GRANT INFORMATION GUIDE

Career and Technical Education: Perkins Local Application

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline

July 1, 2024
No later than 5:00 p.m. EDT

MARYLAND STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.
State Superintendent of Schools

Deann Collins, Ed.D.
Deputy State Superintendent
Office of Teaching and Learning

Richard W. Kincaid
Senior Executive Director
Office of College and Career Pathways

Wes Moore
Governor

MARYLAND STATE BOARD OF EDUCATION

Clarence C. Crawford
President, Maryland State Board of Education

Joshua L. Michael, Ph.D. (Vice President)

Shawn D. Bartley, Esq.

Chuen-Chin Bianca Chang, MSN, PNP, RN-BC

Susan J. Getty, Ed.D.

Dr. Monica Goldson

Nick Greer

Dr. Irma E. Johnson

Dr. Joan Mele-McCarthy, D.A., CCC-SLP

Rachel L. McCusker

Samir Paul, Esq.

Holly C. Wilcox, Ph.D.

Abisola Ayoola (Student Member)

Table of Contents

Program Description

The Career and Technical Education (CTE) Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Formula Grant provides federal funds to support Career and Technical Education programs. Perkins V is a federal education program that invests in secondary and postsecondary CTE programs in all fifty states and the territories, and expands on opportunities for every student to explore, choose, and follow career and technical education programs of study within career pathways to earn credentials of value. It is dedicated to increasing learner access to high-quality CTE programs of study with a focus on program improvement; alignment across grades 5-12, postsecondary and workforce; and economic development. Perkins V is critical to ensuring programs meet the ever-changing needs of learners and employers.

Reimagining the current vision and direction of CTE programming in Maryland requires transformational change to the systems that underpin the connections between local education agencies (LEAs), postsecondary institutions (especially community colleges), and the workforce. To that end, applicants must make clear and substantial linkages between the Maryland Career and Technical Education Four-Year State Plan and the Blueprint's goal requiring that 45% of high school students complete an apprenticeship and/or earn an industry-recognized credential by graduation. This is accomplished through the Perkins V Local Application by defining 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; expanding access to program-aligned industry-recognized credentials 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, particularly historically underserved groups to ensure that proposed plans address existing and persistent disparities in access to CTE pathways through the current or updated Comprehensive Local Needs Assessment (CLNA).

CTE programs are programs of study based on skills that focus on preparing students to enter high-wage, high-skill, and/or in-demand fields. Each program must have outcomes that prepare students for their careers and college after graduation. This can include opportunities to earn industry-recognized credentials and college credit. Perkins V requires that grant recipients use funds to focus on a student-centered delivery of services as students' progress through a continuum of education and training. The goal is to promote access and equity by eliminating institutional barriers, achievement gaps, and opportunity gaps for all students, especially those who have been historically underserved; achieve systemic alignment with regional economic and workforce needs; and support continuous improvement and capacity building of CTE programs.

Perkins V funding requires that not less than 85% of the state's pass-through award be distributed to eligible local education agencies and community colleges according to the grant's specified formula, for which applicants must annually apply. The Local Application for funding includes, by law, a Comprehensive Local Needs Assessment (CLNA) performed by each applicant to determine funding needs, and multiple program-specific detailed funding proposals that address programmatic access and equity funding needs, areas of necessary continuous improvement, regional workforce requirements, and capacity building. The Local Application is driven by the CLNA results, and the CLNA

is developed through ongoing consultation with stakeholders. Further, and to meet the federal requirements of Perkins V as well as the strategic initiatives outlined in the Blueprint for Maryland's Future, applicants must incorporate clear integration of state and federal requirements. For this purpose, a rubric is included on page 20 of this guide.

GRANT OVERVIEW

Name of Grant Program

CTE Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Formula Grant

Purpose

The purpose of the CTE Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Formula Grant is to provide funds to qualifying local education agencies and community colleges to implement career and technical education programs.

