MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

GRANT INFORMATION GUIDE

Pathways in Technology (P-TECH) Early College High School Supplemental School System Grant Fiscal Year 2024

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline
August 24, 2023
No later than 5:00 p.m. EDT

MARYLAND STATE DEPARTMENT OF EDUCATION

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

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Deputy Superintendent of Teaching and Learning

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Table of Contents

Program Description

The Maryland State Department of Education (MSDE) provides non-competitive grants to Maryland local education agencies (LEAs) with Pathways in Technology Early College High School (P-TECH) programs. Many aspects of the Blueprint for Maryland's Future are exemplified in P-TECH as the goal of P-TECH is to provide wrap-around support services to economically disadvantaged students that result in students receiving their high school diploma, a two-year associate degree, and receiving first-in-line consideration for employment with a partnering P-TECH company. Maryland currently has nine (9) P-TECH high schools, and the LEAs that represent these schools are eligible for $750 per student, based on final enrollment data. LEAs must match 100% (in-kind matching is allowable) of supplemental school grant funds.

Reimagining the current vision and direction of the P-TECH program in Maryland requires a transformational change in the systems that underpins the bridge between LEAs, postsecondary institutions, and the workforce. To that end, grants will be awarded under six (6) core P-TECH principles that align to the Blueprint for Maryland's Future:

P-TECH Principle	Alignment with Blueprint for Maryland's Future Pillar 3 – College and Career Readiness
Open Enrollment	Objective 1: Students shall have equitable opportunities to become college- and career-ready (CCR) and meet the CCR standard at an equal rate
Public-Private Partnerships and First In-Line Consideration for Jobs	Objective 4: Provide high-quality career counseling and Career and Technical Education (CTE) programs
Integrated High School and College Course Work	Objective 2: Ensure that students are progressing towards meeting CCR Objective 3: Implement CCR Pathways
Cost-Free	Objective 3: Implement CCR Pathways
Workplace Learning	Objective 4: Provide high-quality career counseling and CTE programs
Marketing P-TECH	Objective 1: Students shall have equitable opportunities to become college- and career-ready and meet the CCR standard at an equal rate

Each P-TECH principle is further defined in this Grant Information Guide. Applicants must choose at least one (1) principle and describe how planned activities align with the principle, describe what products and/or services will be delivered, and describe the expected outputs, outcomes, and impact of the provided services on the LEA's P-TECH program.

AUTHORIZATION

[Pathways in Technology Early College High School Act of 2017 (Chapter 591, Acts of 2017)](#)

GRANT OVERVIEW

Name of Grant Program

Pathways in Technology Early College High School Supplemental School System Grant

Purpose

The purpose of this grant is to support the implementation and growth of P-TECH. The supplemental grant is only for LEAs with eligible P-TECH sites. The funds may be used for the cost of tuition, fees, course materials, transportation to college classes, and support services for students enrolled in this early college program.

Dissemination

This Grant Information Guide was released on July 25, 2023.

Deadline

Proposals are due no later than 5:00 p.m. on August 24, 2023. The Office of College and Career Pathways will begin reviewing applications on a rolling basis beginning August 3, 2023.

Grant Period

July 1, 2023 – June 30, 2024

Funding Amount Available

There is approximately $1.9 million available.

Estimated Number of Grants

Nine (9)

Submission Instructions

The P-TECH Early College High School Supplemental School System Grant application can be downloaded from the MSDE [Office of Grants Administration and Compliance website](#). A signed electronic copy in .pdf format must be uploaded to the P-TECH Docushare portal (all P-TECH Coordinators have access) by 5:00 p.m. on August 24, 2023. The Office of College and Career Pathways will begin reviewing applications on a rolling basis beginning August 3, 2023.

State Responsibilities

The State is responsible for providing the information, data, documentation, and test data required to facilitate the grantee's performance of the work and will provide the additional assistance and services, as required. As required, MSDE submits two annual reports to the Governor and General Assembly regarding the implementation of P-TECH schools in Maryland. The first report is due August 1st and determines the future funding of P-TECH. The second report is due December 1st and keeps the Maryland State Legislature informed about the success of P-TECH.

Program Contacts

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Eligibility

Funding is awarded directly to the LEA to support P-TECH schools. The LEA must provide a 100% match to the state supplemental school grant funds (in-kind matching is allowable). P-TECH schools are required to coordinate between high school and college faculty, develop curriculum, and provide training specific to the CTE pathways, and meet all P-TECH requirements. The LEA also coordinates with P-TECH business partners for each career pathway to ensure alignment of programs and opportunities for internships and employment in the chosen career field for P-TECH students.

