



## APPLICATION FOR PARTICIPATION

# Career and Technical Education (CTE) Innovation Grant FY23

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**Maryland State Department of Education**

200 West Baltimore Street  
Baltimore, Maryland 21201

**Deadline**

October 26, 2022  
No later than 5:00 p.m. EST

**MARYLAND STATE DEPARTMENT OF EDUCATION**

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

**Deann M. Collins, Ed.D.**

Deputy Superintendent, Teaching and Learning

**Larry Hogan**

Governor

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## Instructions

Complete this application electronically by typing directly into the fillable fields and charts. Do not alter or remove sections. When finished, save the application document as a pdf to your computer and obtain appropriate signatures. The completed Application should be saved as a pdf and emailed to:

Marquita Friday, Director  
 Division of Career and College Readiness  
 Maryland State Department of Education  
 Phone: 410-767-1904

Email: [Marquita.Friday@maryland.gov](mailto:Marquita.Friday@maryland.gov).

## Proposal Cover Page – 1 page

Program Title: Click or tap here to enter text.

Project/Program Director: Click or tap here to enter text.

Director Phone: enter number. Director email: Click or tap here to enter text.

Institution/Agency Name: Click or tap here to enter text.

Institution/Agency Address: Click or tap here to enter text.

Identify the Priority Area Selected: Select Priority Area.

- Priority 1:** Identify a partnership with at least one LEA, one community college, and one industry partner to develop an innovative CTE pathway that leads to a high-wage, high-skill, or in-demand career(s) in support of Maryland’s workforce and economic development needs as documented by labor market information.
  
- Priority 2:** Identify a partnership with at least one LEA, one community college, and one industry partner to develop apprenticeships leading to high-wage, high-skill, or in-demand careers in support of Maryland’s workforce and economic development needs as documented by labor market information.

Amount of request for grant period (July 1, 2022 – June 30, 2023): \$ Click here to enter amount.

Estimated Annual Cost of Program/Project and Type of Funds	Federal	\$ enter amount.
(Should agree with the Proposed Budget)	State/Local	\$ enter amount.
	Other	\$ enter amount.

Signature of CTE Local Director (Secondary)

\_\_\_\_\_

Signature of Career & Technical Education Perkins Plan Contact (Postsecondary)

\_\_\_\_\_

Signature of President/CEO of Non-profit or Community Based Organization

\_\_\_\_\_

## Project Abstract – 1 page

Summarize the project for the reader in one page. Refer to the Grant Information Guide (GIG) for further guidance. Include the identification of the Priority Area selected and focus areas for implementation. Confirm the specific strategies address under the selected Priority, such as the development of the CTE Pathway and/or Apprenticeship program and the collaboration between secondary, postsecondary, and business partner(s).

Click or tap here to enter text.

## Project Narrative – 10 pages

Identify the Priority Area Selected: Select Priority Area.

**Priority 1:** Identify a partnership with at least one LEA, one community college, and one industry partner to develop an innovative CTE pathway that leads to a high-wage, high-skill, or in-demand career(s) in support of Maryland’s workforce and economic development needs as documented by labor market information.

- 1A. A CTE Program developed at the secondary level by a Local Education Agency
- 1B. A CTE Program developed at the community college level
- 1C. A CTE Program developed at both the secondary and community college level

**Priority 2:** Identify a partnership with at least one LEA, one community college, and one industry partner to develop apprenticeships leading to high-wage, high-skill, or in-demand careers in support of Maryland’s workforce and economic development needs as documented by labor market information.

- 2A. The Apprenticeship Maryland program developed at the secondary level
- 2B. An Apprenticeship program developed at the community college level

The application should address the focus areas of the selected Priority as outlined in the GIG (pages 8-14). See the rubric on page 15 for the points assigned to each section.

### EXTENT OF NEED

The first question varies based on the Priority Area selected. Priority 1 applicants will respond to 1A, while Priority 2 applicants will respond to 1B. All other questions apply to both Priority Areas.

**Priority 1:** Identify the Innovative CTE program to be implemented and the partners (school system, community college, and industry—including registered apprenticeship sponsors) involved in its development and implementation and discuss the problem that will be addressed if this program were to be implemented.

Click or tap here to enter text.

**Priority 2:** Identify the apprenticeship opportunities to be implemented and the partners (school system, community college, and industry—including registered apprenticeship sponsors) involved in its development and implementation. See page 10 of the GIG for requirements.

Click or tap here to enter text.

1. Briefly explain the economic need for the new program and provide labor market data clearly demonstrating that the occupation(s) are in demand. Document the source of the labor market data.

Click or tap here to enter text.

2. Identify the employment opportunities (including apprenticeship) to which participation in this program will lead. Also include the potential salary ranges for positions in the field for which students will receive education.

Click or tap here to enter text.

3. Describe the academic and technical course sequence for the full program of study, including the secondary and postsecondary sequence. See page 9-10 of the GIG for requirements and include the CTE Program template if applicable. Please see the list of required attachments on page 15 based on the program proposal.