Authorization

Strengthening Career and Technical Education for the 21st Century Act (Perkins V; P.L. 115-225)

Dissemination

This Grant Information Guide (GIG) was released on May 20, 2024.

Deadline

Proposals are due no later than 5:00 pm on July 1, 2024. Applications will be reviewed and approved on a rolling basis, beginning in early May, for any LEA or community college submitting prior to the deadline.

Grant Period

July 1, 2024 -June 30, 2025

Funding Amount Available

$20,813,669

Estimated Number of Grants

Forty (40)

Eligibility

This funding opportunity is specifically designed for LEAs and community colleges that offer CTE programs of study, and that meet Perkins V federal requirements.

Submission Instructions

Grant applications must be submitted by 5:00 pm July 1, 2024, via email to occp.msde@maryland.gov. Beginning in May, completed applications will be accepted, reviewed, negotiated, and approved on a rolling basis.

PROGRAM CONTACTS

Richard Kincaid
Senior Executive Director
Office of College and Career Pathways
(410) 767-0426
richard.kincaid@maryland.gov

Tiffany DeJesus
Director of Operations, Accountability and Strategy
Office of College and Career Pathways
(410) 767-0518
tiffany.dejesus@maryland.gov

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:

- Career exploration and career development activities through an organized, systemic framework for students prior to enrolling and while participating in a CTE program in Grades 5 to 12.

- 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 towards 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.

- Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in-demand industry sectors or occupations.

- Support integration of academic skills into career and technical education programs of study.

- Curriculum aligned with the requirements for a recognized program of study.

- Expanding opportunities for CTE concentrators to participate in accelerated learning programs including dual enrollment and the development and implementation of articulation agreements as part of a career and technical education program of study.

- Create or expand system supports to develop, implement, communicate, and enroll students into programs of study leading to an earned industry-recognized credential and/or the high school level of a registered youth apprenticeship.

- Instructional Materials, Equipment and Technology aligned with business and industry needs.

- A continuum of work-based learning opportunities leading up to and including the high school level of a registered youth apprenticeship.

- Industry-recognized certification examinations or other recognized assessments leading towards a recognized post-secondary credential.

- Efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals.

- Improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling.

- Supporting the integration of employability skills into career and technical education programs.

- Supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields for students who are members of groups underrepresented in such subject fields.

- Support of career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula.

- Making all forms of instructional content widely available.

- Supporting the integration of arts and design, when appropriate, into career and technical education programs of study.

- Partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education,

- Support to reduce or eliminate out-of-pocket expenses for historically underserved students participating in career and technical education, including those participating in dual enrollment, and supporting costs associated with fees, transportation, childcare, or mobility challenges for those historically underserved students. Allowable expenditures include bus passes or other forms of transportation assistance and childcare assistance.

- Develop and implement evaluations of the activities carried out including evaluations necessary to complete the comprehensive local needs assessment.

- Up to 5% of administrative activities are necessary for the proper and efficient performance of the local eligible recipient's duties under Perkins. Costs that support the management of the Perkins program is administrative in nature.

FUNDS MAY NOT BE USED FOR:

- Advertising costs

- Advisory Councils

- Alcoholic beverages

- Alumni/ae activities

- Capital expenditures

- Commencement and convocation costs, including items such as CTE graduation cords

- Contributions and donations

- Debt payment

- Entertainment costs

- Fund-raising costs

- Gift cards.

- Goods and services for personal use

- Direct student monetary awards, scholarships, student stipends and direct student's expenses such as tuition, tools, fees, and car mileage

- Memberships, subscriptions, and professional activity costs

- Student activity costs

- Student salaries (ex: apprenticeships)

- Supplanting of existing funds

- Tuition and associated fees

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

With the completion of the CLNA, you are now poised to embark on the next phase of securing Perkins V funding. This stage involves translating the insights and findings from the CLNA into actionable and strategic plans.