This funding opportunity is designed for and open to LEAs with P-TECH programs. Current LEAs with enrollment in P-TECH schools include Allegany County, Baltimore City, Baltimore County, Harford County, Montgomery County, and Prince George's County.

Use of Funds

The following are allowable expenditures as designated in the P-TECH Act of 2017:

- Teacher planning and coordination for work performed outside of the regular workday. Teacher stipends, paid at the current local negotiated contract rate, are not to exceed the current school system's daily rate. (Stipends are only allowable for work performed outside the regular workday.)

- Substitute teacher fees to support P-TECH teachers participating in P-TECH activities.

- Materials needed for college courses and related instruction (such as textbooks and/or lab fees).

- 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 extended-year P-TECH activities.

- Enrichment activities (e.g., field trips) for P-TECH students and staff.

- Student textbooks, materials, or technology required as part of the CTE 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 as needed for additional services, such as work-based learning, work site visits, and coordination with the college program.

- Reimbursement for travel expenses cannot exceed local per diem rates, which are:
  - Mileage: $0.655/mile
  - Breakfast: $15
  - Lunch: $18
  - Dinner: $30

- Administrative costs not to exceed 5% of the total grant, including indirect costs.

Getting Started

LEARN

- Read this document in its entirety as it provides a comprehensive overview of the application process, the grant program timeline, as well as various opportunities to participate.

CONSIDER

- What metrics will be used to determine if the wrap-around services provided to students are sufficient in scope and range?

- How does the P-TECH program plan to increase year-over-year the number of students completing
P-TECH in four years?

- How will the P-TECH program strategically increase business partnerships which allow students to participate in registered youth apprenticeship programs and/or earn industry-recognized credentials?

COLLABORATE

- Identify the primary point of contact and key collaborators responsible for the submission of the application.

- Build opportunities to gather input from educators, industry leaders, and other stakeholders.

APPLY

- Attend one Customer Service Support Session. (Required)

- Submit the online grant application by the application deadline, with all required appendices. (Required)

Program Requirements

P-TECH PRINCIPLES

Applications for funding must align with one or more of P-TECH's six core principles. Funds must be used to support the following core principles. For each principle, examples of allowable expenditures and aligned activities are provided. Applicants must be prepared to define an achievable and measurable impact on the following: the number of students participating in the LEA's P-TECH program(s); students who complete the P-TECH program within 4-years; and students who receive the appropriate support services to ensure success in P-TECH. Additionally, applicants must identify goals disaggregated by all student subgroups, particularly historically underserved groups, to ensure that proposed plans address existing and persistent disparities in access to P-TECH.

P-TECH Principle 1: Open Enrollment

P-TECH schools are open to all students, with no grade or testing requirements. Regardless of students' prior academic performance, the curriculum sequencing and instructional supports ensure that all students develop the skills and knowledge they need to graduate within six years. However, while P-TECH students have up to six years to complete their degree requirements, schools should set goals to continuously increase the number of students who complete the P-TECH program in four years.

Academic supports that are designed to help students meet grade and/or course level standards must be implemented early, preferably in grade 9. Students' academic performance in English and mathematics must be addressed, as these skills provide the foundation for success in other courses. Grade 9 must be structured to provide as many academic and social supports as possible, which may include use of extended learning time, tutoring, enrichment, block programming, supports for English language learners and special education students, and/or enrollment of P-TECH students in college academic remediation courses (P-TECH students may enroll in academic remediation courses beyond grade 9 if needed).

Examples of activities and allowable expenditures aligned with academic readiness include the following:

- Planning and coordination between high school and college faculty for curriculum development and training specific to CTE pathways, and other P-TECH requirements.

- Providing substitute teacher fees to support P-TECH teachers participating in P-TECH activities.

- Providing tutoring services for students, in addition to current school-based services. While tutoring embedded in the school day is preferred, additional tutoring may be through an extended day or extended year model.

- Coordinating additional postsecondary tutoring to help students acclimate to the rigors of doing postsecondary work, to include lessons on time management.

- Providing light refreshments for P-TECH students participating in extended day and/or extended-year P-TECH activities.

- Paying fees for academic remediation courses or other types of content intended to increase the level of academic readiness of P-TECH students.

Applicants must address each of the following in their application:

- Based on the most recent submission of P-TECH data, describe plans, services, and activities that will increase the number of students completing the P-TECH program in four years.

- If applicable, describe any programmatic changes to the P-TECH program and the reasons for the changes.

- Describe if any of the services and activities that were previously implemented, and state what their overall impact was and describe any new plans that will be implemented and include the reasons why.

