



Fiscal Year 2018

Maryland  
Career and Technology  
Education

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

Request for Grant Proposals  
(Round II)

## **Request for Proposals**

Maryland State  
Department of Education  
Division of Career and  
College Readiness  
200 West Baltimore St.  
Baltimore, Maryland 21201

**Release Date:  
August 4, 2017**

**Deadline for Applications:  
October 4, 2017**

**Grant Period:  
October 1, 2017 – July 31,  
2018**

## Program Description

### Program Overview and Purpose:

### Pathways in Technology Early College (P-TECH) Maryland Grants

The Pathways in Technology Early College High School (P-TECH) is an early college model which combines high school, college and employment. The P-TECH mission is to provide students with a Career and Technology Education (CTE) pathway sequence that starts in grade nine (9) and culminates in the attainment of an associate's degree and high school diploma in up to six (6) years. The program is offered at no cost to the student and includes authentic work experiences, mentorships and paid internships designed to prepare students for positions in an identified career field.

Specifically the P-TECH model delivers five (5) core benefits to students:

1. A rigorous, relevant, cost-free CTE pathway that starts in grade nine (9), culminates in the attainment of an associate's degree and high school diploma in up to six (6) years, and is focused on the knowledge and skills students need for Science, Technology, Engineering and Math (STEM) careers;
2. Workplace learning that includes ongoing mentoring by professionals in the chosen career sector, worksite visits, speakers, and internships;
3. Intensive, individualized academic support by K-12 and college faculty within an extended academic year or school day that enables students to progress through the program at their own pace;
4. An associate's degree or the two-year degree that is the industry standard for the targeted jobs in a high-tech field; and
5. The commitment to be first in line for consideration for a job with the participating industry partners following completion of the program.

The program is also designed to:

- Develop CTE pathway sequences in high-wage, high-skill, high-demand career areas;
- Align school, college, and community systems in these pathway sequences;
- Increase opportunity and access to postsecondary education for academically at-risk, disadvantaged populations of students;
- Support strong academic performance;
- Promote informed and appropriate career choice and preparation; and
- Ensure that employers in key technical fields have access to a talented and skilled workforce.

Pathway sequences begin in ninth grade and provide a seamless program of high school and college study, including a Career and Technology Education (CTE) program of study and workplace learning, which culminate in an associate's degree. This is a six-year integrated program focused on two-year degree completion. The funded programs will be required to document performance based on the reporting requirements (see pages 8-9 of the RFP) as designated in the Pathways In Technology Early College High (P-TECH) School Act of 2017.

The associate's degree shall be the industry standard for the targeted jobs in a high-tech field. Degree programs must be approved by the Maryland Higher Education Commission (MHEC) and on the Maryland State Department of Education's (MSDE) approved list (List A)

	of postsecondary programs or eligible for List A. The degree requirements must be able to be completed within a four semester sequence, which does not include mandatory summer or intersession periods. Degree programs that may <u>not</u> meet this requirement include but are not limited to: Nursing, Radiologic Technology, Occupational Therapy Assistant, Physical Therapy Assistant, Massage Therapy, and Dental Hygiene. Special attention will be paid to the number of total and semester college credits required for the degree completion. For degree programs with more than 64 credits, applicants must explain how they can be completed in four academic semesters of normal registration.
<b>FY 2018 Authorization:</b>	Grants to support the planning phase of the P-TECH schools are authorized through the Pathways In Technology Early College High (P-TECH) School Act of 2017 and the FY 2018 State Budget Appropriation.
<b>Dates:</b>	<b>Release Date:</b> Friday, August 4, 2017  <b>Deadline for Submissions:</b> Applications and all required forms should be submitted via DocuShare by <b>Wednesday, October 4, 2017, no later than 5:00 P.M.</b>
<b>Technical Assistance:</b>	For technical assistance, please contact: Nina Roa, Career and Technology Education Lead Specialist Division of Career and College Readiness, MSDE Phone: (410) 767-1904 Email: nina.roa@maryland.gov
<b>Total Funds Available \$400,000:</b>	A maximum of four (4) P-TECH planning grant awards in the amount of \$100,000 per grant will be awarded in FY 2018. For FY 2018, no more than one (1) P-TECH planning grant may be awarded in a local school system. Planning grant funding is contingent on the availability of funds.
<b>Estimated Number of Grants:</b>	Up to four (4) P-TECH planning grants, at a maximum funding level of \$100,000, will be awarded through this RFP. School systems that already have P-TECH programs are eligible to apply for an additional site in FY 2018. For FY 2018, no more than one (1) P-TECH Grant may be awarded in a local school system.
<b>P-TECH Supplemental Grants:</b>	Based upon completing the planning grant goals and objectives and availability of future funding, after the year of planning P-TECH Supplemental Grants will be awarded to: <ul style="list-style-type: none"> <li>• School Systems with P-TECH schools <ul style="list-style-type: none"> <li>○ To cover P-TECH School costs (see pages 9-10 for allowable costs under this grant)</li> <li>○ \$750/enrolled P-TECH Student</li> <li>○ School systems must provide a 100% match</li> </ul> </li> <li>• College Partner <ul style="list-style-type: none"> <li>○ To cover an amount equal to the tuition and mandatory fees that would normally be charged for the classes in which a P-TECH student is enrolled <ul style="list-style-type: none"> <li>▪ 50% for counties that received a County Income Tax Disparity Grant (§ 16-501 of the Local Government Article) in the previous fiscal year; or</li> <li>▪ 25% for counties that did not receive a County Income Tax Disparity Grant in the previous fiscal year.</li> </ul> </li> </ul> </li> </ul>

