



Maryland
Affiliate for Career
and Technology
Education (CTE)
Program in Early
Childhood Education –
Infants/Toddlers CDA

Developed by the Maryland
State Department of
Education (MSDE)

Request for Proposals

Division of Career and
College Readiness

Maryland State Department of
Education

200 West Baltimore St.
Baltimore, Maryland 21201

Dissemination Date:
Monday, April 23, 2018

Deadline:
Monday, June 4, 2018

PROPOSAL DESCRIPTION	
Name of Grant Program:	Maryland Affiliate for Career and Technology Education (CTE) Programs in the Human Resources Services (HRS) Career Cluster developed by the Maryland State Department of Education (MSDE)
Authorization:	The Child Care and Development Block Grant Act of 1990, as amended, 42 U.S.C 9857; Appropriations Act of 2017, Public Law 115-31.
Dissemination:	Monday, April 23, 2018
Deadline:	All required grant submissions must be emailed and/or postmarked by Monday, June 4, 2018. See: Application Submission, page 5, for details.
Purpose:	<p>These funds are to enhance the quality of infant and toddler providers and the capacity of the infant and toddler workforce to meet the unique needs of very young children. As a result, this request is to provide funding to support the curriculum development of Early Childhood Education Infants and Toddlers Child Development Associate (CDA) Career and Technology (CTE) Program of Study (POS). The affiliate is to provide curriculum development and professional development to teachers in schools that are implementing the Early Childhood Education, CDA credential for Infants/Toddlers. The selected entity will act as an “Affiliate” and will enter into an agreement with the Maryland State Department of Education (MSDE) to support the Early Childhood Education, Infant/Toddler, CDA, CTE Program of study. The Affiliate, in collaboration with MSDE, will provide and/or coordinate the following activities over a 14 - month period based upon successful performance of the first year and availability of funds:</p> <ul style="list-style-type: none"> A. Identify members to serve on and convene the CDA Infants/Toddler State Advisory Committee (SAC), guide the development and adaption of relevant and rigorous guidelines, lesson plans, resources, related materials, and projects for the Infants/Toddlers CDA program of study; B. Provide professional development opportunities for Infant/Toddler CDA teachers; C. Identify and implement the options for awarding credit (articulated or transcribed for high school students in the Infants/Toddlers CDA program and graduate credit or MSDE continuing professional development credit for teachers); D. Develop or compile resources to share with Infants/Toddlers CDA teachers and post on a Professional Learning Community (PLC) such as MSDE’s Blackboard platform for statewide communication; and E. Assist with program growth and support in the State of Maryland. See: Roles of the Maryland Affiliate, page 7-8, for details. <p>Note: All curriculum content developed is to be marked © copyright MSDE</p>
Required Components:	To be approved, each application must address all components of the competitive criteria specified in the RFP and scoring rubric. Due to the competitive nature of this grant, applications must meet criteria upon initial submission.
Priorities:	Priority will be given to applicants that demonstrate readiness and explain how the affiliate will be sustained after the 14 months of grant funding.

Eligible Applicants:	Maryland public or independent colleges and universities that offer associate and/or baccalaureate degrees in Early Childhood Education or related degree programs in Infant/Toddler. Educational organizations/groups that have documented evidence of providing professional development in Early Childhood Education, specifically Infant/Toddler, are eligible to partner with colleges and universities and be included in this application. The grantee may hire faculty/staff and/or adjunct faculty members from other two- and four-year colleges, local school systems or organizations/groups mentioned above to fulfill the grant requirements, as long as these individuals meet the minimum qualifications for faculty/staff members established by the grantee's institution. The fiscal agent must be a Maryland college or university.
Proposal Review:	The review of proposals will be conducted as follows: 1. Grant applications will undergo a technical review upon submission to ensure completeness. Incomplete applications will be disqualified and will not be read or scored. 2. A review committee established by the MSDE will evaluate applications using the scoring rubric. Final approval for an award will be determined by MSDE.
Award Notifications:	Notification of approval will be sent by mail on or before Friday, June 8, 2018. A grant award will be issued to the successful grantee.
Total Funds Available:	Up to \$100,000 over a 14-month period (June 15, 2018 to August 15, 2019). Applicant will demonstrate successful completion of deliverables by quarterly progress reports and upon approval of progress reports may invoice for reimbursement.
Length of Grants:	14 months beginning June 15, 2018 to July 31, 2019. The Affiliate is expected to be self-sustaining after the grant period based on revenues from Summer Training Institutes and other professional development activities.
Number and Award of Grants:	One grant will be awarded based on meeting the competitive criteria.
Fund Use:	Costs incurred outside the grant period may not be funded through the grant award. In addition to the activities required to operate an Affiliate, Maryland has established the following requirements.
	Funds may be used for: <ul style="list-style-type: none"> • Personnel expenses, including salaries and fringe benefits; or faculty stipends for instructors for Professional Development (PD) held through Summer Institutes or other venues for Early Childhood Education Infants and Toddlers Child Development Associate Program of Study (Stipends are only allowable for work performed outside the regular work day or contract); • Stipends or salaries for support staff to manage registration for the Early Childhood Education PD Summer Institute(s) for Infants/Toddlers and a one-day session for instructors during the school year, if needed; • Consultant services (Consulting fees are limited to \$500 per day, plus travel expenses. Consultant travel expenses cannot exceed state per diem rates). These are: Mileage: \$0.54/mile; Breakfast: \$9; Lunch: \$11; and Dinner: \$25; • Per diem rates also apply to anyone participating in professional development activities who claim expenses from this grant;