- Identify the metrics that will be used to determine whether the plans, services, and activities are successful.

- Describe the continuous improvement model to implement P-TECH.

P-TECH Principle 2: Public-Private Partnerships and First-In-Line Consideration for Jobs

The P-TECH Model is grounded in a commitment to partnerships and shared decision-making. A P-TECH school is dependent on developing and maintaining healthy partnerships with and among the school system, community college, and one or more local industry partners. Successful partnerships are characterized by shared responsibility and decision making, close collaboration, and honest communication.

There are many levels of business participation and support required in P-TECH schools. Business partners must be included on a P-TECH Steering Committee (established with each P-TECH school), and may participate in creating a skills map, identifying an associate degree aligned to the program, and providing an Employer Liaison. Business partners can provide mentors, opportunities for workplace visits, speakers, and paid, work-based learning experiences that prioritize the completion of a registered youth apprenticeship program and/or the recognition of an industry credential for all P-TECH students. Business partners agree to consideration of first-in-line employment for P-TECH graduates.

Examples of activities and allowable expenditures aligned to business recruitment and engagement:

- Establishing robust internship and apprenticeship programs for P-TECH students.

- Planning and coordination to engage with employer partners in the design and development of workplace visits.

- Planning and coordination to work with employer partners to develop and train specific curriculum for CTE pathways, and other P-TECH requirements.

- Providing substitute teacher fees to support P-TECH teachers participating in P-TECH activities.

- Coordinating enrichment activities (e.g., field trips) for P-TECH students and staff.

- Purchasing materials and supplies to support curriculum development, program outreach, and professional development. This may include materials for the Steering Committee and partnership meetings.

Applicants must address each of the following in their application:

- Describe the plan to coordinate with P-TECH partners to include a robust registered youth apprenticeship program as part of the P-TECH model.

- Describe the current level of involvement of P-TECH business partners in providing academic and career development support to P-TECH students.

- Describe how business partners are helping students connect what they are learning in their P-TECH program and the application to the career field for which the students are preparing.

P-TECH Principle 3: Integrated High School and College Course Work

P-TECH schools provide opportunities for students to advance through their high school and college courses in an integrated fashion.

Dual credit options must be available to P-TECH students (e.g., replacing a high school class with a similar college class where students earn both high school and college credit). Additionally, colleges vary in the amount of flexibility they provide in waiving pre-requisites and/or offering courses multiple times in an academic year. These issues must be discussed in detail between the school system and the college partner in the development of the P-TECH scope and sequences.

Examples of activities and allowable expenditures aligned to accessing college courses:

- Planning and coordination between high school and college faculty for curriculum development and training specific to CTE pathways and to develop articulated and transcript credit agreements.
- Providing dual credit opportunities that will allow students to complete P-TECH in four years.
- Providing materials and supplies to support curriculum development, program outreach, and professional learning experiences. This may include materials for the P-TECH Steering Committee and partnership meetings.

Applicants must address each of the following in their application:

- Describe the dual enrollment options available to students to increase the opportunity for students to complete in four years.
- Describe the supports students receive to be successful in their postsecondary coursework.
- Describe the college's policy related to removing barriers to ensure that P-TECH students can access the college courses needed to complete the program in four years.
- Describe the industry-recognized credentials, if any, that the students can obtain as a result of participating and/or completing the CTE pathway. Include a plan to help students achieve those credentials.
- Describe the process for assisting students in using the college's learning management system (e.g., Blackboard, Canvas, etc.) to access lessons and submit assignments.

P-TECH Principle 4: Cost-Free

P-TECH, and in particular the associate degree, is provided at no cost to students and their families. Because P-TECH schools serve students from historically underrepresented backgrounds, access to a no-cost postsecondary degree removes a critical financial stumbling block and helps students focus solely on learning.

Maryland provides supplemental grants to school systems and colleges to support P-TECH. Perkins/CTE funds may also be used to support the identified CTE program in the P-TECH scope and sequence.

