



Maryland

STATE DEPARTMENT OF EDUCATION

GRANT INFORMATION GUIDE

Career and Technical Education (CTE)

Perkins Reserve Grant FY 2025

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline

July 29, 2024

No later than 5:00 p.m. EDT

MARYLAND STATE DEPARTMENT OF EDUCATION

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Program Description

The Career and Technical Education (CTE) Perkins Reserve Grant is a Maryland State Department of Education (MSDE) competitive grant program that will leverage the Carl D. Perkins Reserve fund to make substantial investments in evaluating and updating local CTE programs to reimagine the current vision and direction of Maryland’s Career and Technical Education system. The new and exciting vision for CTE in Maryland is grounded in ensuring that each student has access and opportunity to engage in career pathways that align to high-skill, high-wage, and/or in-demand careers; that each pathway will lead to earning industry-recognized and/or postsecondary credentials which allow for entrance or advancement in a career field; and will provide work-based learning experiences that require the application of academic and technical knowledge and skills in a work setting. The Maryland Career and Technical Education Four-Year State Plan¹ was intentionally developed to align with the goals of The Blueprint.²

Reimagining the current vision and direction of CTE programming in Maryland requires transformational change to the systems that underpin the bridge between local education agencies (LEAs), postsecondary institutions, and the workforce. To that end, grants will be awarded under four high-leverage strategies:

- Reimagining Secondary and Postsecondary Pathways
- Expanding Career and Technical Student Organizations (CTSOs)
- Developing and Delivering High-Quality Professional Learning
- Expanding High School Level Apprenticeship Opportunities

Each high-leverage strategy is further defined with specific requirements. Applicants must choose at least one of the strategies and describe how planned activities align with the strategy, what products and/or services will be delivered, and the expected impact of the work on Maryland’s CTE pathways. Applicants must be prepared to define an obtainable, measurable impact on the number of students participating in secondary and/or postsecondary pathways; students participating in CTSO opportunities; the number and content area of educators, counselors, and administrators participating in professional learning activities; and/or the number of available high school level registered apprenticeship programs in the state that are geographically-, pathway-, and industry-aligned. Further, applicants must also identify those goals disaggregated by all student subgroups.

GRANT OVERVIEW

NAME OF GRANT PROGRAM

Career and Technical Education (CTE) Perkins Reserve Grant

Purpose

The purpose of the CTE Perkins Reserve Grant is to provide seed resources to Perkins formula-funded LEAs and Community Colleges to drive system and program evaluation, to establish accountability alignment between Perkins V and the Blueprint, and to develop and scale at least one high-leverage CTE strategy that will, in turn, establish sustainable systems, processes, and policies that will outlast the performance period of this grant program.

Authorization

Strengthening Career and Technical Education for the 21st Century Act (Strengthening Career and Technical Education for the 21st Century Act ([Perkins V, P.L. 115-224](#)))

Dissemination

This Grant Information Guide (GIG) was released on June 13, 2024.

Deadline

Proposals are due no later than 5 pm on July 29, 2024. Applications will be reviewed and approved on a rolling basis, beginning in June, for any LEA or community college submitting prior to the deadline.

Grant Period

July 1, 2024 -June 30, 2025

Funding Amount Available

There is approximately \$884,600 available.

Estimated Number of Grants

Eight (8)

Eligibility

MSDE reserves the right to take into consideration several reserve grant priorities detailed in Maryland's Career and Technical Education Four-Year State Plan³ when making awards: LEAs and community colleges in rural areas; areas with high percentages of CTE concentrators or CTE participants; or areas with high numbers of CTE concentrators or CTE participants.

³ Maryland Career and Technical Education Four-Year State Plan. MSDE.

https://marylandpublicschools.org/programs/Documents/CTE/PerkinsV/Resources/MD_PerkinsV_4yrStatePlan.pdf

Submission Instructions

Grant applications must be submitted by 5:00 p.m. on July 29, 2024. The completed application should be saved as a PDF document and uploaded to the FY 25 Grants folder for your LEA or community college, located in SharePoint. Please notify your School Support Coordinator once your application has been uploaded to SharePoint. Beginning in June, completed applications will be accepted, reviewed, negotiated, and approved on a rolling basis.

PROGRAM CONTACTS**Richard Kincaid**

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State Responsibilities

MSDE is responsible for providing required information, data, documentation, and technical assistance to facilitate the grantee's performance of the work. MSDE program staff will be available and make every effort to support on demand additional assistance when requested throughout the grant period. In addition, MSDE will monitor program implementation throughout the grant performance period to ensure each council is on target to meet its goals and fully expend its awarded program resources.