	<ul style="list-style-type: none"> • Instructional materials and supplies to support curriculum development/upgrades, implementation and professional development; and • Administrative costs not to exceed 5% of the total grant, including indirect costs.
	<p>Funds may <u>not</u> be used for:</p> <ul style="list-style-type: none"> • Program maintenance at current performance levels; • Purchase of equipment for administrative purposes; • Furniture for classrooms or laboratories, Internet wiring or capital improvements; • Purchase of career information delivery system site licenses; • Travel, except as specified by the grant; • Purchase of distance learning equipment or infrastructure; • Tuition for teachers or students; • Promotional items (e.g. shirts, key chains, bags, mugs); and • Purchase of equipment or computers for administrative purposes except as specified by the grant
The General Education Provisions Act (GEPA), Section 427	Each applicant must develop and describe the steps such applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.
Certification Statements	<p>Complete the required certification forms and provide the appropriate signatures on each form. Signatures must be in <i>blue ink</i>.</p> <ul style="list-style-type: none"> • Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; And Drug-Free Workplace Requirements (Appendix D). • Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions (Appendix E). • Depending upon the status of the selected grantee, an audited Annual Financial Statement will be required to be submitted. Potential grantee will be notified if this applies.
Reporting Requirements	<p>Grantees must submit:</p> <ul style="list-style-type: none"> • Grantee Three Month Reports are due on August 15, 2018, November 15, 2018, February 15, 2019 and May 15, 2019, and a Final Progress Report is due on August 15, 2019 • Final Financial Report, due August 31, 2019
Application Assembly	<p>Three (3) bound copies must be stapled in the upper left corner. Copies should not be bound by glue, spirals, wire clasps, or any other means.</p> <p>Proposals submitted must contain the following information and <i>be assembled in the order indicated:</i></p> <ul style="list-style-type: none"> • Proposal Cover Page (Appendix A); • Signed Assurances Page (Appendix B); • Grant Application (narrative following the grant outline) • Signed MSDE Postsecondary Budget Forms (Appendix F –an Excel Spreadsheet) from July 1, 2018 to June 30, 2019); • FY 2019 Career and Technology Grant Information Survey (Appendix E);

	<ul style="list-style-type: none"> • Certification Forms (Appendices C and D); and • Include two (2) letters of support (one demonstrating commitment from senior level administrators within the institution or non-profit organization, workforce intermediary, or industry association to implement and sustain the affiliate program after federal funding ends; and one letter from either a colleague from within the institution or non-profit organization, workforce intermediary, or industry association; or a former student who graduated from the institution). Letters are not counted as part of the 10-page limit of the application.
<p>Submission Requirements</p>	<ul style="list-style-type: none"> • Narrative cannot exceed ten pages, excluding the forms required for submission. The narrative must use line spacing of at least 1.5, and a type size of 12-point font. Charts may use single spacing and a type size of 10-point font. Required forms and letters of support do not count toward the 10-page limit. • The proposal should be on standard (8½ x 11) size paper of regular weight and numbered according to the prescribed numbering convention. • The original coversheet, assurances page, and budget sheets must be signed in BLUE ink. • Applications may be scanned and submitted electronically to Jeanne-Marie Holly as long as all signatures are in BLUE ink. <p>Both the electronic copy and the three hard copies must be submitted/postmarked by Monday, June 4, 2018.</p> <p style="text-align: center;">Submit applications to: Maryland State Department of Education 200 West Baltimore Street, Third Floor Baltimore, Maryland 21201 Attention: Jeanne-Marie Holly, Program Manager Career and Technology Education Systems Branch jeanne-marie.holly@maryland.gov</p>
<p>Technical Assistance</p>	<p>Technical assistance and additional copies of all required reporting forms and amendment request forms may be requested from:</p> <p>Traci Verzi, CTE Regional Coordinator Division of Career and College Readiness Phone: 410-767-0165 e-mail at: traci.verzi@maryland.gov</p>

