



## GRANT INFORMATION GUIDE

# Career and Technical Education Innovation Grant Fiscal Year 2024

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**Maryland State Department of Education**  
200 West Baltimore Street  
Baltimore, Maryland 21201

**Deadline**  
February 5, 2024  
No later than 5:00 p.m. EDT

**MARYLAND STATE DEPARTMENT OF EDUCATION**

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Interim State Superintendent of Schools

**Deann Collins, Ed.D.**

Deputy Superintendent of Teaching and Learning

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## Program Description

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The Career and Technical Education (CTE) Innovation Grant is a Maryland State Department of Education (MSDE) competitive grant program established to fund the development and implementation of a CTE curriculum framework and pathway that is innovative and includes best practices used by world-class CTE programs. The vision for CTE in Maryland is grounded in ensuring that each student has the access to opportunities to engage in career pathways that that will lead to earning industry recognized and/or postsecondary credentials which allow for entrance or advancement in a career field; and will provide internship or apprenticeship opportunities that require the application of academic and technical knowledge and skills in a work setting. The Career and Technical Education (CTE) Innovation Grant supports Maryland's Local Education Agencies (LEAs) and community colleges in the adoption, development and implementation of a career and technology education pathway, in arts and/or advanced academics, which leads to high-wage, high-skill, and in-demand careers in support of Maryland's workforce and economic development.

The Blueprint for Maryland's Future (Blueprint) ensures that every high school student, beginning at the earliest opportunity, participates in and completes at least one post-college and career ready pathway aligned to their individual educational and career goals. The Blueprint also states that by 2030 45% of high school students will, prior to graduation, complete the high school level of a registered apprenticeship or an industry recognized credential. The CTE Innovation Grant supports Blueprint's strategy toward increasing access to post college and career pathways through the development of innovative, and high-quality CTE pathways.

### Authorization

[Chapter 361 of the Acts of 2018 - Commission on Innovation and Excellence in Education \(House Bill 1415\)](#)

[Career and Technical Education Innovation Grant, Md. Code Ann., Education §21-205](#)

### Name of Grant Program

The Career and Technical Education Innovation Grant

### Dissemination

This Grant Information Guide (GIG) was released on December 18, 2023.

### Deadline

Proposals are due no later than 5:00 p.m. on February 5, 2024

### Grant Period

February 1, 2024 - June 30, 2024

### Funding Amount Available

\$2,000,000

### Estimated Number of Grants

4

The number of grants awarded will be based on the number of submissions and the availability of funds. All eligible applications will be considered for funding. MSDE shall ensure, to the extent practicable, geographic diversity among the grantees.

### Grant Amount

Grant awards for an individual recipient shall not exceed \$500,000. Grants are competitive with awards based on the thoroughness of the submission, the alignment with the statutory requirements, and the estimated need for funding. Applicants should carefully consider resources needed to successfully implement the CTE pathway and present realistic budgets and expectations that accurately project costs and outcomes.

### Eligibility

An LEA or a community college may submit a proposal to MSDE's, Office of College and Career Pathways (OCCP). To be eligible for a grant, an application shall identify a partnership with at least one LEA, one community college, and one industry partner to develop an innovative CTE framework and pathway, in arts and/or advanced academics, that:

1. Is of high quality as defined on pages 47-48 in the [Maryland CTE Four-Year State Plan](#);
2. Is aligned with the skills needed by employers as determined by the criteria needed to attain an industry recognized credential; the skill standards identified in apprenticeship programs; or the skills identified through a consensus of industry representatives.
3. Will lead to an industry recognized credential.
4. Creates internship or apprenticeship opportunities in partnership with local businesses and organizations; and
5. Prepares students to successfully compete in a global economy that leads to high-skill, high-wage, or in- demand careers along with the accompanying industry-recognized credentials. The definitions of high- skilled, high-wage, and in-demand can be found on p. 101 in the [Maryland CTE Four-Year State Plan](#). Please note that the definition of high-wage has been updated and is for career pathways that meet or exceed Maryland's 2022 average annual wage of \$70,730 ([Source](#)). A listing of existing CTE programs can be found [on the MSDE CTE webpage](#).