<p><b>Eligible Applicants:</b></p>	<p>Eligible applicants will be:</p> <ol style="list-style-type: none"> <li>(1) Maryland Public School Systems: A school system must serve as fiscal agent/applicant for the grant. Grant applications must be coordinated through the school system’s central office. <i>(Referred to as County Boards in the P-TECH Act of 2017).</i></li> <li>(2) Maryland Community College Partner(s): One or more institutions of higher education that has received a certificate of approval from MHEC will enter into a Memorandum of Understanding (MOU) with a P-TECH School to help to develop and coordinate the CTE pathway sequence and provide student support services to P-TECH students.</li> <li>(3) Industry Partner(s): An employer and/or industry entity/association will enter into a Memorandum of Understanding (MOU) with a P-TECH school to help develop and coordinate the CTE pathway sequence and will provide mentoring and internship opportunities for P-TECH students.</li> </ol>
<p><b>Eligibility Requirements:</b></p>	<p>To be an eligible applicant, partnerships must include at least one member from each of (1), (2) and (3) above. The applicants must submit a <b>Memorandum of Understanding (MOU)</b> signed by all members of the partnership. The MOU outlines the roles and responsibilities of each member in relation to the implementation of the P-TECH school. The signed MOU must be included with the P-TECH Planning Grant application. (See Appendix C for a sample MOU). Applications that do not include an MOU signed by all partners will not be reviewed. Additional partners may be included based on the needs identified in the geographic region being served. Please note, however, that MSDE is not a signatory on the MOU. Letters of support will not be accepted in lieu of a partner’s signature on the MOU.</p> <p>Each partnership will designate one partner as the <b>implementation lead</b> in the MOU. The implementation lead may be a school system, college partner, or industry partner. The implementation lead shall be the partner that is responsible for coordinating and overseeing the planning and implementation of the program. The implementation lead need not be the same as the school system serving as fiscal agent/applicant.</p> <p>The implementation lead must meet the following requirements:</p> <ol style="list-style-type: none"> <li>a. Must be recognized in the MOU by all partners as the lead agency;</li> <li>b. Must identify key existing staff to coordinate planning and operations; and</li> <li>c. Must convene all partners, coordinate the planning process, and oversee student and staff recruitment and program implementation.</li> </ol>
<p><b>Responsibilities of Partners:</b></p>	<p><b>Local School System - Essential responsibilities of local school system partners include:</b></p> <ol style="list-style-type: none"> <li>1. Committing the resources and necessary staffing to fully implement the P-TECH model; serving all students in the same common location beginning in ninth grade to ensure that all students have a consistent, innovative CTE pathway sequence and college and career culture and all faculty have the opportunity to collaborate and focus on P-TECH instructional and support services;</li> <li>2. Forming a strong partnership, documented in a formal agreement, with the community college partner and industry partner(s) and any other community partners;</li> <li>3. Developing a governance structure, including a steering committee, in partnership with the college and industry signatories to the MOU;</li> <li>4. Recruiting academically at-risk and other under-represented students for enrollment and ensuring that the students’ parents and/or guardians understand the full scope of the P-TECH program;</li> <li>5. Identifying potential school leaders who have demonstrated the ability to drive</li> </ol>

exceptional student outcomes; are dedicated to working with under-served students and their families; can provide the leadership skills for program success; can integrate high school, college, and work-based learning experiences, and in cases where a new school leader is hired, can work with the college and industry partners to select the school leader;

6. Working with college and industry partners to develop a seamless scope and sequence of courses that enable all students to earn an associate's degree within six years (at their own pace) and that includes work-based learning;
7. Submitting the P-TECH Career and Technology Education program of study to MSDE for approval and addition to the List of Approved Programs (List A);
8. Establishing a college-going culture for all students that begins on the first day of ninth grade and continues throughout all six (6) years of the program, engaging students in instruction on key "college knowledge", academic and personal behaviors such as time management, collaboration, problem-solving, leadership, study skills, communication, and tenacity. Credit-bearing college course work and tutoring should be introduced no later than the tenth grade;
9. Introducing the career and industry focus for all students beginning on the first day of ninth grade and continuing throughout the (6) six years of the program by infusing workplace skills and industry content into academic courses and offering time in the school schedule for the full range of work-based learning (mentoring, workplace visits, job shadowing, internships);
10. Offering multiple pathways for students with varying levels of academic achievement in middle school to participate and complete the full six year program successfully;
11. Preparing students for college-level coursework, so remedial coursework at the postsecondary level is not necessary;
12. Providing relevant and ongoing professional development for the principal/school leader and all participating teachers, including support and frequent exchanges during the school year;
13. Maximizing available funding streams (in addition to the State appropriation), such as federal School Improvement Grants and Perkins program funding, to support the needs of participating students; and
14. Comply with data submission and reporting requirements for P-TECH program evaluation process.

**College Partner - Essential responsibilities of college partners include:**

1. Forming a strong partnership, documented in a formal agreement, with the local school system (LSS) partner and industry partner(s) and any other community partners;
2. Developing a governance structure, including a steering committee, in partnership with the school system and industry signatories to the MOU;
3. Identifying appropriate college courses to include in the CTE program scope and sequence, ensuring that students can earn an associate's degree (or the two-year degree that is the industry standard for the targeted jobs) within (6) six years of beginning the P-TECH program;
4. Submitting the P-TECH related associate degree to MSDE for addition to List A, if needed;

5. Identifying appropriate coursework and experiences to introduce students to college course work beginning no later than the tenth grade;
6. Working with the P-TECH school to determine which courses will be taught by college faculty, high school teachers with adjunct status, or a combination of the two (and ensuring the appropriate college-level rigor of courses taught by adjunct faculty);
7. Collaborating with high school faculty to ensure courses prepare students for college work;
8. Collaborating with high school faculty to develop innovative approaches for early identification and interventions for students who require additional academic assistance (Please note: Funds for this program cannot be spent on college remedial coursework; therefore, all high school coursework should prepare students to seamlessly enter college level courses);
9. Collaborating with industry partner(s) to align coursework with relevant technical skills and workplace competencies, as defined by industry;
10. Maintaining student advisory resources and credit transfer policies that protect the pathway to degree completion for participating students;
11. Committing to maximize available funding streams (in addition to the State appropriation); and
12. Providing dedicated staff to work on the initiative, including a College Liaison who has the authority to coordinate with the school on the community college's behalf.

