



## GRANT INFORMATION GUIDE

# Maryland Works: Developing and Implementing Systems to Accelerate Youth Apprenticeships

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**Maryland State Department of Education**

200 West Baltimore Street  
Baltimore, Maryland 21201

**Deadline**

April 4, 2023

No later than 11:59 p.m. EST

**MARYLAND STATE DEPARTMENT OF EDUCATION**

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

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## Letter from the State Superintendent

Dear Maryland Educators, Leaders, and Community Members:

The Coronavirus pandemic laid bare the steep challenges ahead for our State in providing the workforce and collegiate pathways necessary to address long-standing disparities in the workforce and to ensure a robust Maryland economy. The Blueprint for Maryland's Future requires the State to ensure that, by 2030-2031, 45% of high-school graduates will have completed a registered apprenticeship program and received an industry-recognized credential. In 2021, Maryland's local education agencies (LEAs) had 57,423 graduates. To meet the 45% goal, 25,840 of these graduates would have needed to complete an apprenticeship and earn an industry-recognized credential. **Only about 7% of graduates met these criteria.**

The Maryland State Department of Education (MSDE) will leverage remaining one-time American Rescue Plan Elementary and Secondary School Relief Funds (ESSER III) to make infrastructure investments in systems and processes needed to make sure LEAs are structured to sustain high-quality college and career pathways that are responsive to market demand; and to create long-term entities that can sustain LEA and industry-aligned apprenticeships beyond the life of this grant program. These programs reflect the [national call](#) to use one-time pandemic resources to ensure Pre-K-12 has direct pipelines to our most needed professions. Apprenticeship programs are **a key bridge between the birth-12 continuum and a student's professional trajectory.**

The pandemic reminds us that change is here to stay – we must make sure we establish college and career pathways that are as nimble as the market demands. In doing so we can simultaneously provide opportunities for students transitioning beyond high-school and meet the demands of the State's economy. These funds are one-time funds. It is my hope that these investments will serve as **the catalyst for building the infrastructure necessary to launch and sustain strong apprenticeship programs.** Maryland Works is a bellwether for the impending change associated with the rapid scaling of youth apprenticeship opportunities across Maryland. 45% is an ambitious goal, and Maryland has a long way to go. Maryland Works will set the tone and support participating LEAs and partners in reaching an initial goal of at least 10% of high-school graduates completing an apprenticeship and earning an industry-recognized credential. I encourage you to read Maryland Works and engage in the opportunities within. The foundation of tomorrow starts today - whatever it takes.

Best,



Mohammed Choudhury  
State Superintendent of Schools

## Program Description

Maryland Works is a highly competitive Maryland State Department of Education (MSDE) grant opportunity that will leverage remaining one-time American Rescue Plan Elementary and Secondary School Relief Funds (ESSER III) to make a substantial investment in establishing an industry-aligned apprenticeship infrastructure for all Maryland's schools and business sectors. These programs reflect the [national call](#) to use one-time pandemic resources to ensure Pre-K-12 has direct pipelines to our most needed professions. Reimagining college and career pathways for Maryland's students requires transformational change to the systems that undergird the bridge between Pre-K-12 and beyond. To that end, grants will be awarded for work focused on the following high-leverage strategies:

- Designing and Developing an Infrastructure to Expand the Quality and Proliferation of Apprenticeship Programs
- Launching an Innovative Apprenticeship Intermediary for LEAs and Industry at Regional and Statewide Levels

Each of these high-leverage strategies is further defined with specific requirements. Applicants must choose at least one of the strategies and provide a description of how planned activities align with the strategy, what products and/or services will be delivered, and the expected impact of the work on Maryland's youth apprenticeship programs. Applicants must commit to supporting the development and implementation of systems to accelerate and sustain youth apprenticeship opportunities. Applicants must also define an obtainable, measurable impact on the number of students participating in apprenticeship programs; and/or the number of available, registered apprenticeship programs in the state that are geographically- and industry-aligned. Further, applicants must also identify those goals disaggregated by all student subgroups, particularly historically underserved groups to ensure that proposed plans address existing and persistent disparities in accessing apprenticeship programs.

To learn more about registered youth apprenticeship programs in Maryland, visit the [Maryland Apprenticeship and Training Program - Youth Apprenticeship](#) website.