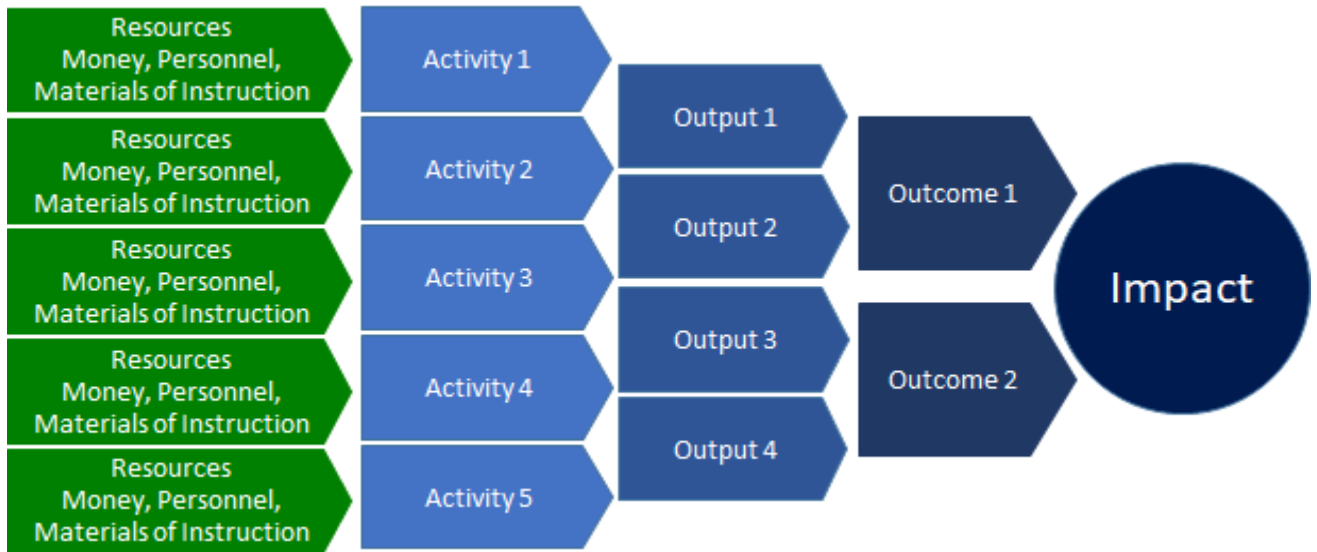Examples of activities and allowable expenditures to keep P-TECH cost-free for students include:

- Purchasing of materials needed for college courses and related instruction (such as textbooks and/or lab fees). Specify the courses and materials for which the items are being purchased.

- Purchasing laptops or other technology needed for students to access college course content.

- Paying industry-recognized credentials fees.

- Paying for transportation, as needed, for additional services such as work-based learning, work site visits, and coordination with the college program.

Applicants must address each of the following in their application:

- Use the information below to create a logic model to describe the outputs, outcomes, and impacts of the products, services, and activities that will be purchased through this grant.

- **Creating a P-TECH Logic Model** – "A logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve." The logic model includes five key components: Resources, Activities, Outputs, Outcomes, and Impact. See the following information for definitions.

Resources	Activities		Outputs	Outcomes	Impact
Identify resources (e.g., personnel, money, and materials of instruction) needed to operate the program.	Identify the processes, techniques, tools, events, technology, and actions of the planned program.		Identify the direct result of the activity.	Identify the specific changes in attitudes, behaviors, knowledge, skills, status, or level of functioning expected to result from program activities.	Identify the organizational, community, and/or system level changes expected to result from program activities.

❶	❷		❸	❹	❺

Planned Work   **Intended Results**

Logic Model Graphic[1]

Building a logic model by basic program components: Begin by describing the basic assumptions and then add the following program components in the order that they should occur.	
LOGIC MODEL *IF…THEN* **Assumptions** • Certain resources are needed to operate your program. • *If* you have access, ***then*** you can use them to perform your planned activities. • *If* you accomplish your planned activities,***then,*** you will, it is hoped, deliver the amount of product and/or service that you intended. • *If* you accomplish your planned activities to the extent intended, ***then*** your participants will benefit in specific ways.	1. *Factors* are resources and/or barriers, which potentially enable or limit program effectiveness. Enabling *protective factors* or *resources* may include funding, existing organizations, potential collaborating partners, existing organizational or interpersonal networks, staff and volunteers, time, facilities, equipment, and supplies. Limiting *risk factors* or *barriers* might include attitudes, lack of resources, policies, laws, regulations, and geography. 2. *Activities* are the processes, techniques, tools, events, technology, and actions of the planned program. These may include *products*, promotional materials, and educational curricula; *services*, education and training, counseling, or health screening; and *infrastructure* – structure, relationships, and capacity used to achieve desired results. 3. *Outputs* are the *direct results* of program activities. They are usually described in terms of the *size and/or scope of the services and products delivered or produced* by the program. They indicate if a program was delivered to the intended audiences at the intended "dose." A program output, for example, might be the *number* of classes taught, meetings held, or materials produced and distributed; program *participation rates* and demography; or *hours of each type of service* provided. 4. *Outcomes* are specific *changes in attitudes, behaviors, knowledge, skills, status, or level of functioning* expected to result from program activities and which are most often expressed *at an individual level*.