**Industry Partner - Essential responsibilities of industry partners include:**

1. Forming a strong partnership, documented in a formal agreement, with the local school system and community college partner and any other community partners;
2. Developing a governance structure, including a steering committee, in partnership with the school system and community college signatories to the MOU;
3. Committing to place every student who successfully completes the program first in line for consideration of a job;
4. Identifying a mentor for every participating student (a sample commitment would be for mentors to participate in at least two face-to-face opportunities with their mentee per year and communicate with their mentee online every week with an approximate time commitment of 30 minutes per week);
5. Creating an up-to-date skills map for the industry/sector that identifies essential job requirements;
6. Collaborating with the local school system and community college partners to identify the associate's degree that will ensure students meet industry expectations and validating the proposed scope and sequence;
7. Providing workplace visits, speakers, internships and apprenticeships for P-TECH students;
8. Collaborating with the local school system and college partner staff to align technical skills and workplace competencies with curriculum, course offerings, and other

	<p>resources; and</p> <p>9. Providing dedicated staff to work on the initiative, including an Industry Liaison who has the authority to coordinate with the school on the industry partner's behalf.</p>
<p><b>Program Requirements:</b></p>	<p>The P-TECH programs funded under this RFP will possess the following required elements:</p> <ol style="list-style-type: none"> <li>1. Agreement by all partners to the responsibilities as listed in the Memorandum of Understanding;</li> <li>2. A six-year pathway sequence, beginning in ninth grade, that is sequential and integrates academic and CTE instruction; emphasizes a CTE career pathway context; provides preparation for a career field; leads to technical skill proficiency or an industry-recognized credential; and satisfies the requirements for a Maryland high school diploma and associate's degree (or other industry-accepted two year postsecondary credential) in a specific career field from a Maryland postsecondary program. The six-year integrated scope and sequence will introduce college courses and experiences and workplace activities no later than the tenth grade and continue throughout the six years. The secondary CTE program and the postsecondary associate degree program will both be approved and appear on MSDE's List A.</li> <li>3. A program structure that brings all students to the same common location, beginning in ninth grade, to ensure consistent, rigorous services that are infused with the career focus and create a college-going environment;</li> <li>4. The P-TECH program focus should be non-traditional college-goers. There should be no academic screening for applicants. Priority should be given to enrolling economically disadvantaged students, students with disabilities and English Learners to the program. In multi-district partnerships, equal opportunity to participate should be available to students in these groups from all partner districts. The administration of the P-TECH school will reserve at least 50% of the available space for students who meet the free and reduced price meal income criteria;</li> <li>5. A governance structure that includes a steering committee and a description of the partnership's plan for program leadership, overall leadership capacity, and long term commitment to collaborative operation of the program;</li> <li>6. A well-defined plan for the expansion of the program beyond the initial cohort of students and clear timeframes for full implementation of the program within the six (6) year program period. This plan will include the number of students to be served in each cohort and at full implementation;</li> <li>7. Ongoing opportunities for faculty to collaborate on instructional planning, joint in-service training of secondary and postsecondary teachers to implement the six-year integrated pathway program, including college and career activities, effectively, as well as training of professional school counselors and higher education institution staff to recruit students and ensure program completion and college matriculation (should students decide to pursue a four-year degree);</li> <li>8. Professional development plans to prepare instructors to teach in the integrated pathway sequence. The plan should include additional professional development days for high school staff over and above that provided to all staff in the K-12 system. Professional development should provide opportunities for additional time for faculty to design new curriculum, develop instructional practices, and collaborate with colleagues at partner institutions (particularly among secondary and postsecondary faculty) and</li> </ol>

	<p>should be concentrated in the planning year and other times when student schedules are not impacted, e.g. scheduled professional development days, times when students are participating in work site visits and other workplace learning, summers, etc.;</p> <p>9. College and career preparatory services, such as recruitment, career and personal counseling, and career assessment. College preparatory services must include the development of college and career readiness plans for each student. For age-eligible students, parental notification, approval, and sign off are required;</p> <p>10. A commitment to ensuring that the safety and rights of students will be protected while they participate in work experiences for the program;</p> <p>11. Demonstrated evidence of financial and programmatic sustainability through the program period and beyond; and</p> <p>12. Appropriately certified leadership and staffing with a clear responsibility for required reporting.</p>
<p><b>P-TECH Program Reporting and Evaluation Requirements:</b></p>	<p>P-TECH programs will be evaluated for success against multiple measures designated in the Pathways In Technology Early High School Act (P-TECH) of 2017 as listed below. The data required to evaluate P-TECH programs must be submitted by the local school system to MSDE as part of the CTE Enrollment and Outcome Files and must include designation of P-TECH students. Additional reporting requirements will be met through the submission of mid-year and annual grant reports to MSDE. The information collected will be analyzed by MSDE and MHEC and reported to the Governor and the General Assembly on a yearly basis.</p> <p>The following P-TECH Reporting Requirements <u>will be collected and calculated from the CTE Enrollment and Outcomes</u> files submitted to MSDE:</p> <ol style="list-style-type: none"> <li>1. Number of P-TECH Students enrolled in the school;</li> <li>2. How P-TECH students performed on federal and state assessments;</li> <li>3. The number of P-TECH students graduating from the school and receiving a high school diploma and an associate’s degree;</li> <li>4. The year in which each P-TECH student graduated and received the degree;</li> <li>5. The rate of attrition at the P-TECH school by grade and cohort;</li> <li>6. The number of P-TECH students who are employed after completing the pathway sequence;</li> <li>7. The number of students at each P-TECH school who have an IEP, have a 504 Plan, or are English Learners;</li> <li>8. The percentage of P-TECH students who meet the free and reduced price meal plan income criteria; and</li> <li>9. The number of P-TECH students, who, by the fourth year of the pathway sequence, complete the requirements for a high school diploma.</li> </ol> <p>These additional P-TECH Reporting Requirements will <u>be collected via the mid-year and annual grant reports</u>:</p> <ol style="list-style-type: none"> <li>1. Industry partners associated with each P-TECH school;</li> <li>2. Pathway sequence(s) created for the P-TECH school;</li> <li>3. The number of P-TECH students in the school who received paid internships with each industry partner;</li> <li>4. The number of P-TECH students in the school who are on track for on-time completion of the pathway sequence;</li> <li>5. The number of P-TECH students who are employed after completion of the pathway sequence with each industry partner or who matriculate to a public or private senior higher education institution after finishing the pathway sequence; and</li> <li>6. The base and supplemental costs of operating a P-TECH school.</li> </ol>

