



APPLICATION FOR PARTICIPATION

Career and Technical Education (CTE) Career Cluster and Program Affiliate Grant

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline

December 15, 2023
No later than 5:00 p.m. EDT

MARYLAND STATE DEPARTMENT OF EDUCATION

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Instructions

1. Complete this application electronically by typing directly into the fillable fields and charts.
2. Do not alter or remove sections.
3. When finished, save the application document as a pdf to your computer and obtain appropriate signatures.
4. The completed application should be saved as a pdf and emailed to Tiffany DeJesus, tiffany.dejesus@maryland.gov by December 15, 2023 no later than 5:00 p.m. EDT.

Proposal Cover Page

Program Title:

Project/Program Director:

Director Phone:

Director email:

Institution/Agency Name:

Institution/Agency Address:

Amount of the request for grant period (July 1, 2023 – June 30, 2024):

\$

Estimated Annual Cost of Program/Project and Type of Funds

Federal \$

State/Local \$

Other \$

(Should agree with Proposed Budget)

Head of Institution/Agency (printed name)

Date

Head of Institution/Agency (signature)

Project Narrative

PROJECT ABSTRACT (1-PAGE)

In the Project Abstract, introduce the project to the reader. It should be factual, brief, and focused on the organization's efforts. Do not assume the reader is familiar with the proposed project. The abstract should cover the core aspects of the proposed project, such as the populations services, provide the role of the partners, and include a brief description of the goals and the strategies to meet them.

EXTENT OF NEED

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

GOALS AND MEASURABLE OUTCOMES

Applicants are required to set goals for the project. Outcomes measure progress towards meeting the overall goal of the program. Determining the program goal(s) and outcomes is an important part of the next step of evaluating your program. Applicants must complete the chart in the application with program goals that align to [Education Statute §21-204](#):

Percentage of High School Students Who:	Current	Goal
Complete the CTE program	%	%
Earn industry-recognized occupational skills or credentials	%	%
Complete a registered youth or other apprenticeship	%	%

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

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

Post-Secondary Core Indicators of Performance	Current	Goal
<p>1P1: Postsecondary Retention and Placement – The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.) are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.</p>	%	%
<p>2P1: Credential, Certificate or Degree – The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.</p>	%	%
<p>3P1: Non-Traditional Concentrator Enrollment – The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields for their gender.</p>	%	%

PLAN OF OPERATION, KEY PERSONNEL AND TIMELINE

Describe how the project will address: developing and implementing ongoing professional learning, identifying, developing, vetting, and implementing program resources and/or upgrades to curriculum, support for CTSOs, support the Statewide Program Advisory Committee, and/or participating in and/or identifying key contacts from secondary, postsecondary and industry for implementation of activities. See the Grant Information Guide for additional information and guidance on all requirements to address here.

Describe how the applicant will apply for continuing professional development (CPD) credits for professional learning experiences.

Type response here.

Describe how the project will offer articulated and/or transcribed credit college credit to CTE students who complete the identified CTE program of study.

Type response here.

Include a timeline for all proposed activities using the chart provided in the application. Be sure to include important key activities that are vital to the planning, implementation, and evaluation of the project, and the person responsible for the activity.

Timeline	Strategy/Activity	Person Responsible

**Add more rows if necessary*

Identify key personnel responsible for the operations supported by this funding including names, titles, roles, and responsibilities relative to plan implementation.

Name	Title	Role and Responsibility

**Add more rows if necessary*

EVALUATION AND DISSEMINATION

Describe how the affiliate will operationalize an evaluation plan to ensure that the proposed program supports overall goals of the grant. Include the evaluation methods that will be used to determine the overall success of the project and plans for dissemination to stakeholder.

Type response here.

Describe the project's incremental monitoring processes, including measurable improvements expected to occur once the program/activity has been fully implemented. What data will be reviewed to indicate that the program/activity has had the intended effects?

Type response here.

EVIDENCE OF IMPACT

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

BUDGET AND BUDGET NARRATIVE

Please provide a detailed description of the requested funds that will be spent by using the categories listed below. Add more rows if needed. An MSDE [Grant Budget C-1-25](#) form must also be completed, signed, and submitted as an appendix.

1. Salaries and wages (list each position separately)

Line item	Calculation	Requested	In-Kind	Total
Total for salaries and wages:				

Using the space below, explain how the costs for salaries and wages above are necessary, reasonable, and cost-effective.

Type response here.

2. Contracted services

Line item	Calculation	Requested	In-Kind	Total
Total for contracted services:				

Using the space below, explain how the costs for contracted services above are necessary, reasonable, and cost-effective.

Type response here.

3. Supplies and materials

Line item	Calculation	Requested	In-Kind	Total
Total supplies and materials:				

Using the space below, explain how the costs for supplies and materials above are necessary, reasonable, and cost-effective.

Type response here.

4. Other charges

Line item	Calculation	Requested	In-Kind	Total
Total for other charges:				

Using the space below, explain how the costs for other charges above are necessary, reasonable, and cost-effective.

Type response here.

5. Equipment

Line item	Calculation	Requested	In-Kind	Total
Total for equipment:				

Using the space below, explain how the costs for equipment above are necessary, reasonable, and cost-effective.

Type response here.

6. Transfers (indirect costs)

Line item	Calculation	Requested	In-Kind	Total
Total for transfers:				

Using the space below, explain how the costs for transfers (indirect costs) above are necessary, reasonable, and cost-effective.

Type response here.

Total amount requested:

General Education Provisions Act (GEPA)

Explain the steps the applicant will take to ensure equitable access to and participation in the project as it is related to the six (6) types of barriers described in the [GEPA](#) (gender, race, national origin, color, disability, and age).

Appendices

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

- Appendix A: Evidence of status of a [non-profit 501\(c\)\(3\) organization \(if applicable\)](#)
- Appendix B: [A signed recipient assurances page](#)
- Appendix C: [A signed secondary \(C-1-25 MSDE budget form\)](#)
- Appendix D: Lobbying and Debarment Forms (If the LEA or CC already submitted these as part of their Perkins Application, then there is no need to submit again)
- Appendix E: One-page resumes for key personnel