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:

race, color, sex, age, national origin, religion, or disability, or sexual orientation in matters affecting employment or in providing access to programs. For inquiries related to Department policy please contact:

Equity Assurance and Compliance Officer
Office of the Deputy State Superintendent for Finance and Administration
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201-2595
Voice: (410) 767-0426
FAX: (410) 767-0431
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MARYLAND AFFILIATE FOR CTE PROGRAMS IN
Early Childhood Education/Infants & Toddlers Child Development Associate (CDA) in the
Human Resources Services (HRS) Career Cluster

I. PURPOSE OF THE GRANT

The Maryland State Department of Education invites Maryland's public or independent colleges and universities that offer associate and/or baccalaureate degrees in Early Childhood Education or related degree programs, either independently or in partnership with educational organizations/groups, or a nonprofit educational organization, workforce intermediary, or industry association with documented success in providing education, workforce development, or curriculum in Early Childhood Education, specifically Infants and Toddlers, to submit proposals to become a Career and Technology Education (CTE) Program Affiliate. Maryland needs to prepare more students to become Early Childhood Education professionals and earn the Child Development Associate for Infants/Toddlers in order to provide a qualified workforce in support of the state's economic development priorities. The Program Affiliate will develop/upgrade curriculum for the Early Childhood Education Infants and Toddlers CDA Program of Study (POS), aligned with the MSDE college and career ready standards and common core. In addition, the CTE Program Affiliate will provide professional development to secondary instructors adopting the Early Childhood Education - Infants/Toddlers CDA POS, offer college credit to those secondary students who successfully complete the POS and have met the agreed upon criteria, and assist with program growth and support in the State of Maryland.

The Early Childhood Education curriculum for the Infants and Toddlers CDA is needed for MSDE to offer local school systems the opportunity to adopt CTE POS in Early Childhood Education Infants and Toddlers CDA. The overall goal of the program is to increase the number of students, particularly males and underrepresented youth, who are prepared to enter and succeed in postsecondary education and careers in Early Childhood Education.

II. ROLES OF THE MARYLAND AFFILIATE

Maryland's Early Childhood Education Infants/Toddlers CDA Affiliate will serve schools, teachers, and school counselors that have joined a network of secondary schools who have adopted or are planning to adopt the Early Childhood Education POS through the following activities:

A. Curriculum Development/Upgrades:

- Convene a state workgroup with assistance from MSDE to meet at least two times during the grant period for the purpose of providing input into the Early Childhood Education Infants and Toddlers CDA POS.
- Develop a rigorous curriculum, based on Maryland's Knowledge and Competency Framework for Child and Youth Care Professionals (April 2015) and CDA Competency Standards for Infants/Toddlers and for the Early Childhood Education POS, that challenges student thinking, engages active participation and experiential learning. All four courses in the four-credit curriculum course sequence must be developed/upgraded in the fourteen month grant period for the Infants/Toddlers CDA program. Curriculum must be designed in such a way that it meets the current state requirements for the 90 hours (1 - Child Growth and Development and 2 - Methods and Materials for Infants/Toddlers).
- Conduct a review of Maryland's Knowledge and Competency Framework for Child and Youth Care Professionals (April 2015), CDA Competency Standards for Infants/Toddlers and Maryland Child Care Regulations (COMAR) to align curriculum. To meet industry standards, curriculum must address additional topic areas to include ADA, Basic Health and Safety, SIDS, and Breast Feeding Support requirements and additional business basics.
- The Child Development Associate is currently the most appropriate industry certification and must be included as preparation in the Early Childhood Education Infants/Toddlers CDA POS. Other certifications include: Infant/Child CPR, Pediatric First Aid. As industry certifications become available or are upgraded, other options may be considered.
- Provide the teacher with a comprehensive package of all resources required to instruct lessons. Each lesson plan contains, but is not limited to: teacher notes, PowerPoints®, student activity instructions, and

assessments. Lessons are designed to provide everything the teacher needs at a click of the mouse. The completed curriculum must be available to teachers either through a web-based delivery system or on MSDE's Black Board platform.