UTILIZING CLNA ANALYSIS FOR LOCAL PERKINS APPLICATION S.M.A.R.T.I.E. GOAL SETTING

Applicants will use their CLNA analysis to formulate S.M.A.R.T.I.E. goals. These goals should be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable. The essence of this process is to ensure that the goals set for CTE programs are not only aligned with the identified needs and opportunities but are also focused on inclusivity and equity.

LEAs and community colleges should look at areas highlighted in the CLNA, such as skill gaps, program areas needing enhancement, and disparities in student participation and success rates. From here, specific goals can be set. For example, if the CLNA indicated a gap in technology-related skills among students, a S.M.A.R.T.I.E. goal could be to increase enrollment in technology-focused CTE programs by 15% within the next two years while ensuring equitable access for all student groups.

CONNECTING GOALS TO AN ANNUAL BUDGET FOR PERKINS FUNDING

Once S.M.A.R.T.I.E. goals are established, LEAs must then align these objectives with an annual budget for Perkins funding. This budgeting should be a reflective exercise, considering not just the cost of program enhancements but also the broader resources required to meet these goals. This includes faculty development, curriculum updates, equipment purchases, and any necessary infrastructure improvements.

For instance, if one of the goals is to enhance a manufacturing CTE program, the budget may include expenses for new machinery, professional development for educators to teach advanced manufacturing techniques, and outreach initiatives to increase program enrollment.

ENSURING ALIGNMENT WITH PERKINS REQUIREMENTS

Applicants need to ensure that their plans align with the requirements of the Perkins V Act. This means that the goals, strategies, and budgeted activities should contribute to developing more effective and equitable CTE programs, as stipulated by Perkins V.

Application Requirements

STEP 1: CONDUCT A ROOT CAUSE ANALYSIS

When conducting your Comprehensive Local Needs Assessment, you likely observed some concerning performance gaps, either districtwide or among student groups. Given that many issues may adversely affect student learning, the challenge is to differentiate primary from secondary causes.

Root cause analysis is a technique to help applicants identify the principal factors that affect student and program performance. Simply put, a root cause is a problem that, if resolved, would eliminate or substantially improve LEAs or community colleges' educational results. Use the following guidelines in undertaking this exercise:

- **Engage diverse viewpoints** — People have differing perspectives and lived experiences that should be considered. Solicit input from a range of stakeholders to gain broad insights.
- **Don't limit your initial thinking** — Brainstorm all the possible causes of your identified gap.
- **Differentiate root causes from contributing factors** —While contributing factors may be linked to problematic outcomes, they are not alone responsible. If a gap might have occurred had the cause not been present, then it's likely a contributing but not root cause.