Use of Funds

Funds may be used for:

- Materials and supplies to support curriculum development, professional development, and instruction, including software and equipment.
- Purchasing of vetted curriculum or costs to develop curricula.
- Purchasing equipment specific to implementing the CTE curriculum framework and pathway (one-time capital equipping costs for programs in a school or community college).
- Publicizing or marketing the CTE pathway to the community through social media or other means.
- Participating in and/or developing professional learning activities aligned to the project.
- Consultant services (Consulting fees are limited to \$500 per day, plus travel expenses). Consultant travel expenses cannot exceed local per diem rates, which are:
 - Mileage: \$0.67/mile
 - Breakfast: \$15
 - Lunch: \$18
 - Dinner: \$30
- Substitute teacher fees or faculty stipends (Stipends are only allowable for work performed outside the regular workday).
- Consultant or faculty member to receive a stipend to coordinate apprenticeship placements outside of their regular work duties (funds used for an apprenticeship coordinator must provide an explanation of how the responsibilities will be sustained after the grant ends).
- If travel more than 50 miles from home is required for planned professional learning, the above per diem rates apply. The grantee may make up the difference using local funds if local rates are higher.
- Administrative costs, including indirect costs, should not exceed 5% of the total grant.
- Other potential costs subject to the approval of MSDE, include out-of-state travel.

Funds may not be used for:

- Salaries except for stipends
- Tuition
- Substitute teacher fees
- Meal costs at conferences where meals are provided.
- Activities below the fifth grade
- Program maintenance
- Furniture to equip labs or classrooms.
- Purchase of career information delivery system site licenses
- National, state, or local membership dues or fees
- Promotional items (e.g., shirts, key chains, bags, mugs)
- Construction of temporary or permanent structures
- Purchase of equipment for administrative purposes, and
- Administrative and indirect costs that exceed 5% of the grant amount.

Program Requirements

COMPREHENSIVE LOCAL NEEDS ASSESSMENT (PREREQUISITE)

As a fundamental prerequisite, every secondary program must conduct a comprehensive local needs assessment every two years before accessing federal CTE funds. This assessment should guide all other areas of the program, ensuring alignment with community needs, labor market demands, and educational outcomes for students.

PERFORMANCE ACCOUNTABILITY

Programs are required to meet specific performance indicators, such as academic proficiency, graduation rates, technical skill attainment, placement in postsecondary education or employment, and participation in nontraditional fields.

USE OF FUNDS

Funds should be utilized for supporting CTE programs that meet the criteria of size, scope, and quality. This includes purchasing equipment, developing new programs, improving existing programs, and other activities that enhance program effectiveness.

STAKEHOLDER ENGAGEMENT

Active engagement with a wide range of stakeholders, including parents, students, academic and CTE faculty, and local businesses, is essential to ensure the program's relevance and effectiveness.

ACCESS AND EQUITY FOR SPECIAL POPULATIONS

Programs must ensure equitable access to all students, including special populations. This includes targeted support and resources to enable successful participation and completion of CTE programs by students from these groups.

CAREER GUIDANCE AND ACADEMIC COUNSELING

Essential services must be provided, offering students career guidance and academic counseling to help them effectively navigate their educational and career pathways.

ALIGNMENT WITH STATE AND LOCAL NEEDS

It's critical that CTE programs align with the economic needs of the state and locality, facilitating skills development that matches local industry requirements.

CONTINUOUS IMPROVEMENT

Programs should continually assess and refine their approaches to improve student outcomes and overall program quality.

FISCAL REQUIREMENTS

Programs must adhere to specific fiscal rules, including provisions for matching funds and restrictions on the use of funds for certain types of expenditures.

PROFESSIONAL DEVELOPMENT FOR TEACHERS

Adequate professional development must be provided to teachers and faculty to ensure they are equipped with the latest teaching methods and industry-relevant skills.

CONNECTION TO APPRENTICESHIP AND INDUSTRY-RECOGNIZED CREDENTIALS (IRC)

In alignment with initiatives like the Blueprint for Maryland's Future, programs should strive for at least 45% of students participating in apprenticeships or achieving industry-recognized credentials, integrating practical, hands-on learning experiences that enhance employability and skill acquisition.

Getting Started

LEARN

- Read this document in its entirety as it provides a comprehensive overview of the various opportunities to participate, the application process, and the grant program timeline.
- Explore the links to additional resources and readings identified as “Inspiration from the Field” for each of the four grant strategies.