If an LEA or community college submits more than one application, the LEA or community college must rank each application in order of importance of funding by using the CTE Innovation Grant Ranking Form and submit it with the completed application. If total grant requests exceed available funds, MSDE will use the CTE Innovation Grant Ranking Form to determine the priority of applications to fund.

### **Submission Instructions**

The CTE Innovation grant application can be downloaded from the MSDE [Office of Grants Administration and Compliance website](#). A signed electronic copy in PDF format must be submitted by 5:00 p.m. on February 5, 2024, via email to Tiffany DeJesus, [Tiffany.DeJesus@maryland.gov](mailto:Tiffany.DeJesus@maryland.gov).

### **Program Contact**

Tiffany DeJesus  
Director of Operations, Accountability, and Strategy  
410.767.0518  
[Tiffany.dejesus@maryland.gov](mailto: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 and will provide additional assistance when requested.

## Use of Funds

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Allowable expenditures include:

- Materials of instruction and equipment to support the CTE program of study.
- Information 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 that are included in the registration fee.
  - If the 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 \$0.655/mile,
    - Costs for airline flights or train travel,
    - Overnight accommodations,
    - Meals not provided at the event will be reimbursed as follows (please refer 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 C)**

# Getting Started

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## EARN

- Read this document in its entirety as it provides a comprehensive overview of the various opportunities to participate, the application process, and grant program timeline.

## CONSIDER

- Examine your innovative CTE curriculum, framework and pathway, in arts and/or advanced academics, and evaluate the strength of outcome alignment with [Perkins V](#), the [Maryland CTE Four-Year State Plan](#), and [Blueprint](#).
- Consider how the CTE Innovation Grant could braid with other MSDE grant programs, such as Perkins formula funding, the Perkins Reserve Grant, Blueprint funding, and [Maryland Leads](#) 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)



# Blurring the Lines: CTE, Advanced Academics, and the Arts

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## OVERVIEW

Integrating arts and/or advanced academics with Career and Technical Education (CTE) is essential for creating a seamless CTE system that prepares students for tomorrow's workforce. Integrating coursework in these respective pathways enhances college and career readiness, fosters the development of academic knowledge, technical skills; critical thinking and problem-solving skills, and addresses the demands of the labor market. As technology continues to reshape industries, there is a growing demand for employees who possess technical expertise and creative thinking. Creating arts and advanced academics pathways within CTE ensures that students are not only proficient in specific technical skills, but also possess the adaptability and innovation required in high-wage, high-skill, and in-demand careers.

- Arts education equips students with creative problem-solving abilities, leadership, communication, and collaboration skills. These employability skills are paramount for in-demand, high-wage and high-skill industries in graphic design, media arts, and film production.
- Integrating arts and CTE ultimately allows for a [well-rounded](#) education that includes arts and music as key elements.
- Advanced academics and CTE courses enhance career readiness by fostering the development of academic and technical skills, thus increasing students' overall employability.
- Advanced academics and CTE courses complement each other, allowing students to engage in rigorous coursework and training that aligns with a career pathway they aspire to pursue post-high school.

## ARTS AND CTE ALIGNMENT

In addition to being a “celebrated contributor to the quality of life for all the people of Maryland,”<sup>1</sup> the arts and creative industries are a crucial component of the state's economy, providing Maryland students career options that are high-skill, high-wage, and/or in-demand. In 2021, the value added by the arts and culture sector in Maryland's economy ranked 3<sup>rd</sup> among comparison sectors, ranking behind only construction and retail and ahead of transportation, utilities, and educational services. Specifically, the U.S. Bureau of Economic Analysis reports that arts and cultural production accounts for \$12,330,826,000 and 2.8% of the Maryland economy, contributing 72,403 jobs.<sup>2</sup>

In Maryland schools, the five arts disciplines are defined as dance, media arts, music, theatre, and visual arts. The CTE Innovation Grant can be used to develop a new and innovative CTE pathway that puts students on the path to successful careers in the arts and creative industries. A few examples of CTE pathways in arts disciplines include but are not limited to:

- Performing arts apprenticeship programs with a Maryland-serving professional ensemble;

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<sup>1</sup> Department of Commerce Maryland State Arts Council. (2023) About. <https://msac.org/about>

<sup>2</sup> National Assembly of State Arts Agencies. (2021) Creative Economy State Profiles. [https://nasaa-arts.org/nasaa\\_research/creative-economy-state-profiles/](https://nasaa-arts.org/nasaa_research/creative-economy-state-profiles/)

- Design and studio arts;
- Film and broadcasting;
- Music and recording arts;
- Animation, visual effects, and game development; and
- Stage and event technology.