	Failure to report this information may make grantees ineligible to receive supplemental grant funds.
<b>Application Outline:</b>	The grant application is attached as a fillable form. Please complete it using the tabs provided.
<b>Allowable Costs:</b>	<p>Grant funds may be used for:</p> <ul style="list-style-type: none"> <li>• Additional staff to implement the P-TECH Pathway Sequence <ul style="list-style-type: none"> <li>○ For the planning grant year only, up to 30% of a salary for the school-based P-TECH administrator, providing it does not create an audit exception such as supplanting, maintenance of effort, or violate any existing requirement related to position funding.</li> </ul> </li> <li>• Instructional Support Services <ul style="list-style-type: none"> <li>○ Teacher planning and coordination for work performed outside the regular work day. This includes coordination between high school and college faculty, curriculum development and training specific to the CTE pathways, and other P-TECH requirements. Teacher stipends, paid at the current local negotiated contract rate, not to exceed the current local school system’s daily rate. (Stipends are only allowable for work performed outside the regular work day).</li> <li>○ Substitute teacher fees to support P-TECH teachers participating in P-TECH activities.</li> <li>○ Purchasing of materials needed for college courses and related instruction (such as textbooks and/or lab fees). Specify the courses and materials in current grant year.</li> </ul> </li> <li>• Student Support Services, Extended Day and Year Programs <ul style="list-style-type: none"> <li>○ Tutoring services for students, in addition to current school-based services. These may be through extended day or extended year services.</li> <li>○ Light refreshments for P-TECH students participating in extended day and/or extended-year P-TECH activities.</li> <li>○ Enrichment activities (e.g. fieldtrips) for P-TECH students and staff.</li> </ul> </li> <li>• Student textbooks, materials, or technology that is required as part of the CTE P-TECH Pathway Sequence <ul style="list-style-type: none"> <li>○ Materials and supplies to support curriculum development, program outreach and professional development. This may include materials for the Steering Committee and partnership meetings.</li> </ul> </li> <li>• Transportation Services <ul style="list-style-type: none"> <li>○ Transportation as needed for additional services such as work-based learning, work site visits and coordination with the college program.</li> </ul> </li> <li>• Out-of- State Travel (for planning grant year only) <ul style="list-style-type: none"> <li>○ Travel is restricted to visiting other P-TECH sites and must be pre-approved by MSDE.</li> </ul> </li> <li>• Reimbursement for travel expenses cannot exceed state per diem rates which are: <ul style="list-style-type: none"> <li>○ Mileage: \$0.535/mile for in-state travel</li> <li>○ Breakfast: \$9</li> <li>○ Lunch: \$11</li> <li>○ Dinner: \$25</li> </ul> </li> <li>• Administrative costs not to exceed 5% of the total grant, including indirect costs.</li> </ul> <p><b>In general grant Funds may not be used for:</b></p> <ul style="list-style-type: none"> <li>• Tuition or fees for college remedial coursework;</li> <li>• Facilities to house the P-TECH program;</li> <li>• Furniture to equip labs or classrooms;</li> <li>• Construction of temporary or permanent structures;</li> </ul>

	<ul style="list-style-type: none"> <li>• Meal costs at conferences where meals are provided;</li> <li>• Purchase of career information delivery system site licenses;</li> <li>• National, state, or local membership dues or fees;</li> <li>• Promotional items (e.g. T-shirts, key chains, bags, mugs);</li> <li>• Purchase of equipment for administrative purposes; and</li> <li>• Administrative and indirect costs that exceed 5% of the grant amount.</li> </ul> <p>*Note: Costs incurred prior to the approval of the grant application will not be funded through the award.</p>
<b>Additional Policies and Procedures:</b>	None
<b>Supplemental Resources:</b>	For information regarding P-TECH, go to the <a href="#">P-TECH website</a> For more information on Maryland CTE programs, please visit <a href="#">the CTE Programs Website</a>
<b>The General Education Provisions Act (GEPA), Section 427:</b>	Each application must develop and describe the steps such 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 teachers, students, and other program beneficiaries in order to overcome barriers to equitable participation.
<b>Required Components:</b>	<p>Proposals must contain the following to be considered for funding:</p> <p><b><u>Grant abstract and narrative addressing the questions posed in sections A-E:</u></b></p> <ul style="list-style-type: none"> <li>A. Need for the P-TECH Program and Alignment to Partners’ goals</li> <li>B. Plan for Implementation Narrative and Timeline</li> <li>C. Key Personnel</li> <li>D. Evaluation</li> <li>E. Budget and Budget Narrative</li> </ul> <p><b><u>Proposal Cover Page (page 12):</u></b></p> <ul style="list-style-type: none"> <li>○ Submit one per proposal;</li> <li>○ Include the requested budget amount on the cover page; and</li> <li>○ Signed <b>in blue ink</b>.</li> </ul> <p><b><u>Recipient Assurances Page (Appendix A):</u></b></p> <ul style="list-style-type: none"> <li>○ Signed, <b>in blue ink</b>, by the Superintendent of the local school system.</li> </ul> <p><b><u>MSDE Budget Form C-125 (Appendix B)</u></b></p> <ul style="list-style-type: none"> <li>○ Signed <b>in blue ink</b>.</li> </ul> <p><b><u>Signed Memorandum of Understanding (Appendix C)</u></b></p> <ul style="list-style-type: none"> <li>○ Signed <b>in blue ink</b> by all entities</li> <li>○ Identifies program lead</li> </ul> <p><b><u>Grant Information Survey Form (Appendix D)</u></b></p>
<b>Submission Requirements and Appendices:</b>	<ul style="list-style-type: none"> <li>○ Use the fillable form provided to complete the application (Abstract and sections A-E).</li> <li>○ All forms must be signed in blue ink.</li> <li>○ The MSDE Grant Application Proposal Cover Page (page 12) must be the first page.</li> <li>○ The Recipient Assurances Page (Appendix A) form must be signed upon initial submission.</li> <li>○ A signed Budget Form (C-125) (Appendix B) must be included.</li> <li>○ Include a signed copy of the MOU (Appendix C).</li> <li>○ Include a copy of the completed Grant Survey Information Form (Appendix D).</li> <li>○ Refer to the P-TECH Scoring Rubric (Appendix E) for guidance on how the grantee’s proposal will be evaluated.</li> <li>○ Application package <b>excluding the</b> Proposal Cover Page, Assurances Page, Budget Form, Grant Information Survey Form and copies of partnership MOUs must not exceed 20</li> </ul>