CONSIDER

- Examine each program of study offered in your organization and evaluate the strength of outcome alignment with [Perkins V](#), the [Maryland CTE Four-Year State Plan](#), and the [Blueprint](#).
- Evaluate the organization's most recent CTE student enrollment data by career cluster and campus and disaggregated by gender, race/ethnicity, and special population. Analyze root causes for any program and/or student gaps discovered through the most recent Perkins Comprehensive Local Needs Assessment (CLNA).
- Consider how the CTE Perkins Reserve Grant could braid with other MSDE grant programs, such as Perkins formula, Blueprint, Maryland Leads, and [Maryland Works](#) funding.

COLLABORATE

- Identify the primary point of contact and key collaborators responsible for the application submission.
- Build in opportunities to gather input from educators, industry leaders, and other stakeholders.

APPLY

- Attend one General Information Session and appropriate Strategy Information Session. (Required)
- Submit the online grant application by the application deadline with all required appendices. (Required)

High-Leverage Strategies

REIMAGINING SECONDARY AND POSTSECONDARY PATHWAYS

Maryland Career and Technical Education (CTE) pathways are statewide programs designed to prepare students for the college and career pathway of choice. All CTE programs are aligned to nationally or state-recognized industry and academic standards.

CTE programs are organized by [career clusters](#) and based on academic and technical skill standards to ensure student preparation for college and careers. High-quality CTE programs include work-based learning experiences, such as the high school level of a registered apprenticeship and multiple opportunities for students to earn college credit and/or industry-recognized occupational credentials.

LEAs and IHEs may apply for grant funds to implement new or enhance existing CTE Programs of Study consistent with MSDE's career cluster frameworks and in alignment with the recommendations of the Maryland CTE Committee. At a minimum, this strategy must include recent labor market information, clearly showing the proposal is connected to high-wage, high-skill, or in-demand careers; documented support from the LEA or IHE industry advisory board; alignment between secondary, postsecondary, and workforce pathways; embedded Career and Technical Student Organization (CTSO) participation; opportunities to earn industry-recognized certificate or certification options for articulated and/or dual credit; and work-based learning experiences leading to, and including, the completion of a high school level of a registered apprenticeship program.

Applicants must address each of the following questions in their application:

1. Based on the most recent Comprehensive Local Needs Assessment (CLNA), the analysis of student participation data, and the root cause analysis for each CTE pathway offered, which programs should be eliminated. Which should be enhanced, and in what ways? Are there new programs that should be implemented or expanded to meet workforce needs?
2. Does the available labor market information support the need for each program of study offered in your organization?
3. Are program offerings aligned and articulated across secondary and postsecondary education within your county, region, and the state? How do you intend to ensure alignment?
4. How does the applicant plan to incorporate relevant academic, technical, and career readiness and employability skills?
5. How does the applicant plan to offer students the opportunity to earn a relevant industry-recognized certificate or certification?
6. How does the proposed pathway create opportunities for all students to access CTSO activities?
7. How does the proposed pathway plan clearly describe how the applicant will eliminate barriers to extended learning experiences, such as work-based learning opportunities leading up to and including high school-level registered apprenticeships, CTSO participation, and attaining postsecondary and industry-recognized certificates or certifications?

9. Do all LEA pathways, including any proposed pathways, clearly define how the applicant will ensure alignment between their CTE program and the Blueprint's goal for 45% of high school graduates completing an apprenticeship or an industry-recognized occupational credential? If applying as an IHE, clearly define how your plan will support LEA pathways in achieving this goal.

Inspiration from the field

[CTE Innovation and Impact: Lessons from NYC](#)

New York University

[Developing High Quality CTE Programs through Business Engagement](#)

Public Schools of North Carolina

[Aligning Career and Technical Education Programs with Industry Needs and Priorities: A Playbook](#)

ExcelinEd

Additional Readings

[Maryland Career and Technical Education Programs of Study \(MSDE\)](#)

[CTE Program Data Story \(U.S. Department of Education\)](#)

[2018 ACTE High-Quality CTE Program of Study Framework \(ACTE\)](#)

EXPANDING CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)

Career and Technical Student Organizations (CTSO) enhance student learning through contextual instruction, leadership, personal development, applied learning, and real-world application. These organizations are designed to be an integral part of the instructional program by directly integrating theoretical classroom knowledge with hands-on, skills-based demonstrations, effectively extending students' teaching and learning experiences. The MSDE Division of College and Career Pathways recognizes four CTSO organizations: [Educators Rising](#), [Future Business Leaders of America](#) (FBLA), [FFA](#) (formerly Future Farmers of America), and [SkillsUSA](#).