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[1] Kellogg, W. K. (2006). WK Kellogg foundation logic model development guide. *East Battle Creek, MI: WK Kellogg Foundation.*

Building a logic model by basic program components: Begin by describing the basic assumptions and then add the following program components in the order that they should occur.	
If these benefits to participants are achieved, *then* certain changes in organizations, communities, or systems could occur under specified conditions.	5. *Impacts* are *organizational, community, and/or system level changes* expected to result from program activities, which might include improved conditions, increased capacity, and/or changes in the policy arena. Thinking about a program in logic model terms prompts the clarity and specificity required for success and often demanded by funders and your community. Using a simple logic model produces (1) an inventory of what you have and what you need to operate your program; (2) a strong case for how and why your program will produce your desired results; and (3) a method for program management and assessment.

P-TECH Principle 5: Work-Based Learning

The true innovation of the P-TECH model is its comprehensive focus on careers. Industry representatives are integral partners in the development of P-TECH schools. Their participation helps students understand how their coursework, field experiences, and the 'real world' expectations of the workplace are connected.

The career focus must be integrated into core academics to make them more accessible and to expand the available time to tackle content and skills. They should not be considered isolated instructional strands.

Examples of activities and allowable expenditures aligned to work-based learning include:

- Establishing robust paid, work-based learning experiences that prioritize completion of a registered youth apprenticeship program and/or earning an industry-recognized credential for all P-TECH students.

- Planning and coordination of workplace learning curriculum, activities, and experiences.

- Providing substitute teacher fees to support P-TECH teachers participating in P-TECH activities.

- Planning enrichment activities (e.g., field trips) for P-TECH students and staff.

Applicants must address each of the following in their application:

- Describe the plan to coordinate with P-TECH partners to include a robust apprenticeship program as part of the P-TECH model. Also, describe plans to expand internship opportunities to P-TECH students.

- Describe the range of work-based learning opportunities in which P-TECH students can engage.

- Describe how work-based learning is integrated into the P-TECH model.

P-TECH Principle 6: Marketing P-TECH

Families must receive recruitment information that fully explains academic expectations, extended time commitment, specific associate degrees offered, and details of the career options open to P-TECH graduates.

Development of marketing materials that fully explain the academic expectations, the extended time commitment, the associate degrees offered, and details on the career options open to P-TECH graduates to ensure parents and guardians understand the scope, sequence, and overall goals of the P-TECH program. Materials should include information on the requirement of P-TECH to enroll economically disadvantaged students, students with disabilities, and English Learners (EL).

Examples of activities and allowable expenditures aligned to marketing include:

- Developing brochures, videos, and PSA banners in multiple languages

- Creating a P-TECH Program App

- Creating a positive P-TECH social media presence

- Creating P-TECH websites

- Starting a P-TECH student ambassador program

- Purchasing special cords for graduation

Applicants must address each of the following in their application:

- Describe the marketing strategy that will be employed to inform the target audience about P-TECH.

- Describe the data elements that will support the identified marketing strategy.

- Articulate who will be responsible for the delivery of messages and/or distribution of materials.

- Describe the indicators that will confirm if the strategies were successful.

Application Requirements

COVER PAGE

Applications must include the Proposal Cover Page provided in the application for participation that includes a project statement. The project statement should briefly describe the project outcome(s) and strategies (i.e., what the project will do and how it will be accomplished). Do not exceed the 100-word limit. The Proposal Cover Page should be printed and signed by the P-TECH Coordinator/Director for the LEA and the school representative.

PROJECT ABSTRACT (1 PAGE)

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

PROJECT NARRATIVE

The project narrative consists of the following sections. These sections will be scored by reviewers.

- Extent of Need

- Goals, Measurable Outcomes and Milestones

- Plan of Operation, Key Personnel, and Timeline

- Evaluation and Evidence of Impact

EXTENT OF NEED

The extent of need in the grant application should outline the specific conditions or needs that require funding. It should demonstrate how the grant funds will effectively address these problems. For instance, it should highlight the importance of providing flexible schedules for busy adults to accommodate their educational pursuits and emphasize the significance of allocating sufficient time for course completion. Additionally, the extent of need should describe how the implementation of an innovative program will measure competency standards and enhance workforce readiness. To meet the rubric criteria, the extent of need should incorporate specific data points that relate to the identified P-TECH principle(s). The selection of the P-TECH principle(s) should be clearly explained, and the extent of need for the desired P-TECH principle(s) should be supported by the data points provided.