### NAME OF GRANT PROGRAM

Maryland Works: Developing and Implementing Systems to Accelerate Youth Apprenticeships

### AUTHORIZATION

[American Rescue Plan \(ARP\) Act of 2021](#)

### PURPOSE

To seed resources for local education agencies and external partners to establish the infrastructure necessary to expand apprenticeship programs, meet the Blueprint apprenticeship goals, and ensure systems and structures created with this grant funding will outlast the grant performance period.

### DISSEMINATION

This Grant Information Guide was released on December 13, 2022.

### DEADLINE

Applications are due no later than 11:59 p.m. EST on April 4, 2023.

## GRANT PERIOD

May 1, 2023 - September 30, 2024

## TOTAL FUNDING AVAILABLE

Up to \$12,000,000

## ESTIMATED NUMBER OF GRANTS

12

## SUBMISSION INSTRUCTIONS

Applicants must submit the Maryland Works Application and all required attachments no later than 11:59 p.m. EST on April 4, 2023, via email to [marylandworks.msde@maryland.gov](mailto:marylandworks.msde@maryland.gov).

All deliverables must meet current Web Content Accessibility Guidelines ([WCAG 2.1 Level AA](#)) and accessibility standards as outlined in [Senate Bill 617](#).

## STATE RESPONSIBILITIES

MSDE is responsible for providing required information, data, documentation, and technical assistance to facilitate the grantee's performance of the work and will provide such additional assistance when requested.

## PROGRAM CONTACT

Justin Dayhoff  
Assistant State Superintendent, Financial Planning, Operations, and Strategy  
410-767-0439  
[marylandworks.msde@maryland.gov](mailto:marylandworks.msde@maryland.gov)

# Use of Funds

Funds may be used for (not an exhaustive list):

- Salaries and wages
- Instructional materials
- Marketing tools
- Translation services
- Consulting and technical assistance
- Supplies and materials

Funds may not be used for (not an exhaustive list):

- Capital improvements
- Cost(s) incurred prior to the approval of the grant

# Eligibility

Program eligibility is open to local education agencies (LEAs) and non-LEA organizations that are prepared to implement or partner with and support an LEA's implementation of a given strategy. Partnerships and collaborative entities are also eligible to apply.

MSDE reserves the right to take into consideration several goals when making awards: achieving a distribution of services and support that aligns with differences in geographic need; increasing the

participation of underrepresented demographic subgroups; and broadening award recipients to applicants who have not previously been eligible for or successful in applying to a State grant program.

## Getting Started

### Learn

- ❖ Read this document in its entirety as it provides a comprehensive overview of the various opportunities to participate, application process, and grant program timeline. Continue to monitor the Maryland Works webpage for more information and updates.
- ❖ Explore the links to additional resources and readings identified as “Inspiration from the Field” for each of the grant strategies.
- ❖ Learn more by attending live information sessions which will be recorded and posted online for asynchronous viewing.

### Consider

- ❖ Assess the capacity of your organization to submit a strong application containing innovative ideas rooted in relevant supporting data and evidence that suggest a high likelihood of proposed program success.
- ❖ Consider how the high-leverage strategies align to industry and local education agency needs.
- ❖ Plan to use this opportunity to innovate and inspire while also planning for sustainability.

### Collaborate

- ❖ Identify the primary point of contact and key collaborators responsible for the application submission.
- ❖ Build in opportunities to gather input from industry leaders and other stakeholders.
- ❖ Utilize the information sessions and office hours hosted by MSDE to pressure test ideas, gain new insights, and refine applications.

### Apply

- ❖ Attend an information session live or watch an information session recording (required).
- ❖ Submit the online grant application with all required appendices (required).

# Designing and Developing an Infrastructure to Expand the Quality and Proliferation of Apprenticeship Programs



Maryland is on the path to becoming a national leader in workforce development, job training, and apprenticeships. According to the Maryland Department of Labor [2021 Annual Report for Maryland Apprenticeship and Training Program](#), there are 3,833 businesses and 181 program sponsors actively participating in the state's registered apprenticeship program. As of November 2021, there were 11,498 registered, paid apprentices in the Maryland Apprenticeship and Training Program (MATP). While the 2021 report describes this as the highest participation rate in the history of the program, it also serves as an unrealized growth opportunity to scale youth apprenticeships and provide opportunities for high school students to earn industry-recognized credentials.