Applicants may apply for grant funds to develop, expand, and scale CTSOs within their organization. At a minimum, this strategy must include how the grant recipient will ensure all students have access and opportunities associated with CTSO membership and co-curricular experiences, especially for underserved or underrepresented student populations; how the CTSO is supporting and elevating the work being accomplished in the classroom; how the CTSO experience will connect students to the college and career pathways associated with their CTE program of study; how the grant recipient will partner with LEAs and IHEs, as relevant, to connect students to a broad array of college and career options.

Applicants must address each of the following questions in their application:

Describe what current CTSO participation data reveal about the health of CTSO programming within the applicant's organization. Do CTSO participants represent the demographic composition of CTE programs? The overall student population of the campus?

1. How will the applicant ensure the CTSO provides opportunities for all students, especially those from underserved or underrepresented student populations?
2. What is the plan to ensure that all CTSOs, including those being created or expanded, will provide opportunities for students to develop leadership and employability skills necessary to enter their college and career pathways of choice?
3. How will the applicant strengthen the relationship between programs of study and the CTSO, including improving student retention?
4. How will the applicant connect CTE courses and the CTSO experience to community service and other meaningful engagement opportunities?
5. How does the applicant intend to ensure the CTSO is part of a broader set of CTE strategies that, together, leverage the CTSO strategy to ensure alignment between their CTE program, the CTSO experience, and the Blueprint's goal for 45% of high school graduates completing an apprenticeship or an industry-recognized occupational credential?

Inspiration from the field

[CTSO Inspiration from Wisconsin Department of Public Instruction](#)

Wisconsin DPI

[Effectiveness of CTSOs in Texas](#)

Online Journal for Workforce Education and Development

[CTSO Recruitment and Resources for Students and Families](#)

Forsyth County Public Schools (GA)

Additional Readings

[MSDE Career and Technical Student Organizations Policies and Procedures \(MSDE\)](#)

[The Relationship of Career and Technical Student Organizations to College and Career Readiness \(Gardner-Webb University\)](#)

DEVELOPING AND DELIVERING HIGH-QUALITY PROFESSIONAL LEARNING

LEAs and IHEs may apply for grant funds to develop, expand, and scale professional learning for teachers, career and academic counselors, and campus administrators. At a minimum, this strategy must address how the grant recipient will elevate professional learning to address college and career pathway access and opportunity, especially for underserved or underrepresented student populations; how the professional learning will build awareness and momentum toward Blueprint-aligned college and career pathways, and how the grant recipient plans to use disaggregated student data to develop targeted instructional training programs to meet the needs of all CTE students.

Applicants must address each of the following questions in their application:

- What is the plan and rationale for the professional learning program, and how does it align with Maryland's Career and Technical Education Four-Year State Plan, the Blueprint, and the specific needs of teachers in your organization? How were these needs determined?
- The [Accountability and Implementation Board's Initial Comprehensive Blueprint Implementation Plan](#) calls for "developing a fully aligned instructional system including curriculum frameworks, syllabi, assessments, clear examples of standard-setting work, and formative assessments to keep students on track." How will the funding associated with this strategy drive that work?
- How do the proposed activities align with high-quality professional learning standards?
- What instructional strategies and approaches will be emphasized?
- What are the professional learning program's specific learning outcomes or goals?
- What resources and materials do you anticipate providing instructional staff as a part of this professional learning program?
- What is the level of interaction and collaboration with other CTE educators in the program, and how will this enhance your school system's professional CTE network and community?
- How will a program be assessed and evaluated for effectiveness, and what measures will ensure ongoing improvement?
- What kind of ongoing support and follow-up will be provided for participants?
- If the professional learning activities are offsite (e.g., an out-of-town conference), describe for each conference the number of participants attending, including name and title; name of the conference, dates, anticipated number of lodging nights, and if meals will be purchased separately or as a part of the conference registration fee.
- For LEAs, describe how the professional development program will ensure alignment between the CTE course(s) being taught, enhancing student access and opportunity for a comprehensive CTE experience, and the Blueprint's goal that 45% of high school graduates will complete an apprenticeship or an industry-recognized occupational credential? IHEs should address how their plan will assist LEAs in achieving this goal.