	<p>pages.</p> <p>Appendix A: Recipient Assurances Page  Appendix B: Budget Form (C-125)  Appendix C: Memorandum of Understanding  Appendix D: Grant Survey Information Form  Appendix E: P-TECH Scoring Rubric</p> <p>Applications should be submitted via DocuShare. Email notification of submission via DocuShare should go to Jeanne-Marie Holly at <a href="mailto:jeanne-marie.holly@maryland.gov">jeanne-marie.holly@maryland.gov</a></p> <p><b>Applications and all required components <u>must</u> be received no later than 5:00 P.M. on Wednesday, October 4, 2017.</b> Applications received after the deadline will not be reviewed.</p> <p>If an applicant does not have the capability to submit the application and required forms via DocuShare, the application <b>still must be received</b> at MSDE in the Division of Career and College Readiness no later than 5:00 P.M. on <b>Wednesday, October 4, 2017</b>. Applications should be mailed to the attention of:</p> <p style="text-align: center;">Jeanne-Marie S. Holly, Program Manager  Career and Technology Education Systems Branch  Division of Career and College Readiness  Maryland State Department of Education  200 West Baltimore Street  Baltimore, Maryland 21201</p>
<p><b>Proposal Review:</b></p>	<p>The review of proposals will be a four-part process.</p> <ol style="list-style-type: none"> <li>1. Applications will be pre-screened for submission requirements and inclusion for all required sections. Applicants not meeting all pre-screen requirements during the technical review process will be disqualified.</li> <li>2. A review committee established by 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 numeric scores. MSDE reserves the right to perform a pre-award risk assessment as outlined in 2 CFR 200.205.</li> <li>3. Applicants may be scheduled for an oral program presentation and/or site visit as determined by the review committee.</li> <li>4. Final approval for awards will be determined by the designated committee.</li> </ol> <p>MSDE reserves the right to consider geographic distribution when making awards.</p>
<p><b>Program Contacts:</b></p>	<p>Nina Roa, Career and Technology Education Lead Specialist (410) 767-1904  Division of Career and College Readiness, MSDE <a href="mailto:nina.roa@maryland.gov">nina.roa@maryland.gov</a></p>
<p><b>Non-discrimination statement:</b></p>	<p>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 departmental policy, please contact:</p> <p style="text-align: center;">Office of Equity Assurance and Compliance  200 W. Baltimore Street  Baltimore, Maryland 21201  Telephone: 410-767-0426  Fax: 410-767-0431  TTY/TDD: 410-333-6442</p>



### Grant Application Abstract (10 Points)

In one page or less, **describe the purpose of the grant application (proposal)** and the most significant activities that will take place. The Maryland State Department of Education (MSDE) may publish this abstract for various uses, including initial announcements of grants. Use your organization's complete name the first time you mention it. Do not use abbreviations or acronyms in the abstract. *Applicants should include the systems' GEPA statement at the end of the abstract.*

### Grant Application Narrative

**A. NEED FOR THE P-TECH PROGRAM AND ALIGNMENT TO PARTNERS' GOALS (20 Points):** Describe the need for the activity and alignment to school system, community college and industry partners' goals.

1. Identify the school site where the P-TECH program will be implemented. Explain the need for the P-TECH program at the identified site. Briefly list the industry partner(s), the college(s) and the associate's degree program(s) that will be part of the P-TECH school. Explain how the identified associate's degree program(s) will ensure students meet industry expectations, gain technical skills and workplace competencies, as defined by industry.

2. Explain how the establishment of a P-TECH school aligns with the school system and community college plans for students to be both college and career ready.

3. Describe how the grantee will develop a governance structure that includes a steering committee with responsibility for overall leadership capacity and long term commitment to the operation of the P-TECH program.

4. Describe how the P-TECH partners will work together to expand and sustain the P-TECH program beyond the initial cohort of students. Include projections on the number of students that will complete the program in four, five or six years.

<b>B.</b>	<p><b>PLAN FOR IMPLEMENTATION NARRATIVE AND TIMELINE (30 Points):</b> Develop a plan for how the P-TECH program requirements (pages 7-8) will be implemented. Include a GANTT Chart or timeline that identifies monthly milestones, the entity responsible for implementing the milestones, and by when they will be accomplished. In narrative form, explain how you will:</p>
	<ol style="list-style-type: none"> <li>1. Develop the CTE pathway program sequence that will:       <ol style="list-style-type: none"> <li>a. Lead to the completion of the identified associate’s degrees(s) within six years;</li> <li>b. Align coursework with relevant technical skills and workplace competencies, as defined by industry;</li> <li>c. Include work-based learning opportunities;</li> <li>d. Prepare students for college level work so remediation is not needed; and</li> <li>e. Introduce college courses no later than the 10<sup>th</sup> grade.</li> </ol> </li>   <li>2. Develop a process for student recruitment that focuses on enrolling economically disadvantaged students, students with disabilities and English Learners. Include strategies to ensure that at least 50% of the available space is reserved for students who meet the free and reduced price meal income criteria.</li>   <li>3. Develop a process to ensure that parents and guardians understand the scope, sequence and overall goals of the P-TECH program.</li>   <li>4. Develop a process for identifying key staff from each entity:       <ol style="list-style-type: none"> <li>a. Lead administrator for the P-TECH school (keeping in mind the need for continuity and longevity in this position)</li> <li>b. Teachers and school counselors at the secondary level</li> <li>c. Community College Liaison</li> <li>d. Faculty from the college</li> <li>e. Employer Liaison</li> </ol> </li>   <li>5. Provide professional development that will allow for secondary and postsecondary faculty to collaborate on:       <ol style="list-style-type: none"> <li>a. Ensuring alignment between the secondary and postsecondary CTE curriculum to support completion of the associate’s degree within six (6) years;</li> <li>b. Instructional planning; and</li> <li>c. Implementing college and career activities.</li> </ol> </li>   <li>6. Development of a mentorship and internship program that allows for:       <ol style="list-style-type: none"> <li>a. Identifying mentors for each student enrolled in the P-TECH program;</li> <li>b. Multiple face-to-face opportunities for mentors and mentees per year (minimum recommended is one meeting per quarter);</li> <li>c. Weekly online communication between mentors and mentees;</li> <li>d. At least one paid summer internship of at least 6 weeks duration with an industry partner; and</li> <li>e. A commitment to ensuring that the safety and rights of students will be protected while they participate in work experiences for the program.</li> </ol> </li> </ol>