## ADVANCED ACADEMICS AND CTE ALIGNMENT

Students who are meeting, exceeding, or on track to meet state of Maryland College and Career Readiness standards are invited and encouraged to participate in Advanced Academic programs and opportunities, including International Baccalaureate Programs, Advanced Placement courses, Dual Enrollment, and/or Early College programs.

The CTE Innovation Grant can be used to promote student enrichment, teacher development, and specific program enhancements. A few examples include, but are not limited to:

- **Program enhancements** that might include program startup costs to bring advanced programming such as the International Baccalaureate program, Cambridge or expanding AP course offerings.
- **Teacher development** may include professional learning experiences that lead to advanced training and credentials to teach dual enrollment or AP courses.
- **Student enrichment** in advanced academics might increase exposure to real-world experiences and access to additional materials that could enhance learning.

According to the College Board, students who take Advanced Placement courses “score higher on standardized tests, attend college at high rates, earn higher grades and are less likely to drop out.” Furthermore, students who participate in Dual Enrollment programs have higher graduation rates from both high school and college and can save time and money in pursuit of a college degree<sup>3</sup> Students who complete the International Baccalaureate Career or Diploma programs can transition more efficiently from high school to college or chosen career paths, with the behavioral and affective dispositions to think critically and creatively, drive their own learning and persevere.<sup>4</sup>

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<sup>3</sup> Education, U. S. D. of. (2022, September 1). *The Power of Dual Enrollment: The Equitable Expansion of College Access and Success*. [ED.gov](https://blog.ed.gov/2022/09/the-power-of-dual-enrollment-the-equitable-expansion-of-college-access-and-success/) Blog. <https://blog.ed.gov/2022/09/the-power-of-dual-enrollment-the-equitable-expansion-of-college-access-and-success/>

<sup>4</sup> *Benefits of IB for students*. (n.d.). International Baccalaureate®. <https://ibo.org/benefits/benefits-for-students/>

## Program Requirements

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### 1. Proposals for funding must contain the following to be considered for funding:

- A description of the proposed CTE curriculum framework and pathway that are articulated between secondary and postsecondary education or training;
- An itemized budget narrative;
- A letter of support from the local industry partner; and
- Identify a partnership with at least one LEA, one community college, and one industry partner to develop an innovative CTE pathway, in arts and/or advanced academics, 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.

A. A CTE Program, in arts and/or advanced academics, developed at the secondary level by a Local Education Agency that:

- Includes a CTE sequenced program of study incorporating academic and technical courses that enables students to qualify to earn an industry recognized credential; and/or a skills credential issued by the Maryland Department of Labor.
- Includes a community college partnership that allows for dual enrollment for high school students where appropriate and available.
- Includes embedded work-based learning experiences.
- Includes collaboration with at least one industry partner and/or may lead to advanced placement in a registered apprenticeship.

B. A CTE Program, in arts and/or advanced academics, developed at the community college level that:

- Includes a sequence of courses leading to an industry recognized credential. Opportunities for students to earn a lower division certificate or an associate degree may be included in the CTE pathway.
- Includes embedded work-based learning experiences.
- Allows secondary students the opportunity to earn college credit or advanced placement in a registered apprenticeship.
- Includes collaboration with at least one industry partner and at least one LEA.

C. A CTE Program, in arts and/or advanced academics, developed at both the secondary and community college level that:

- Includes a CTE sequenced program of study incorporating academic and technical courses in which the program begins in high school and is completed at the community college. The community college course must be a course that is either part of the sequence of courses that make up a lower division certificate or is a required course for an associate degree.
- Includes embedded work-based learning experiences.

