



GRANT INFORMATION GUIDE

Pathways in Technology Early College High School (P-TECH) Supplemental School System Grant FY23

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21211

Deadline

August 1, 2022
No later than 5:00 p.m. EST

MARYLAND STATE DEPARTMENT OF EDUCATION

Mohammed Choudhury

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

Deann M. Collins, Ed D.

Deputy Superintendent, Teaching and Learning

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Governor

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Kevin Bokoum (Student Member)

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Program Description

The Maryland State Department of Education (MSDE) provides non-competitive grants to Maryland Local Education Agencies (LEAs) with Pathways in Technology Early College High School (P-TECH) program enrollment. The P-TECH grants are targeted to provide support for early college access as P-TECH high school students complete a pathway sequence that allows them to earn a high school diploma and an Applied Associates degree. Maryland currently has nine (9) P-TECH high schools. Maryland LEAs are eligible for \$750 per student, based on final enrollment data. LEAs must match 100% (in-kind matching is allowable) of supplemental school grant funds.

NAME OF GRANT PROGRAM

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

Authorization

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

PURPOSE

The purpose of this grant is to support the implementation and growth of P-TECH. The supplemental grant is only for local education agencies with eligible P-TECH sites. The grant period for FY 2023 is July 1, 2022 – June 30, 2023. Funds support the cost of tuition, fees, textbooks, and support services for students enrolled in this early college program.

Dissemination

This grant program was released on June 17, 2022.

DEADLINE

Proposals must be submitted via the [DocuShare](#) System, no later than 5 p.m. on July 22, 2022.

GRANT PERIOD

August 1, 2022 to June 30, 2023.

Funds Available

\$1,938,661

State funding supports both the secondary P-TECH sites, and their Community College partners.

ESTIMATED NUMBER OF GRANTS

9

ESTIMATED GRANT AMOUNT

Grant awards for each secondary school will not exceed \$750 per student. P-TECH grant funding will be based on official P-TECH program enrollment data. Previous grant awards have ranged from \$22,500 to \$147,750 per P-TECH high school.

STATE RESPONSIBILITIES

The State is responsible for providing required information, data, documentation, and test data to facilitate the grantee's performance of the work and will provide such additional assistance and services as is specifically set forth. As required, MSDE submits an annual report to the Governor and General Assembly regarding implementation of P-TECH schools in Maryland.

LOCAL EDUCATION AGENCY RESPONSIBILITIES

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

PROGRAM CONTACTS

Kellise Williamson
Career Programs and Early College Specialist
Phone: 410-767-0319
Email: Kellise.Williamson@maryland.gov

Marquita Friday
Director of Career Programs
Phone: 410-767-0183
Email: Marquita.Friday@maryland.gov

Eligibility

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

Use of Funds

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

- Instructional Support Services
 - Teacher planning and coordination for work performed outside the regular workday. Teacher stipends, paid at the current local negotiated contract rate, not to exceed the current school system's daily rate. (Stipends are only allowable for work performed outside the regular workday).
 - Substitute teacher fees to support P-TECH teachers participating in P-TECH activities.
 - Purchasing of materials needed for college courses and related instruction (such as textbooks and/or lab fees).
- Student Support Services, Extended Day, and Year Programs
 - Tutoring services for students, in addition to current school-based services. These may be through extended day or extended year services.

- Light refreshments for P-TECH students participating in extended day and/or extended-year P-TECH activities.
- Enrichment activities (e.g., fieldtrips) for P-TECH students and staff.
- Student textbooks, materials, or technology required as part of the CTE Pathway Sequence
 - Materials and supplies to support curriculum development, program outreach and professional development. This may include materials for the Steering Committee and partnership meetings
- Transportation Services
 - Transportation as needed for additional services such as work-based learning, work site visits and coordination with the college program.
- Reimbursement for travel expenses cannot exceed state per diem rates.
- Administrative costs not to exceed 5% of the total grant, including indirect costs.

Program Requirements

Applications for funding must align to one (1) or more of P-TECH's six (6) core principles and Maryland focus areas. Funds must be used to support the core principles and focus areas listed below. For each area, examples of aligned activities and allowable expenditures are provided.

P-TECH Principle 1: Open Enrollment

P-TECH schools are open to all students, with no grade or testing requirements. Regardless of students' prior academic performance, the curriculum sequencing and instructional supports ensure that all students develop the skills and knowledge they need to graduate within six years.