**E. BUDGET AND BUDGET NARRATIVE (15 Points):** Develop a budget narrative detailing the expenses for the program. Submit both the budget narrative and the budget form (C-125) with the grant application. **(Sample Budget Narrative in Appendix B)**

**Grant funds may be used for:**

- Additional staff to implement the P-TECH Pathway Sequence
  - For the planning grant year only, up to 30% of a salary for the school-based P-TECH administrator, providing it does not create an audit exception such as supplanting, maintenance of effort or violate any existing requirement related to position funding.
- Instructional Support Services
  - Teacher planning and coordination for work performed outside the regular work day. This includes coordination between high school and college faculty, curriculum development and training specific to the CTE pathways, and other P-TECH requirements. Teacher stipends, paid at the current local negotiated contract rate, not to exceed the current local school system's daily rate. (Stipends are only allowable for work performed outside the regular work day).
  - Substitute teacher fees to support P-TECH teachers participating in P-TECH activities.
  - Purchasing of materials needed for college courses and related instruction (such as textbooks and/or lab fees). Specify the courses and materials in current grant year.
- Student Support Services, Extended Day and Year Programs
  - 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 year P-TECH activities.
  - Enrichment activities (e.g. fieldtrips) for P-TECH students and staff.
- Student textbooks, materials, or technology that a student is required to use as part of the P-TECH 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 Services
  - Transportation as needed for additional services such as work-based learning, work site visits and coordination with the college program.
- Out-of- State Travel (for planning grant year only)
  - Travel is restricted to visiting other P-TECH sites and must be pre-approved by MSDE.
- Reimbursement for travel expenses cannot exceed state per diem rates which are:
  - Mileage: \$0.535/mile for in-state travel
  - Breakfast: \$9
  - Lunch: \$11
  - Dinner: \$25
- Administrative costs not to exceed 5% of the total grant, including indirect costs.

**In general grant Funds may not be used for:**

- Tuition or fees for college remedial coursework;
- Acquisition of facilities to house the P-TECH program;
- Furniture to equip labs or classrooms;
- Construction of temporary or permanent structures;
- Meal costs at conferences where meals are provided;
- Purchase of career information delivery system site licenses;
- National, state, or local membership dues or fees;
- Promotional items (e.g. T-shirts, key chains, bags, mugs);
- Purchase of equipment for administrative purposes; and
- Administrative and indirect costs that exceed 5% of the grant amount.

## Appendix A

### RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

---

Superintendent of Schools/Head of Grantee Agency  
(Sign in Blue Ink)

Date

**Appendix B**

**Sample Budget Narrative**

Using the table below as a reference, create a similar table to provide a detailed budget narrative including the planned expenditures under this grant. This budget narrative is provided as a sample format to be used. It is not intended to direct the manner in which funds will be spent. Please check to ensure that the total adds up correctly before completing the C-125 budget form (attached as an Excel sheet). Costs cannot exceed \$100,000.

<b>Item</b>	<b>Purpose or Rationale</b>	<b>Cost Per Item</b>	<b>Number Needed</b>	<b>Totals</b>
Instructional Materials	Purchase a class set of the College’s English 101 textbooks	\$40/book	60 books	\$2,400
Program Development	Steering Committee meetings and collaboration sessions with teachers	\$25/hour for teacher stipends	4 hours/week for 18 weeks for 5 teachers	\$9,000
Remediation – Extended Day	Provide after school tutoring to students	\$25/hour for teacher stipends	4 hours/week for 18 weeks for 5 teachers	\$9,000
Career Exploration and Work-based Learning	Student visits to industry and college program sites (transportation)	\$750 per visit	4 visits/year	\$3,000
Teacher Professional Development Days	5 Days (Summer 2016) on preparation for first cohort	\$200/day for 5 teachers/staff	5 staff	\$5,000
Secondary and Postsecondary collaboration and planning time	Coordination between high school and college faculty on curriculum and student support services alignment	\$25/hour for stipends	5 hours/month for 9 months	\$1,125
Partial Salary for P-TECH school administrator	Coordination of efforts to implement the required components of a P-TECH School	\$30,000	1 year	\$30,000
<b>Total:</b>				<b>\$59,525</b>

**Budget Form – C-125**

Using the attached Excel file, complete a detailed budget for the planned expenditures under this grant. Please check to ensure that the total adds up correctly. Costs cannot exceed \$100,000 for the planning phase (October 1, 2017 – July 31, 2018).

## Appendix C

PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL (P-TECH)  
MEMORANDUM OF UNDERSTANDING  
BETWEEN  
[LOCAL SCHOOL SYSTEM]  
AND  
[COLLEGE]  
AND  
[BUSINESS PARTNER(S)]

### I. SCOPE OF WORK

This MOU reflects the overall commitment and the specific responsibilities/roles of the (Local School System), (Community College) and (Business Partner(s)) in the establishment and administration of a P-TECH school, per the Pathways In Technology Early College High (P-TECH) School Act of 2017.

The Pathways in Technology Early College High School (P-TECH) is an early college school model which combines high school, college and employment. The P-TECH mission is to provide students with a Career and Technology Education (CTE) pathway sequence that starts in grade nine (9) and culminates in the attainment of an associate's degree and high school diploma in up to six (6) years. The program is offered at no cost to the student and includes authentic work experiences, mentorships and paid internships designed to prepare students for positions in an identified career field.

Specifically the P-TECH model delivers five (5) core benefits to students:

1. A rigorous, relevant, cost-free CTE pathway that starts in grade nine (9) and culminates in the attainment of an associate's degree and high school diploma in up to six (6) years and is focused on the knowledge and skills students need for Science, Technology, Engineering and Math (STEM) careers;
2. Workplace learning that includes ongoing mentoring by professionals in the chosen career sector, worksite visits, speakers, and internships;
3. Intensive, individualized academic support by K-12 and college faculty within an extended academic year or school day that enables students to progress through the program at their own pace;
4. An associate's degree or the two-year degree that is the industry standard for the targeted jobs in a high-tech field; and
5. The commitment to be first in line for consideration for a job with the participating industry partners following completion of the program.