The Blueprint for Maryland's Future requires the state to ensure that by the 2030-2031 school year, 45% of students complete the high school level of a registered apprenticeship and earn an industry-recognized credential (MD Code, Education, § 21-204 (a)). **In 2021, only about seven percent of Maryland high-school graduates met the requirements to complete a registered youth apprenticeship program** approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor and the Maryland Apprenticeship and Training Council (MATC). **In 2021, Maryland had 57,423 graduates. To meet the 45% goal, 25,840 of these graduates would have needed to complete an apprenticeship and earn an industry-recognized credential.**

## Call to Action

Maryland Works calls for local education agencies that are committed to designing, developing, and implementing a sustainable infrastructure to expand the quality and proliferation of apprenticeship programs that will result in at least 10% of the LEA's graduating seniors of FY 2025 participate in a registered youth apprenticeship that leads to an industry-recognized credential. Maryland Works is also designed to include non-LEA organizations that support participating, awarded LEAs with the design and implementation of their approved, grant award programs. With an established infrastructure, participating LEAs will be well-positioned to accelerate their expansion of youth apprenticeships and realize the Blueprint's 45% goal by 2031.

## Focus Areas

Grant applications must include all of the following focus areas. LEAs will be required to collaborate with a high-quality technical assistance partner to create systems and structures to support:

- Continuous assessment of industry needs
- Initial and ongoing cultivation of partnerships with industry and higher education
- Collaboration with industry partners to develop registered apprenticeship programs that meet community and regional demand
- Assessment and innovation in coursework and college and career pathways
- Aligning central office organization and related services to school-based needs in delivering and maintaining high-quality apprenticeship programs
- Restructuring the school day and ensuring flexible scheduling of students and staff



# Designing and Developing an Infrastructure to Expand the Quality and Proliferation of Apprenticeship Programs



- Recruitment and matching of students with youth apprenticeships based on interest and need; and support of those students through to successful program completion
- Career counseling services for students that are provided collaboratively by the workforce development board, the LEA, other relevant State or local agencies, and employers.
- Continuous improvement of programs based on student and industry needs
- Equitable access to apprenticeship opportunities for students from historically underserved populations, from homes where English is not the primary spoken language, who are experiencing homelessness, and/or who have developmental delays, disabilities, or special needs
- Programs that are open to all students, regardless of academic performance/achievement
- Financial sustainability of infrastructure and registered apprenticeship programs beyond the grant period by leveraging public and private partnerships
- Ongoing engagement with employers, institutions of higher education, county/city councils, local and regional workforce development boards, the Maryland Department of Labor, and the Maryland State Department of Education



## Inspiration from the Field

[Apprenticeship: a DPS CareerConnect Program](#)

Denver Public Schools

[Blurring the lines between education and workforce](#)

The Hechinger Report

[Partnership to Advance Youth Apprenticeship: Our Resources](#)

New America



## Additional Readings

- [Indianapolis Students Get 'Leg Up' On Careers with European-Style Apprenticeships](#), The 74
- [How Youth Apprenticeships Are Bringing Students to Work](#), The Annie E. Casey Foundation
- [Fueled by Grants, States Bet Innovative Career Training Programs Will Lure Disengaged Youth Back to School After COVID – Starting in Middle School](#), The 74
- [Youth Apprenticeship in Action: Principles in Practice](#), JFF
- [WCPS Youth Apprenticeship Maryland Program](#), Washington County Public Schools (MD)

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## Potential Applicants

- Local education agencies
- Non-LEA Organizations
- Institutions of Higher Education (IHEs)
- Partnerships and collaborative entities are also encouraged to apply

## Funding for this Strategy

- Total amount available: \$8,000,000
- Estimated number of grants awarded: 8
- Average range of award: \$1,000,000

# Launching an Innovative Apprenticeship Intermediary for LEAs and Industry at Regional and Statewide Levels



The Blueprint for Maryland's Future lays out an ambitious vision for the future of registered apprenticeships in the state. MSDE recognizes that this goal can only be met through collaboration and partnerships with outside organizations. This grant opportunity aims to lay the necessary foundation so that apprenticeships can flourish in the state by creating intermediary organizations to assist leaders in education, business, and industry in developing, implementing, and sustaining apprenticeship programs that are aligned to community and regional workforce needs and provide students with opportunities to earn industry-recognized credentials.

## Call to Action

Maryland Works calls for applicants who are committed to establishing or serving as an intermediary to coordinate the expansion of and proliferation of quality registered youth apprenticeship programs that will result in at least 10% of the local education agency's graduating Class of 2025 participating in a registered apprenticeship that leads to an industry-recognized credential.

Applicants must choose between one of two pathways.