Inspiration from the field

[Transitioning Business and Industry Professionals to the Classroom](#)

Wisconsin DPI

[CTE Professional Development Conference Recap](#)

Online Journal for Workforce Education and

[Career and Technical Education: Unique Professional Development](#)

Forsyth County Public Schools (GA)

Additional Readings

[Examples of CTE Professional Learning Models in Texas \(Texas Education Agency\)](#)

[How 36 States Approach CTE Teacher Professional Learning and Retention \(AdvanceCTE\)](#)

[Standards for Professional Learning \(Learning Forward\)](#)

[Professional Development for Equity: What Constitutes Powerful Professional Learning? \(Journal of Teacher Education\)](#)

MEANINGFUL EXPANSION OF HIGH SCHOOL-LEVEL APPRENTICESHIP OPPORTUNITIES

Maryland is currently recognized as a national leader in workforce development, job training, and apprenticeships. According to the Maryland Department of Labor, 3,833 businesses and 181 program sponsors are actively participating in the state's registered apprenticeship program. As of November 2021, there were 11,498 registered paid apprentices.

However, the Blueprint for Maryland's Future states that by the 2030-2031 school year, 45% of high school students who, before graduation, complete the high school level of a registered apprenticeship or an industry-recognized credential (MD Code, Education, § 21-204 (a)). In 2021, only about seven percent of Maryland high school graduates met the requirements to complete a high school level of a registered apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor. In 2021, Maryland had 57,423 graduates. To meet the 45% goal, 25,840 of these graduates would have needed to complete an apprenticeship or obtain an industry-recognized credential.

The CTE Perkins Reserve Grant seeks to intentionally connect the Work-Based Learning priorities from the Maryland Career and Technical Education Four-Year State Plan with the high school level of a registered apprenticeship or an industry-recognized credential goal of the Blueprint for Maryland's Future.

When planning and developing high school-level apprenticeship programs as a part of this strategy, applicants should consider several models, including School-to-Apprenticeship, Youth Apprenticeship, and Registered Apprenticeships. Each of these models will assist in establishing a foundation of process, systems, and data towards the 45% goal, and the [Maryland CTE Committee and respective Blueprint Implementation Plan](#) allow these models to count toward the 45% goal through fiscal year 2025.

When expanding high school level apprenticeship programs, the focus should be two-fold: first, to continue recruiting employers to start programs, and second, to work with current youth apprenticeship employers on extending their apprenticeships beyond high school into a full registered apprenticeship.

While the current apprenticeship pathways continue for this period, the process of generating sufficient numbers of high school-level of registered apprenticeships can begin with several early steps:

- Build fully registered apprenticeships for positions in state and local governments. Plausible targets have been identified in task force reports on [health, transportation, and public safety positions](#). Teacher apprenticeships offer additional opportunities.
- Encourage and help existing registered apprenticeship programs begin at the high school level. For example, if a local or regional organization is currently offering a registered apprenticeship program in the information technology sector, providing them with details about how to interact with and access the CTE system could encourage and foster the creation of a youth apprenticeship opportunity for students.

Applicants should note that this strategy specifically calls for high school-level apprenticeship opportunities. While job shadowing, internships, and other work-based learning opportunities are valuable experiences for students within a fully featured CTE system, they should not be included in this high-leverage strategy.

Applicants must address each of the following questions in their application:

- Clear discussion of and planning processes for ensuring alignment between Perkins V and the high school level of registered apprenticeship priorities outlined in Maryland's Career and Technical Education Four-Year State Plan and the Blueprint for Maryland's Future.
- Demonstrable understanding of evidence-based- and research-based practices and policies pertaining to the high school level of a registered apprenticeship program at all stages of development and implementation.
- How will the applicant utilize grant funds to continue recruiting employers to the apprenticeship model of work-based learning, and how could grant funds support work related to extending youth apprenticeships into fully registered apprenticeships beyond high school?
- How the grant recipient intends to increase access to high school-level registered apprenticeship opportunities for all students, especially those in underserved or underrepresented communities.
- Proposed outreach strategies to pertinent stakeholders, such as Perkins-funded IHEs (community colleges) with aligned career pathways, the local and/or regional business community, pertinent nonprofit organizations, intermediaries, and labor organizations.
- Applicants should specifically address strategies to engage students from historically underserved populations, from homes where English is not the primary spoken language, who have experienced homelessness, and/or with developmental delays, disabilities, or special needs.
- Describe the organization's capacity and plan to collect and analyze high school-level registered apprenticeship student participation data, including the model of registered apprenticeship the student participated in, the number of on-the-job training (OJT) hours completed, and the number of related technical instruction (RTI) hours delivered.