Maryland P-TECH Focus: Academic Readiness

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

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

- Planning and coordination between high school and college faculty for curriculum development and training specific to career and technical education (CTE) pathways, and other P-TECH requirements.
- Substitute teacher fees to support P-TECH teachers participating in P-TECH activities.
- Tutoring services for students, in addition to current school-based services. While tutoring embedded in the school-day is preferred, additional tutoring may be through extended day or extended year.
- Light refreshments for P-TECH students participating in extended day and/or extended-year P-TECH activities.

- Fees for academic remediation courses or other types of content intended to raise academic readiness levels for P-TECH students.

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

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

Maryland P-TECH Focus: Business Recruitment and Engagement

There are many levels of business participation and support required in P-TECH schools. Business partners must be included on a PTECH Steering Committee (established with each P-TECH school), and may participate in creating a skills map, identifying an associate's degree aligned to the program, providing an Employer Liaison. Business partners may provide mentors, opportunities for workplace visits, speakers, paid internships and apprenticeships for P-TECH students and agree to first in line consideration for P-TECH graduates.

Examples of Activities and Allowable Expenditures Aligned to Business Recruitment and Engagement:

- Planning and coordination to engage with employer partners in the design and development of workplace visits.
- Planning and coordination to engage with employer partners for curriculum development and training specific to career and technical education (CTE) pathways, and other P-TECH requirements.
- Substitute teacher fees to support P-TECH teachers participating in P-TECH activities.
- Enrichment activities (e.g., field trips) for P-TECH students and staff.

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

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

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

Maryland P-TECH Focus: Accessing College Courses

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

Examples of Activities and Allowable Expenditures Aligned to Accessing College Courses:

- Planning and coordination between high school and college faculty for curriculum development and training specific to career and technical education (CTE) pathways and to develop articulated and transcript credit agreements.
- Materials and supplies to support curriculum development, program outreach and professional

learning experiences. This may include materials for the P-TECH Steering Committee and partnership meetings.

P-Tech Principle 4: Cost-Free

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

Maryland P-TECH Focus: Leveraging Funds

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

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

- Purchasing of materials needed for college courses and related instruction (such as textbooks and/or lab fees). Specify the courses and materials for which the items are being purchased.
- Purchasing of laptops or other technology needed for students to access college course content.
- Transportation as needed for additional services such as work-based learning, work site visits and coordination with the college program.

P-TECH Principle 5: Workplace Learning

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

Maryland P-TECH Focus: Integrated Work-based Learning

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

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

- Planning and coordination to develop workplace learning curriculum, activities, and experiences.
- Substitute teacher fees to support P-TECH teachers participating in P-TECH activities.
- Enrichment activities (e.g., fieldtrips) for P-TECH students and staff.

P-TECH Principle 6: Marketing P-TECH

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

Maryland P-TECH Focus: Educating Parents and Community Members About P-TECH

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

disadvantaged students, students with disabilities, and English Learners (EL).

An example of an activities and allowable expenditure aligned to marketing is the development of brochures, videos, PSAs banners.

APPLICATION FOR FUNDING

Proposal Cover Page (1 page)

Applications must have a Cover Page provided in the application that includes the selected P-TECH principle(s). Do not exceed the 100-word limit. The Proposal Cover Page should be printed and signed by the P-TECH Coordinator/Director for the secondary school and the school representative.

Project Abstract (1 page)

In the Project Abstract, introduce the project to the reader. The abstract should be factual, brief, and focused on the organization's efforts. The project abstract should cover the core aspects of the proposed project, such as the populations served, a brief description of FY23 goals, the strategies to meet them, and the roles of the partners.

Project Narrative (10-page limit)

Applications must include an analysis of current outcomes and needs at P-TECH high schools and the key strategies to address needs and reach goals. Applicants must identify the activities they will use to address specific P-TECH core principles.

The project narrative consists of the following sections:

- **Extent of Need**

Applicants will provide an analysis of the current program outcomes and impact to determine needs and areas of focus for continuous improvement. Data points include P-TECH program goals and core principles to explain the extent of need.

- **Evidence of Impact**

For each proposed activity, identify past impact. Describe how the proposed plan and strategies being implemented are evidence-based and will lead to the desired impact. Include a description of the P-TECH school's experience in terms of effective practices leading to the desired outcomes.