- Allows for dual enrollment for high school students.
- May lead to advanced placement in a registered apprenticeship.
- Allows students the opportunity to earn college credit.

**2. Proposals for funding must demonstrate a commitment to the following outcomes:**

- Applicant has developed effective strategies to inform and prepare students for entry into arts and/or advanced academics programs of study at their LEA. This may include activities such as career exploration, mentorship programs, and industry partnerships.
- Applicant has clear intentions to use the program to build an art and/or advanced academics CTE pipeline. This means that the program should be designed to engage students and encourage them to continue their arts and/or advanced academics education to and through high school.
- Students will have access to essential technologies and materials, including physical and/or virtual learning platforms. The program of study should provide students with the necessary tools and resources to fully participate in and achieve the program's well-articulated learning outcomes.
- Logistics, such as professional learning dates, times, and locations, are clearly articulated and support the goals of the program. The program should be well-organized and clearly communicate the expectations for student and teacher participation and engagement.
- Compliance with LEA safety and privacy policies, including those for non-system employees, is documented. The program should be conducted in accordance with all relevant policies and regulations to ensure the safety and privacy of students and staff.
- Access for students with disabilities regarding location, technologies, and digital resources is readily available. The program should be designed to accommodate students with a range of disabilities and ensure that they have equal access to the program's learning opportunities.

**3. A strong grant application will connect proposed activities to their long-term impact on CTE and arts and/or advanced academics programs of study. The following questions should be addressed in the application:**

- What recruitment strategies will be implemented to target participation from traditionally underrepresented groups including female students and students of color?
- How will the proposed program align with the Blueprint?
- What strategies will be used to sustain the curriculum and program beyond the grant funding period?
- How will the applicant involve parents, guardians, and the wider community in supporting the program and encouraging student participation?
- How will the applicant measure the success of the program, both in terms of student engagement and achievement, as well as long-term impact on CTE and arts and/or advanced academics program of study enrollment?
- What kind of professional development or training opportunities will be provided for the instructors delivering curriculum and instruction?
- What resources and materials may be provided to ensure high-quality professional learning for instructors? Where will the resources and materials be housed, and will teachers and administrators have access to them?

- What practices will be integrated into the program of study to ensure that the program is accessible to all students?
- How will school resource personnel, including school counselors and administrators, be informed of the program, and leveraged for program support, recruitment, and retention?

# Application Requirements

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## PROPOSAL COVER PAGE

Applications must have the Cover Page provided in the application for participation that 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 (CTE) for the LEA or the community college 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 (10 PAGE LIMIT)

The project narrative consists of the following sections. These sections will be scored by reviewers.

- Extent of Need
- Evidence of Impact
- Goals, Measurable Outcomes and Milestones
- Plan of Operation, Key Personnel, and Project Timeline
- Partner Plan
- Evaluation and Dissemination
- Sustainability Plan

## EXTENT OF NEED

A compelling proposal will have a clearly defined problem supported by a needs assessment. Please address the following in your statement of need:

**For a CTE program, in arts and/or advanced academics, address the following items in the Extent of Need section of the application:**

1. Identify the Innovative CTE pathway to be implemented and the partners (school system, community college, and industry—including registered apprenticeship sponsors) involved in its development and implementation.
2. Briefly explain the economic need for the new CTE pathway and provide labor market data clearly demonstrating the occupation(s) are in demand. Document the source of the labor market data.
3. 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.

4. List the academic and technical course sequence in a template showing the full program of study, including the secondary and postsecondary sequence.

**Secondary applicants must:**

- A. Commit to submitting the program proposal as required by June 30, 2024, (see [The Policies and Procedures for the Development and Continuous Improvement of Career and Technical Education Programs](#)).
- B. Indicate the postsecondary program the CTE pathway aligns; and
- C. Describe the opportunities for secondary students to be dually enrolled, earn dual credit, and/or enter an apprenticeship approved by the Maryland Apprenticeship Training Council.

**Postsecondary applicants must:**

- A. Identify the lower certificate credential and associate degree to which the program aligns; and
  - B. Describe (if applicable) how registered apprentices can earn college credit because of their apprenticeship.
5. Describe how the curriculum aligns with the skills needed by employers as well as the industry-recognized credential 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 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.