- Develop and implement a timeline for reviewing, updating, and disseminating each course of the curriculum.

NOTE: All curriculum content developed is the property of MSDE and must be marked © copyright MSDE.

B. Professional Development:

- Plan, coordinate, and conduct teacher professional development for all participants adopting the Early Childhood Education Infants/Toddlers CDA POS for the purpose of presenting the newly developed curriculum for the Early Childhood Education Infants/Toddlers CDA and provide instructional tools to appropriately equip the teachers to deliver the curriculum as written and intended in June 2019 and thereafter a minimum of once a year for changes/upgrades to the program of study. The June 2019 initial professional development would be a minimum of four days, through a Summer Institute, to thoroughly cover the four courses in the curriculum developed. Annual professional development may be less time in duration depending upon the upgrades/changes to the curriculum. Professional Development (PD) must include resources that support Portfolio Development and networking with PD specialists from the Council for Professional Recognition and ongoing resources/information as it pertains to students continued growth and professional development (Maryland Credentialing Program, Child Care Career and Professional Development Fund).
- Plan, coordinate, and conduct a one-day teacher and supervisor information sharing session addressing industry trends, issues, and certifications available to secondary school students, as needed.
- Annually evaluate the professional development offered to ensure quality and continuous program improvement.

C. College Credit:

- Identify appropriate articulated or transcribed credit to be granted to secondary students who successfully complete the Early Childhood Development Infants and Toddlers CDA POS. For any institution where a statewide articulation already exists, a review of this document is required to determine if modifications are needed based upon curriculum upgrades.
- Offer graduate credit or MSDE continuing professional development credit, where possible, to secondary school teachers who successfully complete specific training.

D. Other:

- Collaborate with the MSDE as the lead member of the Human Resources Services Career Cluster State Advisory Group for the ongoing development and support of ECE Infants/Toddlers CDA CTE Programs in Maryland;
- Evaluate and report the outcomes of the grant, and submit three month and reports, a final programmatic report; and
- Submit an end-of-year financial report to the MSDE.

III. COMPONENTS OF THE GRANT APPLICATION

The purpose of the CTE Program Affiliate Grant is to provide funding for curriculum development of the Early Childhood Education Infants/Toddlers CDA POS, to deliver comprehensive professional development to secondary instructors adopting the Early Childhood Education Infants/Toddlers CDA POS, to implement a transcribed college credit agreement for students successfully completing the Early Childhood Education Infants/Toddlers CDA POS, and other items as listed above. The Early Childhood Education Infants/Toddlers CDA POS includes a sequence of four courses which provides instruction in the scope, rigor and discipline of Early Childhood Education Infants/Toddlers CDA POS prior to entering college and careers.

Applications should use the following outline provided. The application should address the activities to be completed in the 14 - month grant period, how the four course curriculum will be developed during the grant

period, and include an explanation of how the grantee will sustain the affiliate once federal funding ends at the end of the grant period.