- **Goals, Measurable Outcomes and Milestones**

State the overall goal of the project. The goal should address the main problem identified in the needs assessment. While there should be at least one goal, it is possible to have multiple goals. Identify the anticipated outcomes to be accomplished for each goal. The outcomes should identify the target activity and be the result of specific activities identified in the Plan of Operation.

- **Plan of Operation, Key Personnel and Timeline**

The Plan of Operation includes the strategies and activities that will be implemented to achieve your goals and outcomes. Applicants must also identify the key personnel responsible for activities and the expected timeline for completing the planned program.

- Evaluation

In the evaluation section of the application, please include the measurable improvements expected to occur based on implementation of the planned activities. What data will be reviewed to measure program impact?

Budget and Budget Narrative (no page limit)

The project's budget should detail all related P-TECH FY23 expenses in a separate itemized budget. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding (as required by the grant process). All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget. Reviewers should be able to see a clear connection between the project activities and the budget line items. Applicants must also provide a budget and narrative for the required LEA Match Budget.

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

School Year 2022-2023 P-TECH Enrollment*:

*SY 2022/2023 P-TECH enrollment may be an estimated for the purpose of submitted the grant request. However, it must be confirmed via the P-TECH Fall Enrollment Validation File submitted to MSDE no later than October 17, 2022. MSDE will award a portion of the FY 2023 P-TECH Supplemental School Grant on July 1, 2022 provided that all required grant documents are submitted to MSDE in an approvable form. The additional funds will be awarded upon the submission P-TECH Fall Enrollment Validation File.

Add up the cost in your table \$

Appendix

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

- [Budget \(Appendix A and A1\) C-125 forms](#). Please be sure all budget forms are signed in [blue ink](#) by the financial officer and Superintendent:
 - Budget A: Must include the requested budget amount (state funds)
 - Budget A1: Must include the school system match (local and/or Perkins funds)
- A [signed recipient assurances page](#)
- Grant Information Survey Form (attached)

The Review Process

MSDE will review submissions to ensure applications clearly articulate the support of the six P-TECH principles and Maryland focus areas.

The review of proposals will follow the below process:

1. A preview team, with 2-3 representatives from MSDE, will review applications for completeness and alignment to P-TECH requirements.
2. The Review Team will evaluate applications based on the rubric below. A minimum score of 60 is required for approval.
3. MSDE will issue award letters for eligible approved applications.

P-TECH SCHOOL SUPPLEMENTAL GRANT SCORING RUBRIC

Plan Criteria	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Meets Few or No Criteria
Extent of Need	The Extent of Need is thoroughly described, and all P-TECH principle(s) are clearly indicated. Data points are used to explain the extent of need for the desired P-TECH principle(s).	The Extent of Need includes specific data points for identified P-TECH principles. Explanation for selection of P-TECH principle(s) is completed.	The Extent of Need is limited and includes few specific data points. Explanation(s) for selection of P-TECH principle(s) are not provided.
(10 Points)	10-8	7-5	4-0
Goals, Measurable Outcomes, and Milestones	Identifies multiple, measurable goals, outcomes and milestones and includes a clear narrative to achieve these goals. Outcome statements are clear and tell how the project's target population would improve.	Identifies goals, outcomes, and milestones. Provides outcomes and measure progress towards the goal. Outcomes are specific to the needs assessment.	Identifies a goal but lacks outcomes to measure progress towards the goal. The goal is vague and not measurable. Goals are vague and misaligned to the problem.
(20 Points)	20-15	14-10	9-0
Plan of Operation, Key Personnel, and Project Timeline	A detailed plan of operation and timeline that addresses each item identified in the GIG. Detailed description of personnel responsibilities and timeline.	A broad plan of operation that addresses all items identified in the GIG. Includes list of key personnel and timeline.	The plan of operation provided does not address the items identified in the GIG.
(20 Points)	20-15	14-10	9-0
Evaluation	The Evaluation clearly identifies measurable program improvements and the data that will be reviewed. There is a specific plan to collect, evaluate and report on P-TECH data points.	The Evaluation identifies measurable program improvements and the data that will be reviewed. There is a broad plan to collect, evaluate and report on P-TECH data points identified in the GIG.	The application does not identify measurable program improvements nor the data that will be reviewed. There is a limited plan to collect, evaluate and report on P-TECH data points identified.
(20 Points)	20-15	14-10	9-0
Budget Narrative	The application includes a thorough budget narrative. It includes any one-time or	The application includes a broad budget narrative. The budget narrative lists	The application lacks budget narrative or lacks detail and is not itemized.