A fishbone diagram is a helpful tool for structuring root cause analysis. As LEAs and community colleges brainstorm possible root causes, they will find that some can be grouped into related themes. For example, some may be associated with students, teachers, schools, or society. Use the fishbone diagram to organize your thinking, with individual causes listed as on each rib. Put the problem statement you are seeking to address at the head of the fish. There are no limits to the number of ribs or causes you may identify.
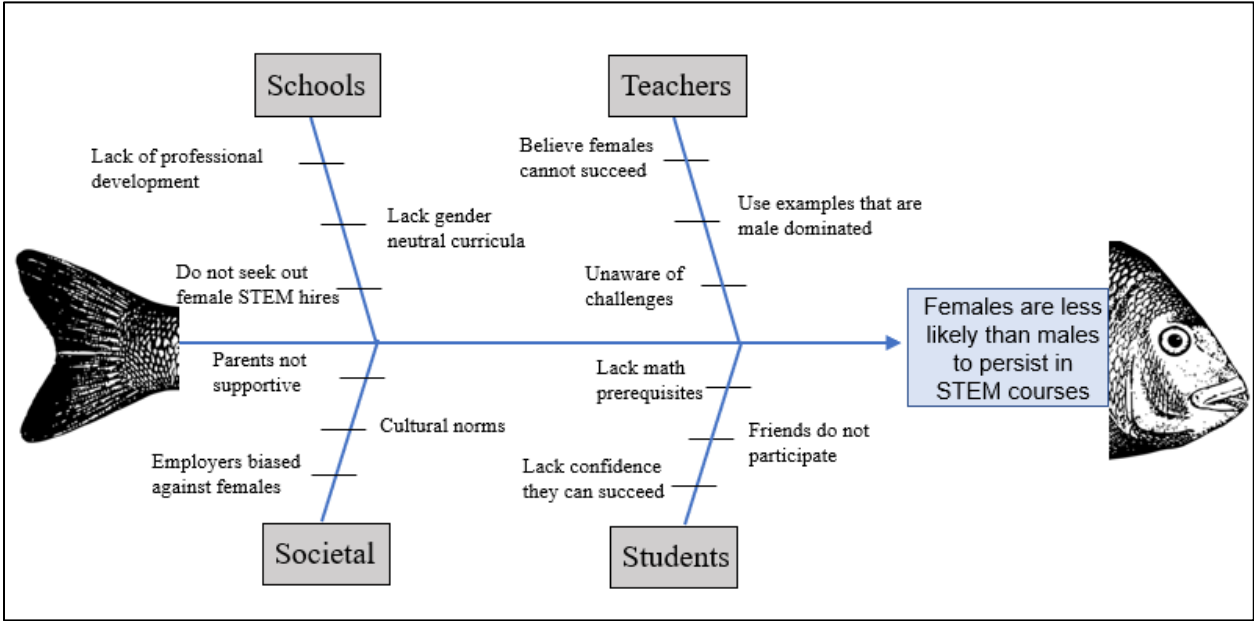
STEP 2: IDENTIFY S.M.A.R.T.I.E GOALS

Use the S.M.A.R.T.I.E framework to develop a set of goals for your Perkins Local Application that are well-defined and increase equitable access and opportunity in your CTE program. Goals should be Specific, Measurable, Attainable, Relevant, Time-bound, Inclusive, and Equitable (SMARTIE)

Item	Description
STRATEGIC	Reflects an important dimension of what your organization seeks to accomplish (programmatic or capacity-building priorities).
MEASURABLE	Includes standards by which reasonable people can agree on whether the goal has been met (by numbers or defined qualities).
AMBITIOUS	Challenging enough that achievement would mean significant progress—a "stretch" for the organization.
REALISTIC	Not so challenging as to indicate lack of thought about resources, capacity, or execution; possible to track and worth the time and energy to do so.
TIME-BOUND	Includes a clear deadline.
INCLUSIVE / **E**QUITABLE	Explicitly names how historically underrepresented and marginalized populations will be served through participation and co-design of systems, programs, policies.

EXAMPLE OF A CTE EQUITY S.M.A.R.T.I.E. GOAL

> Students with disabilities are underrepresented by 36 percentage points in the Health and Biosciences Career Cluster in 2020-2021 school year, which is caused by a lack of academic supports to help them meet the prerequisites for Health and Biosciences courses. To help students with disabilities access, progress, and optimally perform in these programs, our school system will partner with the neighboring college to create a near-peer tutoring program for students with disabilities in high school to get paired with college students. The program will be developed and led by Wanda Perkins, the school system's equity specialist, and will be launched in the 2024-2025 school year. Our goal is that 30 students will enroll in the program in the first year, leading to at least 10 new Health and Biosciences enrollments by students with disabilities by the 2025-2026

RELEVANT	–	Students with disabilities are underrepresented by 36 percentage points in the Health and Biosciences Career Cluster in 2023-2024 school year, which is caused by a lack of academic supports to help them meet the prerequisites for Health and Biosciences courses.
EQUITABLE	–	To help students with disabilities access, progress, and optimally perform in these programs, our school system will partner with the neighboring college to
SPECIFIC	–	create a near-peer tutoring program for students with disabilities in high school to get paired with college students.
INCLUSIVE	–	The program will be developed and led by Wanda Perkins, the school system's equity specialist and
TIME BOUND	–	will be launched in the 2024-2025 school year.
MEASURABLE	–	Our goal is that 30 students will enroll in the program in the first year,
ATTAINABLE	–	leading to at least 10 new Health and Biosciences enrollments by students with disabilities by the 2025-2026 school year.