Respond to each (A – F): 100 points

- A. Activity Goal (15 Points)**
Discuss the institution’s and partner organization’s (if applicable) readiness to establish and sustain an affiliate college/university for the Human Resources Services Career Cluster Early Childhood Education Infants/Toddlers CDA program. Describe how the curriculum and professional development will be implemented during the 14-month grant period and how academic and technical resources, including staff, will be aligned to implement the Affiliate program. Include three letters of support (one demonstrating institutional commitment from senior level administrators within the institution to implement and sustain the affiliate program after federal funding ends, and two letters from external supporters demonstrating the institution’s and partner organization’s [if applicable] experience and ability to deliver the grant requirements). Letters and forms are not counted as part of the 10-page limit of the application.
- B. Support of Goals and Targets (25 Points)**
Explain how the implementation of the CTE Program Affiliate will address each of the identified roles listed in Section II (A-D) of the request for grant proposals.
- C. Plan for Implementation (20 Points)**
1. Agree to implement the required activities according to an established timeline. In the proposal, describe how the institution and partner organization (if applicable) will adhere to a timeline in order to ensure that high school teachers who are implementing Early Childhood Education Infants/Toddlers CDA POS in the 2019/2020 school year will be prepared. Describe how the sequence of events supports the curriculum and professional development of the Early Childhood Education Infants/Toddlers CDA program and four courses within it within the 14-month grant period, and the institution’s and partner organization’s (if applicable) efforts to become self-sustaining after the grant ends, absent federal funding.
 2. Describe how the Affiliate College/University and partner organization (if applicable) for the Early Childhood Education Infants/Toddlers CDA Program will provide teachers with the leadership, professional development, and technical assistance necessary to prepare high school students, particularly males and minorities, to enter and succeed in post-secondary education and careers in Early Childhood Education Infants/Toddlers CDA. Fully explain activities to be conducted during the grant period and describe projected costs in the budget narrative.
 3. Describe how the institution will ensure alignment (regarding equipment, materials, supplies and software) to Early Childhood Education Infants/Toddlers CDA curriculum requirements in order to conduct the professional development and Summer Training Institute.
- D. Key Personnel (10 Points)**
Provide a list which includes the following: names, titles and place of employment for each person working on the grant.
- Identify the CTE Early Childhood Education Program Infants/Toddlers CDA Affiliate Director.
 - Identify and provide one-page curriculum vitae for each faculty/staff member(s), adjunct faculty, or external consultants that will review and develop/upgrade curricula and deliver instruction at the summer professional development as required by the grant.
 - Identify the role of each key person within the grant.

E. Evaluation

(15 Points)

- Describe how the affiliate university and partner organization (if applicable) will operationalize an evaluation plan to ensure that the proposed program supports overall goals and contributes to the following outcome measures:
 - By FY 2019, baseline data of enrollment in secondary Early Childhood Education Infants/Toddlers CDA POS;
 - By FY 2019, implementation of professional development for Early Childhood Education Infants/Toddlers CDA POS teachers; and
 - By FY 2019, the development of the four credit sequence curriculum for the CTE Early Childhood Education Infants/Toddlers CDA POS.

F. Budget Narrative and Budget Form

(15 Points)

- All applicants will submit a budget and a budget narrative itemizing expenses for the 14-months of the grant, June 15, 2018 to August 15, 2019.

Applications that do not meet the minimum criteria will not be reviewed. In addition, applicants must meet the minimum criteria to be eligible for future Early Childhood Education Affiliate funds pending the availability of federal funding.

APPENDICES

- A. Proposal Cover Page
- B. Assurances Page
- C. Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-free Workplace Requirements
- D. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion–Lower Tier Covered Transactions
- E. FY 2019 Career and Technology Grant Information Survey
- F. Postsecondary Budget Form