Inspiration from the field[Career Launch Kalamazoo](#)

Kalamazoo (MI) Public Schools

[Talent is Equally Distributed: Opportunity is not](#)

City Works DC

[Youth Apprenticeship Quality Assessment Tool](#)

Partnership to Advance Youth Apprenticeship

Additional Readings

[Opportunities for Connecting Secondary CTE Students and Apprenticeship Programs \(U.S. Department of Education\)](#)

[Building a Youth Apprenticeship Data Ecosystem \(AdvanceCTE\)](#)

[What is Youth Apprenticeship? \(ApprenticeshipUSA\)](#)

[Blurring the Lines Between Education and Workforce \(The Hechinger Report\)](#)

Application Requirements

COVER PAGE

Applications must include the Proposal Cover Page provided in the application for participation, which includes a project statement. The project statement should briefly describe the project's 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 Director of Career and Technical Education for the LEA or IHE Perkins Contact for postsecondary proposals.

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 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, the 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 Project Timeline
- Evaluation and Evidence of Impact

GOALS AND OUTCOMES

Goals: State 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; however, the more goals established, the more complex the project becomes. Goals must have long-term deadlines. If the project period covers multiple years, the goal should be set for the end of the project. Below are some tips for writing goals:

- The strongest applications will directly connect Perkins V to Pillar 3 of the Blueprint.
- Tie your goals and objectives directly to your 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. Outcomes break the long-term goal into steps or address the factors contributing to the problem addressed by the goal. It is imperative that outcomes be established for every target population the project is designed to affect. For instance, if the project seeks to increase student achievement by training teachers, there must be outcomes for both students and teachers.

Below are some tips for writing objectives:

- State your outcome in quantifiable terms.
- Outcomes should specify the result of an activity.
- Outcomes should identify the target audience or community being served.
- Objectives need to be realistic and capable of being accomplished within the grant period.

Milestones: Ongoing evaluation is essential to the management of a project. 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 semiannually.

Since milestones are intended to indicate progress toward 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 may take months before there is an impact on clients, or the rate of improvement may level off over time. Milestones should anticipate this and be gauged accordingly. Be sure that milestones are ambitious yet attainable.

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 chart form that addresses, at a minimum, the key components of the program's implementation or expansion.

- Include a timeline and the key personnel associated with each component of the plan of operation. 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 implementation/expansion or improvement of the program.
- Secondary – Work with the MSDE cluster team to:
- Identify the equipment and/or materials of instruction to support the program of study and develop a reasonable budget request.
- Submit to MSDE, before the end of the grant period (June 30, 2025), the Maryland CTE Program of Study Proposal that aligns with the program being implemented (or an amendment to an existing proposal).
- Identify the appropriate professional learning that aligns with the program of study.
- Postsecondary – Explain the timeline for seeking and receiving MHEC approval for the program if applicable. A new program being developed by the Community College must be submitted for MHEC approval by the end of the grant period.

EVALUATION AND EVIDENCE OF IMPACT

- Secondary: 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 once the program has been fully implemented?
- What data will be collected to prove that the program/activity has had the intended effects?
- How will these data be collected?

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

Budget and Budget Narrative

The project's budget should detail all related project expenses in a separate itemized budget. MSDE will prioritize applications whose budgets clearly reflect plans that thoughtfully braid one-time funds from this grant program with existing, recurring funding from other programs – citing clear strategic alignment while avoiding supplantation. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. (If 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 for that year. Reviewers should be able to see a clear connection between the project activities and the budget line items.

- 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.
- Please 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

- Allowable expenditures include:
 - Materials of instruction and equipment to support the CTE program of study.
 - Information is needed regarding professional learning, including registration fees and other fees associated with professional learning.
 - When requesting funds to support professional learning, please include the following:
 - The number and names of the people attending,
 - Title of the professional learning conference or experience and location
 - The dates and the number of days of the event,
 - The number of nights at a hotel, and
 - The meals are included in the registration fee.
 - If professional learning requires travel of more than 50 miles from home and an overnight stay, then the following expenditures are allowable:
 - Mileage will be reimbursed at the state rate of \$0.67/mile,
 - Costs for airline flights or train travel,
 - Overnight accommodations,
 - Meals not provided at the event will be reimbursed as follows (please refer back to the table under Section B; Plan of Operation, Timeline and Key Personnel): Breakfast: \$15.00; Lunch: \$18.00 and Dinner: \$30.00; and Stipends, which may not exceed \$200/day.
 - If local rates are higher, the grantee may make up the difference using local funds.
 - May only be paid to teachers for work performed outside of the regular school day.

