curriculum that can be implemented in lieu of developing new curriculum (vetting must occur through a process leading to consensus by the county board, the community college, and the industry partner on the agreement to use the curriculum and/or to adapt it by enhancing the content or filling gaps where found).
4. Identification of instructors' qualifications
5. Identification of professional development needs for instructors
6. Identification of equipment needs at both secondary and postsecondary level. Purchasing of equipment specific to implementing the CTE curriculum framework and pathway (one-time capital equipping costs for programs located in a school or community college)

C. Evaluation   **20 Points**
On the following tables are the Perkins Core Indicator(s) of Performance (secondary and postsecondary) that will be measured through the implementation of the CTE Pathway Program or the Apprenticeship program. Describe how these data on enrollment along with these performance indicators will be collected and reported for the proposed program. Also respond to questions 1 – 3 below.
1. What measurable improvements are expected to occur once the program/activity has been fully implemented?
2. What data will be reviewed to indicate that the program/activity has had the intended effects?
3. For grantees implementing an Apprenticeship program, please describe how data will be collected, evaluated and reported on the following points:
    I. Number of students participating in the Apprenticeship Program
    II. Number of students participating in the Apprenticeship Program who earn industry recognized credentials
    III. Number of students participating in the Apprenticeship Program who earn postsecondary credits
4. For secondary CTE Pathways:
    I. How will this CTE program contribute to increasing CTE program completion rates, earning industry recognized credentials and/or completing a Registered or Youth Apprenticeship to meet the goal of attaining 45% by 2025 (More Jobs for Marylanders Act)? Please provide baseline data for these measures along with projected growth rates.
    II. How will this CTE programs contribute to increasing dual completion (completion of a CTE program and USM requirements) rates. Please provide baseline data for this measure along with projected growth rate.

Secondary Core Indicators
1S1: Academic Attainment – Reading/Language Arts: The percentage of CTE Concentrators who met the proficient or advanced level on the statewide high school reading/language arts assessment and who, in the report year left secondary education.
1S2: **Academic Attainment – Mathematics:** The percentage of CTE Concentrators who met the proficient or advanced level on the statewide high school mathematics assessment and who, in the report year left secondary education.
2S1: Technical Skill Attainment: The percentage of CTE Concentrators who met state-recognized CTE technical assessments and/or college credit standards who, in the report year left secondary education.
3S1: Secondary School Completion: The percentage of CTE Concentrators who, in the report year left secondary education and receive a Maryland HS diploma, or certificate in the reporting year.
4S1: Graduation Rate: The percentage of CTE Concentrators who in the report year, were included as graduated in the State's computation of graduation rate.
5S1: Secondary Placement: The percentage of students who, in the previous reporting year, left secondary education having completed a full CTE program of study (CTE Completers) in postsecondary education, employment or the military, two quarters after graduation.
6S1: Non-traditional Participation: The percentage of CTE participants, of the underrepresented gender, in non- traditional CTE programs during the reporting year.
6S2: Non-traditional Completion: The percentage of CTE Concentrators, of the underrepresented gender, in non- traditional CTE programs who receive a Maryland HS diploma, or certificate in the reporting year.

Postsecondary Core Indicators
1P1: Technical Skill Attainment - The percentage of CTE Concentrators who attained a TSA and who, in the report year left postsecondary education.
2P1: Credential, Certificate or Degree - The percentage of CTE Concentrators who attained a Technical Skill Assessment and who in the report year left postsecondary education and/or achieve a CTE Lower Division Certificate or Degree.
3P1: Student Retention - The percentage of CTE Concentrators that remained enrolled in postsecondary education or transfer to another 2-year institution or baccalaureate degree program.
4P1: Student Placement - The percentage of of CTE concentrators that completed a CTE program and left postsecondary education who were employed, in the military, or in an apprenticeship program two quarters after graduation.
5P1: Non-traditional Participation - The percentage of CTE participants, of the underrepresented gender, in non- traditional CTE programs during the reporting year.
5P2: Non-traditional Completion - The percentage of CTE Concentrators, of the underrepresented gender, in non- traditional CTE programs who receive a CTE Lower Division Certificate or Degree in the reporting year.

D. Business Plan/Budget Narrative   **25 Points**

1. Develop a business plan that includes the estimated total cost, including any one-time or capital equipping costs of implementing the CTE Pathway or the Apprenticeship Program.
2. Provide an itemized budget narrative. List budget items showing how the cost of each item was calculated. Be specific in describing the items to be purchased.
3. Allowable expenditures include:
   a. Consultant services (Consulting fees are limited to $500 per day, plus travel expenses. Consultant travel expenses cannot exceed local per diem rates. Be sure to show the per diem rates in the application.) Consultant services limited to $500 per day, plus travel expenses. Consultant travel expenses cannot exceed state per diem rates which are:
      i. Mileage: $0.545/mile
      ii. Breakfast: $9
      iii. Lunch: $11
      iv. Dinner: $25;
   b. Substitute teacher fees or faculty stipends (Stipends are only allowable for work performed outside the regular work day);
   c. Consultant or faculty member to receive a stipend to coordinate apprenticeship placements outside of their regular work duties (funds used for an apprenticeship coordinator must provide an explanation of how the responsibilities will be sustained after the grant ends);
   d. Materials and supplies to support curriculum development, professional development and instruction including software and equipment ;
   e. Purchasing of vetted curriculum or costs to develop curricula;
   f. Purchasing of equipment specific to implementing the CTE curriculum framework and pathway (one-time capital equipping costs for programs located in a school or community college);
   g. Publicizing or marketing the program to the community on a website, through social media, or other means;
   h. Participation in and/or development of professional development activities aligned to the project;
   i. If travel more than 50 miles from home is required for planned professional development, then the following expenditures are allowable: Mileage will be reimbursed at the state rate of $0.545/mile. Meals not provided at the event will be reimbursed as follows: Breakfast: $9.00; Lunch: $11.00 and Dinner: $25.00. If local rates are higher, the grantee may make up the difference using local funds; and
   j. Administrative costs not to exceed 5% of the total grant, including indirect costs;
   k. Other potential costs not noted here, but subject to the approval of MSDE, including out-of-state travel.
4. See pages four and five of the RFP for additional funding guidelines.
5. Submit the budget on the MSDE Grant Budget form.
   a. *Appendix C1* for secondary school systems acting at the fiscal agent
   b. *Appendix C2* for postsecondary school systems acting at the fiscal agent