1. **Statewide Apprenticeship Coordinating Entity:** Establish a statewide entity that will work in service of regional apprenticeship intermediaries to ensure that each regional intermediary has access to training, support, and assistance. The statewide entity will help regional intermediaries identify stable revenue and maintain solvency. The entity will also work as an incubator for local education agencies and non-LEA organizations to develop future, additional regional intermediaries that, together, will launch and scale youth apprenticeship opportunities throughout the state.
2. **Regional Intermediary:** Establish a regional intermediary organization focused on expanding registered apprenticeship opportunities within a particular geographic area in partnership with an identified group of local education agencies. Similar to the first pathway, the intermediary will serve as a liaison between industry, business, philanthropy, higher education, and local education agencies.

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## Focus Areas

Grant applications must address all of the following:

- Understanding of evidence- and research-based practices and policies pertaining to intermediary organizations supporting youth apprenticeship programs at all stages of development and implementation, including methods that the applicant currently and/or plans to make use of to stay at the forefront of practices related to strong intermediary and youth apprenticeship practices
- Systems for ensuring industry- and geography-based alignment to available apprenticeships and their respective credentials with employers, institutions of higher education, LEAs, county/city councils, and local and regional workforce development boards

# Launching an Innovative Apprenticeship Intermediary for LEAs and Industry at Regional and Statewide Levels



- Applicants for this strategy area must include a signed memorandum of understanding (MOU) between all respective parties signifying a commitment to collaboration from start to finish of the grant performance period (and beyond)
- Outreach strategies to stakeholders, such as LEAs, institutions of higher education, the business community, nonprofit organizations, and labor organizations
  - Specific strategies to engage students from historically underserved populations, from homes where English is not the primary spoken language, who are experiencing homelessness, and/or who have developmental delays, disabilities, or special needs
  - Open to all students regardless of academic performance/achievement
  - Career counseling services for students that are provided collaboratively by the workforce development board, the LEA, other relevant State or local agencies, and employers.
- Development of training modules, materials, and sessions in diverse forms of media
- Collection and analysis of longitudinal data on apprenticeship program participation and outcomes
- A process to work with leadership and staff to develop and set priorities for the statewide coordinating entity and the regional intermediary organization(s)
- Sustainability plans to ensure the continued success of the organization(s) beyond the grant period, including leveraging public and private dollars and partnerships
- Knowledge of best practices related to the reallocation of talent, time, and resources in high schools to support student participation and completion of expanded apprenticeship programs
- Activities designed to achieve the goals and outcomes articulated in the Blueprint for Maryland's Future
- Plans to collaborate with the Maryland State Department of Education and the Maryland Department of Labor on related activities and programs and other key stakeholders



## Inspiration from the Field

[CareerWise Colorado: A Statewide Intermediary](#)

*CareerWise Colorado*

[What Youth Apprenticeships Look Like: Charleston Regional Youth Apprenticeship Program Case Study](#)

*JFF*

[Registered Apprenticeship Technical Assistance Centers of Excellence](#)

*US Department of Labor*



## Additional Readings

- [CareerWise DC: A Modern Youth Apprenticeship](#), CareerWise DC
- [New York City's Apprenticeship Boom for High School Students](#), The 74
- [CareerWise: Case Study of a Youth Apprenticeship Intermediary](#), Urban Institute
- [Horizon Education Alliance Awarded Bloomberg Philanthropies Grant to Expand CareerWise Youth Apprenticeships in Elkhart County](#) and [Partnership to Advance Youth Apprenticeship: Our Resources](#), New America
- [Credentials Matter, Phase 2: A National Landscape of High School Student Credential Attainment Compared to Workforce Demand](#), ExcelinEd & Burning Glass Technologies

## High-Leverage Strategy

# Launching an Innovative Apprenticeship Intermediary for LEAs and Industry at Regional and Statewide Levels



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### Potential Applicants

- Non-LEA Organizations
- Institutions of Higher Education (IHEs)
- Partnerships and collaborative entities are also encouraged to apply

### Funding for this Strategy

- Total amount available: \$4,000,000
- Estimated number of grants awarded: 4
- Average range of award varies based on partnership and number of LEAs supported. Applicants can estimate an average of \$1,000,000 for the purposes of application budget submission.

## Customer Service Support Sessions

The Maryland State Department of Education seeks to support any potential applicant in submitting the strongest application possible. Strong program designs are essential to ensuring Maryland Works delivers upon the goals of the initiative. Customer service and support for Maryland Works consists of information sessions as well as office hours for individual appointments, upon request. Applicants are encouraged to leverage office hours for thought partnership, application development, and individualized support. The session dates are below.