STEP 3: CREATE A STRATEGIC PLAN

After you have identified your S.M.A.R.T.I.E. goals, you will need to work with your stakeholder group to devise the strategies you will use to achieve them. You may want to identify a range of strategies that you will pursue along with activities that are aligned to each strategy. You also will want to identify related benchmarks you can use to measure your progress.

For each of the four components of the CLNA, you identified five strategic priorities. For each component select the top two priorities upon which you will focus:

Component A: Labor Market Alignment

- What are the top two priorities you will address in the coming year to update or phase out misaligned CTE programs and/or expand student participation in CTE programming aligned with HW/HS/ID careers?

Component B: Student Participation and Persistence

- What are the top two priorities you will address in the coming year to expand student participation in CTE programming and reduce participation and/or persistence gaps among students? [*Note: At least one priority area you identify should address the needs of gender, race-ethnicity, or special population groups.*]

Component C: Program Performance

- What are the top two priorities you will address in the coming year to improve student performance outcomes on indicators on which you are substantially underperforming? *[Note: At least one priority area you identify should address the needs of gender, race-ethnicity, or special population groups.]*

Component D: Recruiting, Developing, and Retaining CTE Educators

- What are the top two priorities you will address in the coming year to improve student performance outcomes on indicators on which you are substantially underperforming? *[Note: At least one priority area you identify should address the needs of gender, race-ethnicity, or special population groups.]*

Component E: State Determined Performance Level Attainment

- What are the top two priorities you will address in the coming year to meet the State Determined Performance Level (SDPL) for which your LEAs or Community Colleges' performance was less than 90% of the target?

INSTRUCTIONS

Component A- D:

- After identifying the top two priorities from each CLNA component, you will need to list them in order of importance. Also, include the corresponding S.M.A.R.T.I.E. Goal that you plan to achieve. You can consider listing a third priority if you successfully accomplish the top two goals. You can refer to the example on page 8 of the Perkins Local Application for guidance. Furthermore, you will need one strategic plan for each of the priorities chosen.

Component E:

- For component E, review the data in the table on page 22 of the Local Application, which details the State of Maryland's SDPLs for each federal performance indicator, the 90% calculation to determine the floor for "meeting" the indicator, and the actual local performance by the school system towards the indicator.

- For each indicator where the actual local performance level is less than the 90% performance target, you are required to complete a S.M.A.R.T.I.E. goal related to the missed indicator, as well as a strategic plan to address the tasks and expected outcomes. Use the example on page 8 as a guide for this work; you will need one strategic plan for each of the priorities chosen.

PRIORITY 1: <ENTER NAME HERE>

S.M.A.R.T.I.E. Goal: <ENTER S.M.A.R.T.I.E. GOAL HERE>

Strategy	Activities	Benchmarks
Strategy 1	• Activity 1 • Activity 2 • Activity 3	• Benchmark 1 • Benchmark 2 • Benchmark 3
Strategy 2	• Activity 1 • Activity 2 • Activity 3	• Benchmark 1 • Benchmark 2 • Benchmark 3

PRIORITY 2: <ENTER NAME HERE>

S.M.A.R.T.I.E. Goal: <ENTER S.M.A.R.T.I.E. GOAL HERE>

Strategy	Activities	Benchmarks
Strategy 1	• Activity 1 • Activity 2 • Activity 3	• Benchmark 1 • Benchmark 2 • Benchmark 3
Strategy 2	• Activity 1 • Activity 2 • Activity 3	• Benchmark 1 • Benchmark 2 • Benchmark 3