All partners will be responsible for the performance of any services provided by the partner/consortium members, any partners, consultants, or other organizations, and coordinate participation. The partners agree to facilitate communication with and among each other in order to ensure that the partners/all consortium members fully know all aspects/activities that will be conducted through the P-TECH program. The partner/consortium may choose to select a lead to facilitate communications. All partners should review their respective roles and responsibilities outlined below and sign the Agreement to indicate their commitment to fulfilling all of these and any additional responsibilities they may indicate.

## **Responsibilities of Partners:**

### **[LOCAL SCHOOL SYSTEM]**

#### **Essential responsibilities of K-12 partners include:**

1. Committing the resources and necessary staffing to fully implement the P-TECH model; serving all students in the same common location beginning in ninth grade to ensure that all students have a consistent, innovative CTE pathway sequence and college and career culture and all faculty have the opportunity to collaborate and focus on P-TECH instructional and support services;
2. Forming a strong partnership, documented in a formal agreement, with the community college partner and industry partner(s) and any other community partners;
3. Developing a governance structure, including a steering committee, in partnership with the college and industry signatories to the MOU;
4. Recruiting academically at-risk and other under-represented students for enrollment (at least 50% of the available space must be reserved for students who meet the free and reduced price meal income criteria) and ensuring that the students' parents and/or guardians understand the full scope of the P-TECH program;
5. Identifying potential school leaders who have demonstrated the ability to drive exceptional student outcomes; are dedicated to working with under-served students and their families; can provide the leadership skills for program success; and can integrate high school, college, and work-based learning experiences, and in cases where a new school leader is hired, working with the higher education and business partners to select the school leader;
6. Working with college and industry partners to develop a seamless scope and sequence of courses that enable all students to earn an associate degree within six years (at their own pace) and that includes work-based learning;
7. Submitting the P-TECH Career and Technology Education program of study to MSDE for approval and addition to List A;
8. Establishing a college-going culture for all students that begins on the first day of ninth grade and continues throughout all six (6) years of the program, engaging students in instruction on key "college knowledge", academic and personal behaviors such as time management, collaboration, problem-solving, leadership, study skills, communication, and tenacity. Credit-bearing college course work and tutoring should be introduced no later than the tenth grade;
9. Introducing the career and industry focus for all students beginning on the first day of ninth grade and continuing throughout the (6) six years of the program by infusing workplace skills and industry content into academic courses and offering time in the school schedule for the full range of work-based learning (mentoring, workplace visits, job shadowing, internships);
10. Offering multiple pathways for students with varying levels of academic achievement in middle school to participate and complete the full six year program successfully;
11. Preparing students for college-level coursework, so remedial coursework at the post-secondary level is not necessary;
12. Providing relevant and ongoing professional development for the principal/school leader and all participating teachers, including support and frequent exchanges during the school year;
13. Maximizing available funding streams (in addition to the State appropriation), such as federal School Improvement Grants and Perkins program funding, to support the needs of participating students; and
14. Comply with data submission and reporting requirements for P-TECH program evaluation process.

**[COMMUNITY COLLEGE]**

**Essential responsibilities of higher education partners include:**

1. Forming a strong partnership, documented in a formal agreement, with the local school system partner and industry partner(s) and any other community partners;
2. Developing a governance structure, including a steering committee, in partnership with the school system and industry signatories to the MOU;
3. Identifying appropriate college courses to include in the CTE program scope and sequence, ensuring that students can earn an associate degree (or the two-year degree that is the industry standard for the targeted jobs) within (6) six years of beginning the P-TECH program;
4. Submitting the P-TECH related associate degree to MSDE for addition to List A;
5. Identifying appropriate coursework and experiences to introduce students to college course work beginning no later than the 10th grade;
6. Working with the P-TECH school to determine which courses will be taught by college faculty, which by high school teachers with adjunct status, and which by a combination of the two (and ensuring the appropriate college-level rigor of courses taught by adjunct faculty);
7. Collaborating with high school faculty to ensure courses prepare students for college work;
8. Collaborating with high school faculty to develop innovative approaches for early diagnosis and interventions for students who require additional academic assistance (Please note: Funds for this program cannot be spent on college remedial coursework; therefore, all high school coursework should prepare students to seamlessly enter college level courses.);
9. Collaborating with industry partner(s) to align college coursework with relevant technical skills and workplace competencies, as defined by industry;
10. Maintaining student advisory resources and credit transfer policies that protect the pathway to degree completion for participating students;
11. Committing to maximize available funding streams (in addition to the State appropriation); and
12. Providing dedicated staff to work on the initiative, including a College Liaison who has the authority to coordinate with the school on the community college's behalf.

**[BUSINESS PARTNER(S)]**

**Essential responsibilities of business partner(s) include:**

1. Forming a strong partnership, documented in a formal agreement, with the local school system and community college partner and any other community partners;
2. Developing a governance structure, including a steering committee, in partnership with the school system and community college signatories to the MOU;
3. Committing to place every student who successfully completes the program first in line for consideration of a job;
4. Identifying a mentor for every participating student (a sample commitment would be for mentors to participate in at least two face-to-face opportunities with their mentee per year and

communicate with their mentee online every week with an approximate time commitment of 30 minutes per week);

5. Creating an up-to-date skills map for the industry/sector that identifies essential job requirements;
6. Collaborating with the local school system and community college partners to identify the associate’s degree that will ensure students meet industry expectations and validating the proposed scope and sequence;
7. Providing workplace visits, speakers, internships and apprenticeships for P-TECH students;
8. Collaborating with the local school system and community college staff to align technical skills and workplace competencies with curriculum, course offerings, and other resources; and
9. Providing dedicated staff to work on the initiative, including an Industry Liaison who has the authority to coordinate with the school on the industry partner’s behalf.

**Agreement**

The undersigned have reviewed the Memorandum of Understanding and accept it as the basis for working together in support of the P-TECH program in [LOCAL SCHOOL SYSTEM]. The partnership will designate one partner as the **implementation lead** in the MOU. The implementation lead entity may be a K-12, higher education, or business/employer partner. The implementation lead shall be the partner that is responsible for coordinating and overseeing the planning and implementation of the program. The implementation lead need not be the same as the school district serving as fiscal agent/applicant.