Submit the budget on the MSDE Grant Budget C-1-25 form (Appendix B)

Appendices

The following appendices must be included but not apply to the page limit of the Project Narrative. Include other appendices as deemed necessary.

Appendix A: [A signed recipient assurances page](#)

Appendix B: A signed C-1-25 MSDE budget form or Postsecondary/Other Budget form found here: [Budget Forms](#)

Appendix C: [CTE Reserve Fund Eligibility listing](#)

Appendix D: Program Proposal Template (if applicable) in [The Policies and Procedures for the Development and Continuous Improvement of Career and Technical Education Programs](#)

Appendix E: [Listing of Perkins V Special Populations](#)

CTE Perkins Reserve Grant FY 2025 Fund Scoring Rubric

EXTENT OF NEED

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
A needs assessment was conducted that identifies multiple related problems. Both quantitative and qualitative data are presented that aligns with the selected strategy and demonstrates a need for the proposed program.	A need assessment was conducted that identifies a problem. The extent of need meets the guidelines of the identified strategy in the Grant Information Guide and aligns with the Blueprint and Perkins V.	No needs assessment was done, or they failed to identify a problem. The applicant provides a problem, but the data presented does not align to the problem.

GOALS, OUTCOMES AND MILESTONES

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>The application articulates multiple exemplary measurable goals, outcomes, and milestones.</p> <p>All goals are directly aligned to the Blueprint, the guidelines for that strategy under Perkins V, as well as the core indicators for success.</p>	<p>Program goals are clear, measurable, and align with a strategy, e.g., Strategy 1 – Supporting Maryland’s State CTE Programs of Study at the Secondary Level. e.g., The number of high school students who earn an industry-recognized credential upon graduation will increase by 20%.</p> <p>Program outcomes identify the steps to achieving the goal, and milestones measure progress toward meeting the goal(s).</p> <p>Goals are directly aligned to the Blueprint, the guidelines for that strategy under Perkins V, as well as the core indicators for success.</p>	<p>Program goals, outcomes, and milestones are not clear, measurable, or attainable. Goals, outcomes, and milestones do not align with the Blueprint or follow the guidance for that strategy under Perkins V.</p>

PLAN OF OPERATION, KEY PERSONNEL, AND TIMELINE

<p>Level 3 Exceeds Criteria</p>	<p>Level 2 Meets Criteria</p>	<p>Level 1 Does Not Meet Criteria</p>
<p>Proposed activities are innovative, evidence-based, and likely to transform career and technical education pathways for students. A timeline is established for each phase of the program, and the individuals responsible are listed.</p> <p>Key personnel have considerable experience related to career and technical education. A training/mentoring plan is in place for inexperienced staff.</p>	<p>The proposed activities are evidence-based and meet the requirements for the selected strategy. There is a timeline for all key activities.</p> <p>Key personnel who have relevant experience in the field are selected. The names and titles of personnel are provided, and the percentage of time they will dedicate to this program.</p>	<p>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.</p> <p>Key personnel information is incomplete.</p>

EVIDENCE OF IMPACT

<p>Level 3 Exceeds Criteria</p>	<p>Level 2 Meets Criteria</p>	<p>Level 1 Does Not Meet Criteria</p>
<p>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.</p>	<p>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.</p>	<p>There is no evidence that the proposed program would lead to the intended impact.</p>

EVALUATION AND DISSEMINATION

<p>Level 3 Exceeds Criteria</p>	<p>Level 2 Meets Criteria</p>	<p>Level 1 Does Not Meet Criteria</p>
<p>There is an evaluation plan that includes clear questions, a description of proposed data instruments, collection processes, and analytic methods aligned with the goals. The applicant is explicit about who is assigned to this task and the timeline to complete it.</p> <p>There is a plan for disseminating formative and summative results to stakeholders.</p>	<p>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.</p> <p>There is a plan that details the timeline the responsible individual for disseminating results and data to stakeholders, e.g., students, parents, school officials, MSDE, legislators, and the public.</p>	<p>The evaluation plan does not measure the success of the program and is disconnected from the goals and plan of operation.</p> <p>There is not a plan for disseminating results to stakeholders.</p>