STRETCH PRIORITY (OPTIONAL): <ENTER NAME HERE>

S.M.A.R.T.I.E. Goal: <ENTER S.M.A.R.T.I.E. GOAL HERE>		
Strategy	**Activities**	**Benchmarks**
Strategy 1	- Activity 1 - Activity 2 - Activity 3	- Benchmark 1 - Benchmark 2 - Benchmark 3
Strategy 2	- Activity 1 - Activity 2 - Activity 3	- Benchmark 1 - Benchmark 2 - Benchmark 3

Budget and Budget Narrative

INSTRUCTIONS

The Carl D. Perkins Act provides nine specific required uses of federal formula funds. After reviewing these required uses in the chart below, begin thinking about how you will strategically allocate your federal funds across each of these required uses and to support each of the S.M.A.R.T.I.E. goals detailed in this application (note: you <u>must</u> allocate funding across all nine required uses). Once the funds are allocated across all required uses, determine the funding level needed across the budget categories (e.g., Salaries/Benefits, Contract Services, Equipment, Supplies and Materials, and/or Other). While grantees are required to allocate funds across all nine Perkins categories, there is not a requirement to budget across all of the budget categories.

EXAMPLES OF BUDGET ITEM EXPENDITURES

- Salaries / Wages: Administrators, Site Coordinators, Career Counselors, Teachers, etc., as long as the role is directly related to the administration of the CTE program and/or delivery of CTE program instruction.

- Contract Services: Contracted Consultants, Contracted Evaluators, Curriculum Consultants, Counselors, Professional Development Trainers, etc.

- Equipment: Machinery, Furniture, Fixtures, Technology-related Hardware

- Supplies and Materials: General Supplies, Textbooks, Instructional Aids, Instructional Software, Internet Fees-Site License

- Other: Dues and Fees, Approved Conference/Training Fees

Refer to MSDE's full CTE allowability chart for a detailed account of Perkins-related expenditures.

Use the format indicated by the following excerpt from a sample Budget Allocation table.

BUDGET ALLOCATION TABLE

Total Formula Award: $0.00

Perkins Priority (See List for Details)	Salaries / Wages	Contract Services	Equipment	Supplies and Materials	Other
1	$0.00	$0.00	$0.00	$0.00	$0.00
2	$0.00	$0.00	$0.00	$0.00	$0.00
3	$0.00	$0.00	$0.00	$0.00	$0.00
4	$0.00	$0.00	$0.00	$0.00	$0.00
5	$0.00	$0.00	$0.00	$0.00	$0.00
6	$0.00	$0.00	$0.00	$0.00	$0.00
7	$0.00	$0.00	$0.00	$0.00	$0.00
8	$0.00	$0.00	$0.00	$0.00	$0.00
9	$0.00	$0.00	$0.00	$0.00	$0.00
Total	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**

The Review Committee

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

1. Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applications not meeting all pre-screen requirements may be returned to the applicant for revisions.

2. A review committee established by MSDE will evaluate applications using the scoring rubric. The scoring rubric is tailored to the grant program, its intent, and intended impact on the target population.

3. Final approval for awards will be determined by the review committee.

Review Committee

The committee will be composed of representatives from the MSDE and content-expert reviewers. Reviewers will assign a rating for each narrative section of the local application based on the criteria on the following scoring rubric.

Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements for Each Year
Monthly (Ongoing)	Fiscal and program monitoring; all invoices must be accompanied with supporting documentation.
July 31, 2025	Final Progress Report on S.M.A.R.T.I.E. Goals and Strategic Action Plans
September 30, 2025	Final financial annual report
March 2025 through June 2025	Desk and/or Onsite program monitoring or audits

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

Grant Application Timeline

This funding opportunity, including all attachments and updates, can be downloaded from the MSDE Office of Grants Administration and Compliance website and the Office of College and Career Pathway's webpage.

Date	Timeline Event
May 20, 2024	The Grant Information Guide and the application for participating are released.
July 1, 2024	The grant application period closes.
May 20 – July 1, 2024	MSDE Review Committee will evaluate proposals.
Rolling, beginning May 20, 2024	MSDE will notify applicants of the award status.
July 1, 2024	The grant performance period begins.
June 30, 2025	The grant performance 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