[NAME] Superintendent [LOCAL SCHOOL SYSTEM]	Signature	Date
[NAME] Superintendent [COMMUNITY COLLEGE]	Signature	Date
[NAME] Superintendent [BUSINESS ENTITY]	Signature	Date
[NAME] [TITLE] [BUSINESS ENTITY]	Signature	Date
[NAME] [TITLE] [BUSINESS ENTITY]	Signature	Date

APPENDIX D

Grant Information Survey

Please complete the following contact information and return to:

Mrs. Janet B. Saunders at: E-Mail: [janets.saunders@maryland.gov](mailto:janets.saunders@maryland.gov) or Fax: 410-333-2084

Head of Grantee Agency

(Superintendent of Schools, Community College President or Head of Agency)

Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Agency: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 City/State/Zip Code: \_\_\_\_\_  
 Telephone Number: \_\_\_\_\_ FAX Number : \_\_\_\_\_  
 E-Mail Address: \_\_\_\_\_

Grantee Project Director

(Local Director, Community College Instructional Dean or Project Director)

Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Agency: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 City/State/Zip Code: \_\_\_\_\_  
 Telephone Number: \_\_\_\_\_ FAX Number : \_\_\_\_\_  
 E-Mail Address: \_\_\_\_\_

Grantee Finance Officer

(Budget/Finance Person in your Finance Office)

Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Agency: \_\_\_\_\_  
**DUNS # \*** \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_  
 City/State/Zip Code **Zip Code & 4 (Required):** \_\_\_\_\_  
 Telephone Number: \_\_\_\_\_ FAX Number: \_\_\_\_\_  
 E-Mail Address: \_\_\_\_\_

\* The Data Universal Numbering System, abbreviated as DUNS or D-U-N-S, is a system developed and regulated by [Dun & Bradstreet](http://Dun & Bradstreet) (D&B) that assigns a unique numeric identifier, referred to as a DUNS number, to a single business entity.

Name of completer: \_\_\_\_\_ Contact Number: \_\_\_\_\_

If you have any questions, please do not hesitate to contact Jeanne-Marie S. Holly, Program Manager, CTE Systems Branch at (410) 767-0182.

Name of Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_

Applicant Name \_\_\_\_\_

Total Points: \_\_\_\_/100

Plan Criteria	Level 3 Meets All Criteria	Level 2 Meets Some Criteria	Level 1 Meets Few or No Criteria
<b>Abstract</b>	The grant abstract provides a concise and clear description of the plans for the P-TECH program.	The grant abstract provides brief description of the plans for the local P-TECH program.	The grant abstract does not clearly describe the plans for the P-TECH program.
<b>10 Points</b>	<b>10-7</b>	<b>6-4</b>	<b>3-0</b>
<b>Comments:</b> Score ____			
<b>A. Need for the P-TECH Program and Alignment to Partners' Goals.</b>	The grant request includes a detailed description of how required partners, including the local school system, community college, and business partners will be engaged in the process of implementing and sustaining the P-TECH program.	The grant request includes a limited description of how required partners, including the local school system, community college, and business partners will be engaged in the process of implementing and sustaining the P-TECH program.	The grant request lacks a clear description of how required partners, including the local school system, community college, and business partners will be engaged in the process of implementing and sustaining the P-TECH program.
<b>20 Points</b>	<b>20-17</b>	<b>16-12</b>	<b>11-0</b>
<b>Comments:</b> Score ____			
<b>B. Plan for Implementation Narrative and Timeline</b>	The applicant developed a clear and descriptive narrative including specific dates and process steps that will lead to the successful implementation of the P-TECH model.	The applicant developed a somewhat descriptive narrative and included a broad timeline, with few dates and process steps that will lead to the successful implementation of the P-TECH model.	The applicant did not include a detailed narrative or a feasible timeline for the implementation of the P-TECH model.
<b>30 Points</b>	<b>30-23</b>	<b>22-10</b>	<b>9-0</b>
<b>Comments:</b> Score ____			
<b>C. Key Personnel</b>	Key personnel are identified by name, title and affiliation. Roles and responsibilities of in terms of activity implementation are clearly stated.	Some key personnel are identified by name, title and affiliation. However, roles and responsibilities of in terms of activity implementation are not stated.	Key personnel from each of the required partners are not identified.
<b>10 Points</b>	<b>10-7</b>	<b>6-4</b>	<b>3-0</b>
<b>Comments:</b> Score ____			

Plan Criteria	Level 3 Meets All Criteria	Level 2 Meets Some Criteria	Level 1 Meets Few or No Criteria
<b>D. Evaluation</b>	The evaluation plan includes detailed and measurable steps explaining how the grantee will measure on-time and on-track implementation of the activities in the planning grant.	The evaluation plan includes some detailed and measurable steps explaining how the grantee will measure on-time and on-track implementation of the activities in the planning grant.	The evaluation plan includes few detailed and measurable steps explaining how the grantee will measure on-time and on-track implementation of the activities in the planning grant.
<b>15 Points</b>	<b>15-11</b>	<b>10-6</b>	<b>5-0</b>
<b>Comments:</b> Score _____			
<b>E. Budget and Budget Narrative</b>	Budget is reasonable and cost effective. Budget narrative itemizes expenses in detail and totals correctly.	Budget is reasonable and cost effective. Budget narrative identifies expenses and provides general explanation.	Budget is not reasonable and/or cost effective. Budget narrative does not provide detailed explanation of expenditures.
<b>15 Points</b>	<b>15-11</b>	<b>10-6</b>	<b>5-0</b>
<b>Comments:</b> Score _____			
<b>Required forms and letters - Technical Review Only</b>	All required forms and letters of commitment were submitted with the grant application request. Signatures are in blue ink as required.	Some required forms and letters of commitment were submitted with the grant application request.	None of the required forms and letters of commitment were submitted with the grant application request.
<b>Comments:</b> Score _____			
<b>100 Points Total</b>	<b>Applicant's Total Score =</b>		
<b>Overall Funding Recommendation</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Yes, with the following clarifications/revisions: 1.		