	capital equipment costs of implementing the P-TECH program. The itemized budget narrative lists budget items showing how the cost of each item was calculated.	budget items showing how the cost of each item was calculated. All budget calculations are correct.	Budget contains multiple errors.
(30 Points)	30-25	24-20	19-0

AWARD NOTIFICATION

Approval letters will be sent to the recipient through email. Processing of the official Notice of Grant Awards (NOGA) will begin on August 1st.

Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements
Ongoing	Fiscal and program monitoring
10/17/2022	<p>P-TECH Enrollment File- collection captures student level information for the entire school year (SY 2022-2023) that includes student demographics, P-TECH year of enrollment, Classification of Instructional Program (CIP) information and CTE course enrollment information.</p> <p>P-TECH Outcome Files- collection captures student level information for the entire school year (SY 2022-2023) that includes student demographics, P-TECH year of enrollment as well as information on CIP, concentrator status, internship placement, on-track for completion of program, program completion, HS and college credit completion, employment placement and enrollment in a 4-year university.</p>
10/17/2022	P-TECH Funding File - collection captures information on local funds for 2022-2023.
10/31/2022	P-TECH Fall Enrollment Validation File - collection captures student level information for the Fall of the new school year (SY 2023-2024) that includes student demographics and P-TECH year of enrollment.
1/17/2023	Interim Report - collection captures mid-year data on activities that have taken place, milestones met (and not met), goals and objectives expectations, grant timeline adherence, how much of the budget has been expended, and summary of progress to date.

7/31/2023	Final P-TECH Narrative Report- collection captures current list of industry partners, secondary CTE Pathway sequence(s), base and supplemental costs of operating P-TECH school, number of high school and college credits each P-TECH student will be required to complete to be considered on-track for 4-year high school completion and 4-year, 5-year or 6-year P-TECH completion, and estimated enrollment for P-TECH for the new two school years.
9/29/2023	Final Annual Financial Report- collection captures how the grant has achieved its goals and objectives, and whether grant funds have been spent or obligated at the end of the grant period.

Notes:

Any requests for programmatic 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](#).

MSDE will award a portion of the FY 2023 P-TECH Supplemental School Grant for July 1, 2022 spending authority provided that all required grant documents are submitted to MSDE in an approvable form by the deadline. MSDE will adjust the award, as needed, based upon the verification of P-TECH student enrollment via the P-TECH Fall Enrollment Validation File due to MSDE no later than October 31, 2022.

Final invoices must be submitted no later than 60 days after the grant period ends.

The General Education Provisions Act (GEPA), Section 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 in order to overcome barriers to equitable participation.

Non-Discrimination Statement

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

Equity Assurance and Compliance Office
 Office of the Deputy State Superintendent for Operations
 Maryland State Department of Education
 200 W. Baltimore Street - 2nd Floor Baltimore, Maryland 21201-2595
 410-767-0123 - voice
 410-767-0431 - fax
 410-333-6442 - TTY/TDD

Customer Service Support Session

The MSDE will hold virtual technical support sessions for P-TECH program personnel. During this session, MSDE will provide an overview of the program, the requirements, and the proposal. The Customer Service Support Session PowerPoint presentation will be available on the MSDE website.

- Thursday, July 7 at 10am – [link to webinar here](#)
- Tuesday, July 12 at 1pm – [link to webinar here](#)

Grant Timeline

This funding opportunity, including all attachments and updates, are found on the [MSDE CTE website](#).

Date	Program Milestone
7/1/2022	MSDE disseminates the grant information and opens the application submission window
7/7/2022 (10:00 am) 7/12/2022 (1:00 pm)	MSDE conducts Customer Service Sessions to review grant application requirements
8/1/2022	The grant application period closes – Applications and all attachments are due to MSDE
Rolling basis	MSDE completes application review and notifies finalists
Ongoing	See Reporting Requirements
7/1/22 - 6/30/2023	Grant Period

Attachments

- P-TECH Supplemental School System Grant FY23 Application for Participation