GOALS, MEASURABLE OUTCOMES AND MILESTONES

Goals

Indicate the overall goal of the project. The goal should address the main problem identified at the beginning of the needs assessment. While there should be at least one goal, it is possible to have multiple goals. Setting more than one goal can be critical in providing structure and organization to project implementation. Goals must have long-term deadlines.

Here are some tips for writing goals:

- The strongest applications will directly connect P-TECH to Pillar 3 of the Blueprint, specifically, as it explicitly connects to the Blueprint's goal, that 45% of high school graduates will complete the high school level of a registered youth apprenticeship and/or earn an industry recognized credential, and showing how providing students with the needed wrap-around support services clearly align with achieving both Blueprint and P-TECH goals.

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

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

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

Measurable Outcomes

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

Here are some tips for writing objectives:

- Describe your outcome(s) in quantifiable terms.

- The outcomes should specify the result of an activity.

- Outcomes should identify the target audience or community being served.

- The objectives must be realistic and capable of being achieved within the grant period.

Milestones

The ongoing evaluation is essential for the management of P-TECH. Since goals and outcomes are not evaluated until the end of the year, milestones must be established to measure progress during the year. Milestones should be evaluated during the year, either quarterly or semi-annually.

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

PLAN OF OPERATION, KEY PERSONNEL AND TIMELINE

The Plan of Operation includes the strategies and activities that will be implemented to achieve your goals, outcomes, and milestones. Create a plan of operation in graph or chart form that addresses, at a minimum, the key components of the expansion of P-TECH in the secondary school.

- Include a timeline and the key personnel associated with each component of the operation plan. For key personnel, include the program instructor(s) (if known), the program contacts for the school system, the principal of the school where the program will be implemented, and any other personnel who will be involved. Indicate names, titles, affiliations, roles, and responsibilities.

- Convene the Program Advisory Committee (PAC) and describe the extent to which the PAC will be involved in the expansion or improvement of P-TECH.

EVALUATION AND EVIDENCE OF IMPACT

- How will this project assist the Local Education Agency in reaching the goal that by 2030, 45% of high school graduates will have obtained an industry-recognized credential or completed the high school level of a registered apprenticeship program?

- What other measurable improvements are expected to occur to expand the P-TECH program?

- What data will be collected to prove that the program/activity has had the intended effects?

- How will these data be collected?

- What is the plan for disseminating formative and summative results to stakeholders?

Impact evidence identifies the consequences of actions taken and the extent to which the program or project goals were achieved. Evidence of impact is made clear through outcome evaluation and includes being clear about evaluation standards and identifying improvement.

Budget and Budget Narrative

The project budget should detail all related expenses of P-TECH Fiscal Year 2024 in a separate itemized budget. It should demonstrate to what extent the budget is reasonable, cost-effective and integrates other sources of funding (as required by the grant process). All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget. Reviewers should be able to see a clear connection between project activities and budget line items. Applicants must also provide a budget and narrative for the required LEA Match Budget.

Clearly show the requested funds and in-kind contributions for each line item, if applicable. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable with current market prices. Show how the expenses were calculated for each line item. Reviewers will use this information to determine whether the budget is reasonable and cost-effective.

School Year 2023-2024 P-TECH Enrollment will need to be provided in the grant application. School Year 2023-2024 P-TECH enrollment may be an estimate for the purpose of submitting the grant request. However, it must be confirmed through the P-TECH Fall Enrollment Validation File submitted to MSDE no later than October 29, 2023. MSDE will award a portion of the Fiscal Year 2024 P-TECH Supplemental School Grant on July 1, 2023 provided that all required grant documents are submitted to MSDE in an approvable form. The remaining funds will be awarded upon submission of the P-TECH fall enrollment validation file.

Add up the cost in your table $

- What is the Indirect Cost rate?

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

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

Item/Description	Quantity	Unit Cost	Total

Please Refer to the Use of Funds section of the Grant Information Guide for allowable expenses as designated in the P-TECH ACT of 2017. **Submit the budget on the MSDE C-1-25 Budget Form (Appendix C).**