Click or tap here to enter text.

4. Describe how the curriculum aligns with the skills needed by employers as well as the industry-recognized license or certificate that students will have the opportunity to attain. If developing curricula, explain the process that will be used; the industry credentials, assessments, and standards to which the CTE content area curricula will be aligned; and the qualifications of the curriculum writers. If implementing vetted curricula, explain the process used to determine the appropriateness of the curricula and its alignment to industry credentials, assessments, and standards for the identified CTE content area.

Click or tap here to enter text.

## GOALS, MEASURABLE OUTCOMES, AND MILESTONES

1. State the overall goal(s) of the project and related outcomes and milestones. What are the anticipated or measurable outcomes that will result from program implementation? The anticipated measurable outcomes should also align to the Core Indicators of Performance– see the Evaluation Section where the Core Indicators of Performance are listed. Refer to the Grant Information Guide for further guidance on this section. Complete the chart for each major Program Goal.

Click or tap here to enter text.
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### Goals, Measurable Outcomes, and Milestones:

Goal #1: Click or tap here to enter text.
Outcomes: Click or tap here to enter text.
Milestone: Click or tap here to enter text.

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Outcomes: Click or tap here to enter text.
Milestone: Click or tap here to enter text.

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Outcomes: Click or tap here to enter text.
Milestone: Click or tap here to enter text.

*\*Add more rows if necessary*

## PLAN OF OPERATION, KEY PERSONNEL, AND PROJECT TIMELINE

The Plan of Operation includes the strategies, activities, and timeline that will be implemented to achieve your goals, outcomes, and milestones. Use the table to address the following that apply to the project. Use the table below to address all planned activities. Please see the required and suggested activities for each Priority Area in the GIG.

Timeline	Strategy/Activities	Person Responsible	Partner Organization
Click here to enter time	Click here to enter title	Click here to enter name and title.	Click here to enter organization.
Click here to enter time	Click here to enter title	Click here to enter name and title.	Click here to enter organization.
Click here to enter time	Click here to enter title	Click here to enter name and title.	Click here to enter organization.
Click here to enter time	Click here to enter title	Click here to enter name and title.	Click here to enter organization.
Click here to enter time	Click here to enter title	Click here to enter name and title.	Click here to enter organization.
Click here to enter time	Click here to enter title	Click here to enter name and title.	Click here to enter organization.

*\*Add more rows if necessary*

## EVALUATION AND DISSEMINATION

Please review the expected outcomes for each Priority area. For secondary CTE Programs implementing an innovative CTE program of study (Priority 1):

- A. How will this CTE program contribute to increasing CTE program completion rates, earning industry recognized credentials and/or completing a Registered or Youth Apprenticeship to meet the goal of attaining 45% by 2030 (Blueprint for Maryland’s Future Act). Please provide baseline data for these measures along with projected growth rates.
- B. How will this CTE program contribute to increasing dual completion (completion of a CTE program and USM requirements) rates. Please provide baseline data along with projected growth rate.

Click or tap here to enter text.

For grantees implementing an Apprenticeship program, (Priority 2) please describe how data will be collected, evaluated, and reported on the following points:

- A. Number of students participating in the Apprenticeship Program,
- B. Number of students participating in the Apprenticeship Program who earn industry recognized credentials, and



C. Number of students participating in the Apprenticeship Program who earn postsecondary credits.

Click or tap here to enter text.

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

Click or tap here to enter text.

## Budget and Budget Narrative

In the following table, provide a detailed description of the requested funds that will be spent by using the list of allowable expenditures. Add more rows if needed. An MSDE [Grant Budget C-1-25](#) form (for secondary applicants) or a CTE - OTHER Budget Form (for postsecondary or other applicants) form must also be completed, signed and submitted as an Attachment.

Please review the GIG for a list of allowable expenditures (A-K).

Allowable Expenses (A-K)	Unit Cost	Quantity	Total

Provide a description of each budget category in the spaces below. For example, under Salaries and Wages, describe the number of staff attend trainings. If funds are used to hire substitute staff, include amounts. Include FICA/Benefits if applicable. Administrative costs not to exceed 5% of the total grant, including indirect costs.

**1. Salaries and Wages**

Click or tap here to enter text.

**2. Contracted Services**

Click or tap here to enter text.

**3. Supplies and Materials**

Click or tap here to enter text.

#### 4. Other Charges

Click or tap here to enter text.

#### 5. Equipment

Click or tap here to enter text.

## Appendices

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

- [A signed secondary \(C-1-25 MSDE budget form\) or Postsecondary/Other Budget form](#)
- A [signed recipient assurances page](#)
- CTE Grant Information [Survey Form](#)
- Lobbying and Debarment Forms (If the LEA or CC already submitted these as part of their Perkins Application, then there is no need to submit again)
- Letters of Support (for Priority 2)