## EVIDENCE OF IMPACT

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 and includes being clear about evaluation standards and identifying improvement.

## GOALS, MEASURABLE OUTCOMES, AND MILESTONES

**Goals:** State the overall goals of the project. The goals should address the main problem identified at the beginning of the needs assessment. While there should be at least one goal, a stronger need is demonstrated through multiple goals. For each goal statement, identify outcomes and anticipated outcomes to be accomplished. It is imperative that outcomes be established for every target population. For example, if the project seeks to increase student achievement by training teachers, there must be outcomes for both students and teachers.

Since goals and outcomes are not evaluated until the end of the year, milestones, or benchmarks, must be established to measure progress during the year. Milestones are evaluated quarterly. A thorough and thoughtful application will include measurable goals showing how the applicant will intentionally develop an awareness of, and recruitment to, arts and/or advanced academic programs of study. Below are some tips for writing goals:

- Directly connect the arts and/or advanced academics program of study to Pillar 3 of the Blueprint.

- Tie goals and outcomes directly to the needs statement.
- Include all relevant groups and individuals in the target population.
- Think about how you will measure the change projected in each objective. If there is no way to measure a goal, it should be rewritten.

**Outcomes are the specific steps that need to be taken to achieve the goals.** They should be specific, measurable, achievable, relevant, and time-bound (SMART). Each goal should have associated outcomes, which together form the roadmap for achieving the goal. Outcomes should be designed with the specific needs of the target population in mind. Below are some tips for writing outcomes:

- **Specificity is key.** Outcomes should provide a clear description of what is to be done, by whom, and by when. They should be detailed enough that someone unfamiliar with the project could understand what is intended.
- **Outcomes should be measurable.** There should be a way to assess whether each objective has been achieved. This could be quantitative (e.g., a certain number or percentage) or qualitative (e.g., a specific outcome or change in behavior).
- **Outcomes should be achievable.** While it's good to be ambitious, outcomes should also be grounded in reality. Consider the resources, constraints, and the specific context of the project when setting outcomes.
- **Outcomes should be relevant.** Each objective should clearly relate to the overall goal and contribute to its achievement. Avoid including anything that is not directly aligned with the goal. A well-written objective might look like this: "Develop a comprehensive arts program that aligns with the Maryland K-12 Standards for Fine Arts."

**Measurable Outcomes:** Measurable Outcomes are the anticipated outcomes to be accomplished for each year of the project and must be directly 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 outcomes:

- State your outcome in quantifiable terms.
- Outcomes should specify the result of an activity.
- Outcomes should identify the target audience or community being served.
- Outcomes 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.

Because milestones are intended to indicate progress towards 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.

The following must be addressed:

- Convening of a Program Advisory Committee (PAC) with representation that includes content experts from Arts and/or advanced academics, secondary, postsecondary and industry. Describe the extent to which the PAC will be involved in the implementation, expansion, or improvement of the program. List the names, titles, and affiliation of each PAC member.
- Identifying the industry standards and/or competencies.
- Identification of professional learning needs for instructors; instructors' qualifications and equipment needs at both secondary and postsecondary level.
- Purchasing of equipment specific to implementing the CTE curriculum and program (one-time capital equipping costs for programs located in a school or community college).
- Include a timeline and the key personnel associated with each component of the plan of operation. For key personnel, include instructor(s) and program leads (if known), the program contacts for the school system or community college, principal of the school where the programs will be implemented, and any other personnel who will be involved. Indicate names, titles, affiliations, roles, and responsibilities.
- Include a clear discussion of LEA, industry and postsecondary partners' respective roles in the program, the benefits each expects to receive, and the specific contributions each will make to the project (articulated credit agreements, LEA host sites, Apprenticeships, equipment, personnel, or other resources). It is essential to document each partner's commitments to the project. Append letters of commitment from each, describing roles and quantifying contributions. Never assume that reviewers will automatically know who a proposed partner is, what that partner is capable of or willing to commit to the project, or why the partner is participating.
- Identify the equipment and/or materials of instruction to support implementation of the program of study and to develop a reasonable budget.
- Curriculum development or vetting high-quality curriculum that can be implemented in lieu of developing new curriculum (vetting must occur through a process leading to consensus by the local board, the community college, and the industry partner on the agreement to use the curriculum and/or to adapt it by enhancing the content or filling gaps where found).
- By June 30, 2024, submit CTE program of study.