Appendices

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

Appendix A: A signed Recipient Assurances page

Appendix B: The Grant Information Survey Form

Appendix C: A completed and signed MSDE C-1-25 Budget Form

P-TECH Supplemental School System Scoring Rubric

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Extent of Need	The extent of need is thoroughly described, and all P-TECH principle(s) are clearly indicated. Data points are used to explain the extent of need for the desired P-TECH principle(s).	The extent of need includes specific data points for identified P-TECH principles. Explanation for selection of P-TECH principle(s) is completed.	The extent of need is limited and includes few specific data points. Explanation(s) for selection of P-TECH principle(s) are not provided.
Goals, Measurable Outcomes and Milestones	The application Identifies multiple, measurable goals, outcomes and milestones and includes a clear narrative to achieve these goals. Outcome statements are clear and tell how the project's target population would improve.	Program outcomes identify the steps to achieving the goal, and milestones measure progress towards meeting the goal(s). Identifies goals, outcomes, and milestones. Provides outcomes and measure progress towards the goal. Outcomes are specific to the needs assessment.	The application identifies a goal(s) but lacks outcomes to measure progress towards the goal. The goal(s) is vague and not measurable. Goals are vague and misaligned to the problem.
Plan of Operation, Key Personnel and Timeline	Proposed activities are innovative, evidence-based, and likely to transform P-TECH for students. There is a timeline established for each phase of the program and lists the individuals responsible. A detailed plan of operation and timeline that addresses all program requirements. Detailed description of personnel responsibilities and timeline.	Proposed activities are evidence-based and meet the requirements for the selected strategy. There is a timeline for all key activities. Key personnel are selected that have relevant experience in the field. The names and titles of personnel are provided and the percentage of time they will dedicate to this program.	Proposed activities are listed and may not be clearly aligned to a strategy. There is no clear plan of operation. The timeline is either missing or does not include dates for all activities. Key personnel information is incomplete.

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Evidence of Impact	All requirements listed under the meets criteria are met. In addition, it is clear how the program will lead to increased and stronger pathways to college and career readiness. There is a plan to capture data on the education and employment status of students who graduated from the program and track their progress.	The applicant provides measures of success for prior work completed in career and technology education and describes how the proposed strategies are research-based. There is data on how students in the program have progressed in prior years, and a description of what the intended impact of the proposed activities will be on this population.	There is no evidence that the proposed program would lead to the intended impact.
Evaluation and Dissemination	There is an evaluation plan that includes clear questions, a description of proposed data instruments, collection processes, and analytic methods aligned to the goals. The applicant is explicit about who is assigned to this task and timeline to complete.\n\nThere is a plan for disseminating formative and summative results to stakeholders.	There is a plan for how the applicant will measure the program's success per selected strategy. Evaluation measures align to the extent of need and the stated goals.\n\nThere is a plan that details timeline, responsible individual for disseminating results and data to stakeholders e.g., students, parents, school officials, MSDE, legislators and the public.	The evaluation plan does not measure the success of the program and is disconnected from the goals and plan of operation.\n\nThere is not a plan for disseminating results to stakeholders.
Alignment to the Blueprint for Maryland's Future	The application demonstrates a strong and clear connection between the P-TECH course(s) being taught, student access and opportunity, and the Blueprint's goal; evidence of proactive measures to	The application shows alignment between the P-TECH course(s) being taught, student access and opportunity, and the Blueprint's goal; includes a plan for increasing student enrollment in P-TECH programs and	The application does not clearly demonstrate alignment between the P-TECH course(s) being taught, student access and opportunity, and the Blueprint's goal; lacks a concrete plan to increase student enrollment in

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
	increase student enrollment in P-TECH, particularly targeting underrepresented populations; comprehensive strategies to support students in completing apprenticeships or industry-recognized occupational credentials; and demonstrates potential to exceed the Blueprint's goal, that 45% of high school graduates will complete the high school level of a registered youth apprenticeship and/or earn an industry recognized credential, with measurable objectives and a clear plan for tracking progress.	promoting diversity among participants; strategies to support students in completing apprenticeships or industry-recognized occupational credentials are in place; and demonstrates potential to meet the Blueprint's goal, that 45% of high school graduates will complete the high school level of a registered youth apprenticeship and/or earn an industry recognized credential,, with measurable objectives and a plan for tracking progress.	P-TECH or to promote diversity among participants; insufficient strategies to support students in completing apprenticeships or industry-recognized occupational credentials; and does not demonstrate potential to meet or exceed the Blueprint's goal, that 45% of high school graduates will complete the high school level of a registered youth apprenticeship and/or earn an industry recognized credential, or lacks measurable objectives and a plan for tracking progress.
Budget and Budget Narrative	All requirements listed under meets criteria are met. In addition, the budget includes sufficient resources for successful execution of the proposed program. The application includes plans that thoughtfully braid funds from this grant program with existing, recurring funding from other programs – citing clear strategic alignment while avoiding supplantation.	The budget reflects all program activities per strategy and does not exceed the allowable aggregated grant amount. Justification is provided for all expenses. The costs are reasonable, allowable, allocable. All line items contain the calculations used to derive the expected cost. There are no mathematical errors. No more than 5% administrative cost (including indirect costs) of the overall budget has	The budget does not reflect all program activities, and/or exceeds the allowable amount per strategy. There may be missing calculations and/or mathematical errors. There is no reference to or explicit and intentional planning associated with braiding existing, recurring funding with the proposed plans, activities, and funds of this grant program.