### Information Sessions

Prior to completing and submitting the application, it is required that applicants attend at least one information session. These sessions provide an overview of the Maryland Works grant program, requirements, and how to apply. To register for a session, click on the associated link. See the dates and times below:

- [Tuesday, January 17, 2023, at 2 p.m. EST](#)
- [Thursday, January 26, 2023, at 1 p.m. EST](#)
- [Thursday, February 2, 2023, at 9 a.m. EST](#)

# Application

Complete applications, including all appendices, should be submitted by the deadline as a PDF document via email to [marylandworks.msde@maryland.gov](mailto:marylandworks.msde@maryland.gov).

## COVER PAGE

Applicants must provide contact information and identify which strategy they are addressing in the application, the pathway if applicable, and the total amount of funding being requested. All applications must be signed by the head of the applying organization.

## INFORMATION SESSION ATTENDANCE

Applicants are expected to attest to and provide the name and titles of all individuals associated with their organization who have attended (or watched the recorded) information sessions MSDE is hosting for Maryland Works.

## NEEDS ASSESSMENT

Local education agencies are at different stages of their work in moving toward Blueprint implementation and reaching the apprenticeship goals aspired to in the Blueprint. Maryland Works constitutes a limited (in dollars and time) opportunity to address specific, structural areas in which LEAs may invest to better scaffold the future launch and scaling of apprenticeship programs. Discuss the specific infrastructure areas the LEA needs to address and what makes those areas a necessary area of investment. For non-LEA applicants, discuss the areas of need for which your organization is best-positioned to support LEA and regional workforce growth and the types of challenges your proposed support is most-well suited to address.

## GOALS AND OUTCOMES

**All applicants must include as one of their goals: At least 10% of the LEA's graduating seniors of FY 2025 will participate in a registered youth apprenticeship that leads to an industry-recognized credential.**

Articulate clear goals and the related near-, mid-, and long-term outcomes that will drive achievement of those grant program goals. Goals should be specific and tie directly to a Maryland Works strategy and focus areas. Goals should also align to needs identified in the application's needs assessment.

- **Example 1:** The needs assessment notes that current high-school master schedules restrict the types of apprenticeship programs in which students can participate due to the misalignment of bell times and apprenticeship working hours;
- The applicant could suggest that a project goal is to ensure high-school schedules do not circumscribe the types of potential apprenticeship programs or the number of students able to participate in those respective programs;
  - The applicant could describe near-term goals related to identifying a Partner to support master schedule redesign with flexible options for students (or schools) from which to choose;
  - The applicant could articulate mid-term goals related to having, by a certain date, completed work with the LEA and local industry to identify needs for both parties and have, as a result, a specific number of schedule options, communications and guidance, including playbooks for schools to implement new schedule options;



- The applicant could suggest long-term goals associated with the adoption and implementation of those schedules.
- **Example 2:** The organization identifies critical support areas shared across four local education agencies located in the southern region of the eastern shore related to economies of scale and the ability to coordinate LEA youth apprenticeship programs and local, industry needs;
- The applicant could suggest that a project goal is to, in establishing a regional intermediary, ensure available apprenticeships in the southern eastern shore region align to the current, high-vacancy areas of local industry;
  - The applicant could describe near-term goals related to identifying relevant local industry and the areas of highest labor market need;
  - The applicant could articulate mid-term goals related to having, by a certain date, completed work with LEAs and local industry to coordinate credential pathways and the sourcing of interested students for a new series of apprenticeship opportunities;
  - The applicant could suggest long-term goals associated with a feedback mechanism to ensure current apprenticeship pathways remain relevant to and responsive to industry need.

## PROJECT NARRATIVE (5-PAGE LIMIT)

### Proposed Activities

Describe the proposed activities and how they align to the specific strategy selected.

### EVIDENCE OF IMPACT

Describe how the proposed plan and strategies being implemented are evidence-based and will lead to the desired impact. For non-LEA applicants, discuss and provide evidence of success in supporting LEAs in related work. Include a description of your experience in terms of effective practices leading to the desired outcomes.

### Historically Underserved Groups

Describe how the proposed activities will increase participation and have a positive impact on historically underserved groups.



**Timeline**

Use the table below to outline proposed activities and the anticipated dates of implementation throughout the grant period.