ALIGNMENT TO THE BLUEPRINT FOR MARYLAND’S FUTURE

<p>Level 3 Exceeds Criteria</p>	<p>Level 2 Meets Criteria</p>	<p>Level 1 Does Not Meet Criteria</p>
<p>The application demonstrates a strong and clear connection between the CTE course(s) being taught, student access and opportunity, and the Blueprint's goal; evidence of proactive measures to increase student enrollment in CTE courses, particularly targeting underrepresented populations; comprehensive strategies to support students in completing apprenticeships or industry-recognized occupational credentials; and demonstrates potential to exceed the 45% goal, with measurable objectives and a clear plan for tracking progress.</p>	<p>The application shows alignment between the CTE course(s) being taught, student access and opportunity, and the Blueprint's goal; includes a plan for increasing student enrollment in CTE courses and 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 45% goal, with measurable objectives and a plan for tracking progress.</p>	<p>The application does not clearly demonstrate alignment between the CTE course(s) being taught, student access and opportunity, and the Blueprint's goal; lacks a concrete plan to increase student enrollment in CTE courses or to promote diversity among participants; insufficient strategies to support students in completing apprenticeships or industry-recognized occupational credentials; and does not demonstrate the potential to meet or exceed the 45% goal or lacks measurable objectives and a plan for tracking progress.</p>

BUDGET AND BUDGET NARRATIVE

<p>Level 3 Exceeds Criteria</p>	<p>Level 2 Meets Criteria</p>	<p>Level 1 Does Not Meet Criteria</p>
<p>All requirements listed under the criteria are met. In addition, the budget includes sufficient resources for the successful execution of the proposed program. The application includes plans that thoughtfully braid one-time funds from this grant program with existing, recurring funding from other programs – citing clear strategic alignment while avoiding supplantation.</p>	<p>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, and allocable. All line items contain the calculations used to derive the expected cost. There are no mathematical errors. No more than 5% of administrative costs (including indirect costs) of the overall budget has 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.</p>	<p>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 explicit and intentional planning associated with braiding existing, recurring funding with the proposed plans, activities, and funds of this grant program.</p>

Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements for Each Year
Ongoing	Fiscal and program monitoring: all invoices must be accompanied by supporting documentation.
October 28, 2024	The first interim progress report (C-1-25 C) reflecting the months of September and October is due.
December 30, 2024	The second interim progress report (C-1-25 C) reflecting the months of November and December is due.
January 15, 2025	Initial Narrative Report
February 28, 2025	The third interim progress report (C-1-25-C) reflecting the months of January and February is due.
March-May 2025	A monitoring visit will be conducted.
May 30, 2025	The fourth interim progress report (C-1-25-C) reflecting the months of March through May is due.
July 31, 2025	Initial Narrative Report
September 30, 2025	Final Narrative Report
On or before 60 days after the grant ends	A final project evaluation (see evaluation section) must be received by MSDE on or before 60 days after the grant end date, June 30, 2025.

Notes: Any requests for amendments must be submitted at least 45 days before the grant period ends and must be submitted using the C-125-B form found in the [Grant Budget Forms Workbook](#) on the [MSDE grants webpage](#). Final invoices must be submitted no later than 60 days after the grant period ends.

Grant Timeline

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

Date	Reporting Requirements for Each Year
June 13, 2024	The Grant Information Guide and the application for participating are released.
June 17, 2024	MSDE will hold a virtual customer service support session for interested applicants.
June 27, 2024	MSDE will hold a virtual customer service support session for interested applicants.
July 9, 2024	MSDE will hold a virtual customer service support session for interested applicants.
July 29, 2024	The grant application period closes.
July 30, 2024	MSDE begins reviewing applications for completeness and minimum requirements and begin evaluating proposals
August 10, 2025	MSDE will notify applicants of the award status.
July 1, 2024	The grant period begins.
June 30, 2025	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 Finance and Operations

Maryland State Department of Education
200 W. Baltimore Street - 2nd Floor
Baltimore, Maryland 21201-2595

410-767-0123 - voice

410-767-0431 - fax

Deaf and hard of hearing use Relay.

The General Education Provisions Act (GEPA) Sect 427

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

Customer Service Support Sessions

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

Monday, June 17, 2024

11:00 a.m. – 12:00 p.m.

Video link: meet.google.com/gon-xrbj-hsb

Thursday, June 27, 2024

2:00 p.m. – 3:00 p.m.

Video link: meet.google.com/gsh-hbra-uhf

Tuesday, July 9, 2024

11:30 a.m. – 12:30 p.m.

Video link: meet.google.com/bgi-wxut-mky

MSDE staff will also be available to provide technical assistance throughout the grant application process. If you have questions about the application or the process, please contact

tiffany.dejesus@maryland.gov

PROGRAM CONTACT

Tiffany DeJesus

Director of Operations, Accountability and Strategy

(410) 767-0518

tiffany.dejesus@maryland.gov

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

Attachment

CTE Perkins Reserve Grant FY24 Application for Funding