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
		been taken. The application includes or makes general reference to plans for braiding funds without specific identification of fund source and the strategic alignment of the related program and its funding being used for braiding.	

AWARD NOTIFICATION

Notification of awards will be sent by email within 30 days of the deadline to submit proposals. Processing of the official Notice of Grant Awards (NOGA) will begin in September 2023. Please note this process can take 4-6 weeks.

Notes: Any requests for amendments must be submitted at least 45 days before the grant period ends, and must be submitted using the C-1-25 B form found in the Grant Budget Forms Workbook on the MSDE grants website. Final invoices must be submitted no later than 60 days after the grant period ends.

Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements for Each Year
Ongoing	Fiscal and program monitoring
October 29, 2023	**P-TECH Fall Enrollment Validation File** – collection captures student level information for the Fall of the new school year (School Year 2023-2024) that includes student demographics and P-TECH year of enrollment.
January 15, 2024	**Interim Report** – collection captures mid-year data on activities that have taken place, milestones met (and not met), goals and objectives expectations, grant timeline adherence, how much of the budget has been expended, and summary of progress to date.
July 31, 2024	**Final P-TECH Narrative Report** – collection captures current list of industry partners, secondary CTE Pathway sequence(s), base and supplemental costs of operating the P-TECH school, number of high school and college credits each P-TECH student will be required to complete to be considered on-track for 4-year high school completion and 4-year, 5-year or 6-year P-TECH completion, and estimated enrollment for the upcoming two-year enrollment cycles.
September 30, 2024	**Final Annual Financial Report** – collection captures how the grant has achieved its goals and objectives, and whether grant funds have been spent or obligated at the end of the grant period.
October 15, 2024	**P-TECH Enrollment File** – collection captures student level information for the entire school year (School Year 2023-2024) that includes student demographics, P-TECH year of enrollment, Classification of Instructional Program (CIP) information, and CTE course enrollment information. **P-TECH Outcome Files** – collection captures student level information for the entire school year (School Year 2023-2024) that includes student demographics, P-TECH year of enrollment as well as information on CIP, concentrator status, internship placement, on-track for completion of program, program completion, HS and college credit completion, employment placement, and enrollment in a 4-year university.
October 15, 2024	**P-TECH Funding File** – collection captures information on local funds for 2023-2024.

Grant Timeline

Date	Program Milestone
July 25, 2023	MSDE disseminates the grant information guide and opens the application submission window
August 2, 2023 August 10, 2023	MSDE will hold two customer service support sessions to review grant application requirements
August 24, 2023	The grant application period closes
August 3, 2023	MSDE begins reviewing applications for completeness and minimum requirements
Rolling basis	MSDE Review Committee will evaluate proposals
July 1, 2023	The grant period begins
June 30, 2024	The grant period ends

Non-Discrimination Statement

The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

Equity Assurance and Compliance Office
Office of the Deputy State Superintendent for 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

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 to overcome barriers to equitable participation.

Customer Service Support Sessions

MSDE will hold two customer service support sessions for interested applicants. During the sessions, MSDE personnel will provide an overview of the application process. The sessions will be held on:

Wednesday, August 2, 2023
11:00 a.m. – 12:00 p.m.

Video call link: https://meet.google.com/rdm-fupq-pac
Or dial: (US) +1 505-663-6869 PIN: 179 609 190#
More phone numbers: https://tel.meet/rdm-fupq-pac?pin=4226491245272

Thursday, August 10, 2023
1:00 p.m. – 2:00 p.m.

Video call link: https://meet.google.com/mxn-vzys-wqv
Or dial: (US) +1 802-551-1850 PIN: 416 242 025#
More phone numbers: https://tel.meet/mxn-vzys-wqv?pin=2126066802521

MSDE staff will also be available to provide technical assistance throughout the grant application process. Contact Kellise Williamson at kellise.williamson@maryland.gov with questions related to the P-TECH Early College High School Supplemental School System Grant.

This funding opportunity, including all attachments and updates, can be downloaded from the MSDE Office of Grants Administration and Compliance website.

Attachment

P-TECH Early College High School Supplemental School System Grant Application for funding