Proposed Activities (sample)	Date of Implementation
<i>e.g., Launch a school schedule redesign committee that will make final recommendations related to new master schedule options that would allow students to more easily access apprenticeship programs</i>	July, 2023
<i>e.g., Develop and execute MOU with the local education agencies and the regional intermediary</i>	August, 2023

**Measuring Success**

Since all applicants must include as one of their goals: **At least 10% of the LEA’s graduating seniors of FY 2025 will participate in a registered youth apprenticeship that leads to an industry-recognized credential** – applicants should be sure to identify and include the corresponding measure of success.

Describe what success for this project would look like and what criteria will be used to determine success. LEA applicants should identify clear, data-driven metrics and provide baseline data and realistic expected success targets anchored in and tied to the evidence of impact already described above. For example, if cited evidence suggests a likelihood of achieving a given result (number of new industry partners identified for apprenticeship programs) for certain activities and resources, the success criteria should use similar expectations. Non-LEA applicants should identify processes for ensuring LEAs stay on track with stated goals, outcomes, and success criteria and corresponding service-level agreements for supporting and engaging the LEA or LEAs.

**Key Personnel and Management Plan**

The management plan clearly defines the roles, responsibilities, tasks and deadlines of key contributors to make sure the program is a success. Ensure that all administrative and key personnel responsible for the successful implementation and monitoring of the grant requirements are captured here. Non-LEA applicants must provide one-page resume(s) for all key personnel in the appendix.

**Key Personnel**

Name	Title, Organization	Responsibilities



## BUDGET AND BUDGET NARRATIVE (5-PAGE LIMIT)

The project's budget should detail all related project expenses in a separate itemized budget. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget for that year. Each line must be detailed and specific. General expenses should be broken down into specific line items. Be as detailed as possible. The budget should tie to and match the applicant's submitted C-1-25 budget form (see below).

**MSDE will give award preference to applicants that demonstrate or pre-identify additional sources of revenue in their application and commit to using funds outside this award to ensure long-term sustainability.** For LEAs, this could refer to braiding existing funds with this grant program; for non-LEAs this could refer to external revenue opportunities and related funding (e.g., public-private partnerships or in-kind support).

## APPENDIX

The following Appendices must be included in the application:

- A [signed C-1-25 MSDE budget form](#)
- A [signed recipient assurances page](#)
- One-page resumes for all key personnel (if applicable)
- Letters of support from any partners (if applicable)

## The Review Process

The review of proposals will be a five-part process:

1. Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applicants not meeting all pre-screening requirements will not be reviewed.
2. A review committee established by MSDE will evaluate applications.
3. Applicants may be scheduled for an oral program presentation as determined by the review committee.
4. Final approval for awards will be determined by the review committee.
5. MSDE will issue notice of award and notice of non-award to all applicants in April 2023.

Due to the anticipated volume of applicants, MSDE will not consider appeals for grant applicants. MSDE reserves the right to take into consideration several goals when making awards: achieving a distribution of services and support that aligns with differences in geographic need; increasing the participation of underrepresented demographic subgroups; and broadening award recipients to applicants who have not previously been eligible for or successful in applying to a State grant program.

## Reporting Requirements

The Maryland State Department of Education will provide participating eligible applicants with a more detailed implementation timeline once the grant period commences. In addition to the activities above, it will include detailed information related to meetings with MSDE staff, ensuring continued connection and collaboration throughout the grant period.

## Non-Discrimination Statement

MSDE 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 Operations  
Maryland State Department of Education  
200 W. Baltimore Street - 2nd Floor Baltimore, Maryland 21201-2595 410-767-0123 - voice  
410-767-0431 - fax  
410-333-6442 - TTY/TDD

## The General Education Provisions Act (GEPA), Section 427

Each application must develop and describe the steps the applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

## Questions

If you have questions about the application or program, please contact the Program Monitor:

Justin Dayhoff  
Assistant State Superintendent, Financial Planning, Operations, and Strategy  
410-767-0439  
[marylandworks.msde@maryland.gov](mailto:marylandworks.msde@maryland.gov)

A customer service specialist will respond to all inquiries within 24 hours or the next business day.

**A list of frequently asked questions (FAQ) and answers will be posted to the webpage following customer service support sessions.**

## Grant Application Timeline

Date	Program Milestone
December 12, 2022	Maryland Works Grant Information Guide and application are released
January 17, 2023	Information session
January 26, 2023	Information session
February 2, 2023	Information session
April 4, 2023	Application window closes
April - May, 2023	The Review Committee evaluates applications
May 2023	MSDE announces grant awards
May 2023 - September 2024	Grant period