Scoring Rubric

Plan Criteria	Level 3 Meets All Criteria	Level 2 Meets Some Criteria	Level 1 Meets Few or No Criteria
A. Activity Goal 15 Points	The proposal clearly and fully supports the institution of higher education's (IHE's) and/partner organization's (if applicable) ability to establish and sustain an affiliate university. Appropriate letters of support are included.	The proposal partially describes the IHE's and partner's ability to establish and sustain an affiliate university. One or more letters of support are included.	The proposal provides weak support in terms of the IHE's and partner's ability to establish and sustain an affiliate university.
15 Points	15-12	11-6	5-0
B. Support of Goals and Targets 25 Points	The application clearly identifies how implementation of the ECE affiliate university and partner (if applicable) will address each of the identified roles listed in Section II of the request for grant proposals.	The application partially identifies how implementation of the ECE affiliate university and partner organization (if applicable) will address each of the identified roles listed in Section II of the request for grant proposals.	The application is weak in identifying how implementation of the ECE affiliate university and partner organization (if applicable) will address each of the identified roles listed in Section II of the request for grant proposals.
25 Points	25-18	17-9	8-0
C. Plan for Implementation 20 Points	The applicant clearly describes how the recommended timeline will be adhered to and implemented, including specific strategies to sustain the affiliate absent federal funding.	The applicant states that the recommended timeline will be followed, but offers few implementation strategies. Sustainability is not well described.	The timeline is unclear. Strategies for affiliate sustainability are weak.
20 Points	20-15	14-8	7-0
D. Key Personnel 10 Points	An affiliate director is clearly identified. Other key personnel are identified and the proposal includes a one-page curriculum vitae for each person. Roles and responsibilities of key people are clearly stated.	An affiliate director is named, but not clearly identified. Other key personnel are identified and the proposal does not include a one-page curriculum vitae for each person. Roles and responsibilities of key people may or may not be identified.	An affiliate director is not named or not clearly identified. Other key personnel are not identified and the proposal does not include a one-page curriculum vitae for each person. Roles and responsibilities of key people are not identified.
10 Points	10-8	7-5	4-0
E. Evaluation 15 Points	Evaluation plan clearly describes how the affiliate university and partner organization (if applicable) will operationalize an evaluation plan to ensure that the proposed program supports overall goals and contributes to the Maryland ECE outcome measures.	Evaluation plan somewhat describes how the affiliate university and partner organization (if applicable) will operationalize an evaluation plan to ensure that the proposed program supports overall goals and contributes to the Maryland ECE outcome measures.	Evaluation plan provides little or no description of how the affiliate university and partner organization (if applicable) will operationalize an evaluation plan to ensure that the proposed program supports overall goals and contributes to the Maryland ECE outcome measures.
15 Points	15-12	11-6	5-0
F. Budget Narrative and Budget form 15 Points	A budget narrative is submitted for the proposed project. The budget is reasonable and cost effective. The budget and budget narrative is aligned and totaled correctly. MSDE budget forms are included as part of the proposal.	A budget narrative provides a general explanation of expenses. The budget and narrative are not clear. The budget and budget narrative are not totally aligned. MSDE budget forms are included.	The budget narrative is not included or does not provide an explanation of expenses. The budget is not reasonable or cost effective. The budget and budget narratives are not aligned. MSDE budget forms are not included.
15 Points	15-12	11-6	5-0

**APPENDIX A
PROPOSAL COVER PAGE**

DIVISION OF CAREER AND COLLEGE READINESS
MARYLAND STATE DEPARTMENT OF EDUCATION
200 West Baltimore Street
Baltimore, Maryland 21201

This agreement is between the Division of Career and College Readiness, Maryland State Department of Education and the following eligible recipient:

Institution/Agency Name: _____

Institution/Agency Address: _____

Institution/Agency Code: _____

Program/Project Title: _____ CIP Code: _____

Starting Date: _____ Ending Date: _____

Name of Program/Project Director: _____ Phone: _____

Address: _____

Level(s) (check appropriate) Secondary Postsecondary Other (specify) _____

Estimated Annual Cost of Program/Project Federal (P.L. 109-270) \$ _____

(Should agree with Proposed Budget) State/Local \$ _____

Other \$ _____

TOTAL \$ _____

Local Perkins Plan Application Reference (If applicable) _____

Type of Proposal/Project (check one) New Revised Amendment

Signature of CTE Local Director (Secondary) _____

Signature of Career & Technology Perkins Plan Contact (Postsecondary) _____

Signature of Other Recipient (Not Secondary/Postsecondary) _____

DCCR USE ONLY

FUNDING SOURCE (check)

Title I – PERKINS IV

Part B - State Leadership Activities

Professional Development

Curriculum Development

Performance Standards

Other

OTHER

State

Other (Specify) _____

Part C - Secondary & Postsecondary CTE Programs

Secondary

Postsecondary

APPROVED FUNDS - Federal _____ Control No. _____

State _____ Source of Funds FY _____

TOTAL AMOUNT _____ Approved for FY _____

CIP/CTE Activity No. _____

Signature, Assistant State Superintendent, Career and College Readiness _____ Date _____

**APPENDIX B
ASSURANCES**

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

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Education Rights and Privacy Act at all times (20 U.S.C. §123g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 34 CFR Part 85, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 34 CFR Parts 74 & 80 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

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

Superintendent of Schools/Head of Grantee Agency	Date

APPENDIX C
CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 8s, for persons entering into a grant or cooperative agreement of \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including subcontracts) and that all sub recipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER
RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Section 85.102 and 85.110-

- A. The applicant certifies that it and its principals:
 - (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statement, or receiving stolen property.

- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
 - (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; or
- B. Where the applicant is unable to certify any of the statements in this certification, he or she shall attach an explanation to this application.
-

3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 –

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - (b) Establishing an on-going drug-free awareness program to inform employees about:
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
 - (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - (1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(c) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(d) Taking one of the following actions, within 30 calendar days or receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted;

- (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
- (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(e) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraph (a), (b), (c), (d), (e), and (f).

A. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Street Address	
City	County
State Maryland	Zip Code

Check if there are any workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented as 34 CFR Part 85, Subpart F, for grantees, as defined at 34 DFR Part 85, Section 85.605 and 85.610 -

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation during the conduct of any grant activity, I will report the convictions, to: Director, Grants and Contracts Services, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE DATE	

ED 80-0013, 6/90 (Replaced ED 80-0008: ED Form GCS-008, (REV. 12/88); ED 80-0010, 5/90; and ED 80-0011, 5/90)

APPENDIX D
Certification Regarding Debarment, Suspension, Ineligibility and
Voluntary Exclusion–Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason or changed circumstances.
4. The terms “covered transaction”, “debarred”, “suspended”, “ineligible”, “lower tier covered transaction”, “participant”, “person”, “primary covered transaction”, “principal”, “proposal”, and “voluntarily excluded”, as used in this clause, have the meaning set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall now knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions”, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded for the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to check the Non-Procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	SIGNATURE and DATE

Appendix E

FY 2019 Career and Technology Education (CTE) Grant Information Survey

Please complete the following contact information and return to:

Ms. Janet B. Saunders at: E-Mail: janet.saunders@maryland.gov or Fax: 410-333-2084

Head of Grantee Agency

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

Name: _____

Title: _____

Agency: _____

Address: _____

City/State/ **Zip Code & 4 (Required):** _____

Telephone Number: _____ FAX Number: _____

E-Mail Address: _____

Grantee Project Director

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

Name: _____

Title: _____

Agency: _____

Address: _____

City/State/ **Zip Code & 4 (Required):** _____

Telephone Number: _____ FAX Number: _____

E-Mail Address: _____

Grantee Finance Officer

(Budget/Finance Person in your Finance Office)

Name: _____

Title: _____

Agency: _____

FEIN # * _____

DUNS # ** _____

Address: _____

City/State/ **Zip Code & 4 (Required):** _____

Telephone Number: _____ FAX Number: _____

E-Mail Address: _____

Data Officer

(Person Responsible for submitting CTE Data)

Name: _____

Title: _____

Agency: _____

Address: _____

City/State/ **Zip Code & 4 (Required):** _____

Telephone Number: _____ FAX Number: _____

E-Mail Address: _____

*** Federal Employer ID Number** - This 9-digit code is used by businesses in order to classify and identify them as a tax payer, for banking services and other official and legal purposes. Businesses with no employees, single member LLC's and sole proprietorship's may use the Social Security number for tax reporting. However, companies with employees must have a FEIN or Federal Employer Identification Number to use for taxes.

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

Name of completer: _____ **Contact Number:** _____ If you have any questions, please contact Jeanne-Marie S. Holly, Program Manager, CTE Systems Branch at (410) 767-0182. Revised 3/27/12

Recipient Agency Name
Revenue Source Name

APPENDIX F
MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Career and College Readiness
PROPOSED BUDGET
POSTSECONDARY/OTHER RECIPIENTS/AGENCIES

FY _____

Grant Number
Grant Period
Fund Source Code

USE OF FUNDS	SOURCE OF FUNDS			TOTAL BUDGET
	Federal	State/Local	Other (Specify)	
PERSONNEL				
Fringe Benefits				\$0.00
Salaries				\$0.00
MATERIALS & SUPPLIES				\$0.00
EQUIPMENT				\$0.00
CONTRACTUAL SERVICES				
Consultants				\$0.00
TRAVEL				
Lodging				\$0.00
Meals				\$0.00
Miles				\$0.00
Registration Fees/Other				\$0.00
OTHER RELATED COSTS				
Child Care				\$0.00
Instructional Costs				\$0.00
Instructional Materials				\$0.00
Mail				\$0.00
Printing				\$0.00
Telephone				\$0.00
Transportation				\$0.00
Tuition				\$0.00
				\$0.00
ADMINISTRATION/INDIRECT COSTS				
Administration				\$0.00
Indirect Costs				\$0.00
TOTAL				\$0.00

Budget Approved by: _____

(Signature & Date)

FINANCE OFFICER

MSDE OFFICIAL