## STRATEGIES AND ACTIVITIES

**Strategies:** Strategies are broad approaches (methods, procedures, and techniques employed to accomplish outcomes. Begin this section with a justification as to why the strategies were chosen and how they will help to achieve the outcomes. The justification should cite research to support the strategies. It is essential that the project include strategies for each outcome, and outcomes for each strategy.

Upon identifying the strategies, discuss how they will be adapted to fit the particular project. Who are the target clients, and how will they be affected by the project services? How many clients from each client group will ultimately be serviced by the project, both directly and indirectly? Explain how these numbers were derived.

**Activities:** Activities are specific steps taken to accomplish the project outcomes, and involve direct service to clients (students, teachers, parents). Examples include specific teacher professional development opportunities, parent nights, and mentoring sessions. They may take place on a single date (e.g., a field trip) or over a period of time (e.g., the use of an innovative curriculum).

List the activities that the project will implement and relate each activity to a strategy. Activities should be grouped with respective strategies. Discuss how the activities relate to the respective strategies. Finally, identify which clients and how many will be serviced by each activity.

## EVALUATION AND DISSEMINATION

In the evaluation section, the following questions must be addressed:

- What measurable improvements are 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?

For secondary CTE Programs implementing an innovative CTE program of study, how will this CTE program contribute to meeting the Blueprint's requirement that, by 2030, 45% of all high school graduates complete an industry-recognized credential and/or the high school level of a registered apprenticeship program. Provide baseline data for these measures along with projected growth rates.

## SUSTAINABILITY PLAN

Describe plans for continuing the project beyond the funding cycle. Answer questions such as; how the project will be sustained after funding ends, what are the plans for maintaining the project's partnerships, and how are transitions of council members planned for and their impact on the effectiveness of the council.

## Budget and Budget Narrative

The project’s budget should detail all related project 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. (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.

Group line items according to the following categories: Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers (indirect costs). Total each category. Reviewers will use this information to determine if the budget is reasonable and cost-effective. See a sample budget below:

### Salaries and Wages (list separately for each position)

Line item	Calculation	Requested	In-Kind	Total
Project Manager. LEA staff member	\$50/hr. x 40 hrs. per week x 52 weeks	\$83,200	\$20,800	\$104,000
<b>Total for salaries &amp; wages:</b>		\$83,200	\$20,800	\$104,000

### Contracted Services

Line item	Calculation	Requested	In-Kind	Total
Support to convert presentation to virtual platform that includes closed captioning.	\$3000			\$3000
4 LEA Distinguished Teachers to co-develop PD session 1				
<b>Total for contract services:</b>				\$3000

## Appendices

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The following appendices must be included but do 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-125 MSDE budget form](#)

Appendix C: [A completed GEPA Statement](#)

Appendix D: Letters of Support

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

Appendix F: CTE Innovation Grant Ranking Form

## The Review Process

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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. Applicants not meeting all pre-screen requirements will not be reviewed.
2. An MSDE review committee will evaluate applications using the scoring rubric below.
3. Notification of approval will be sent by email within 30 days of the deadline to submit proposals. Approved proposals may begin implementing the program as soon as the award notification letter is received. The Notice of Grant Award (NOGA) will follow within 3 weeks of the approval letter.

**Note:** The MSDE reserves the right to take into consideration geographic distribution when making awards.

## CTE Innovation Grant Fund Scoring Rubric

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<b>Extent of Need</b>	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.
<b>Goals, Outcomes, and Milestones</b>	<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>Further, there is clear alignment with the requirements of the grant, including the full utilization of secondary, postsecondary, and workforce sectors to connect CTE programming to the comprehensive arts and/or advanced academics.</p>	<p>Program goals are clear, measurable, and align with the requirements of the grant, including the full utilization of secondary, postsecondary, and workforce sectors to connect CTE programming to comprehensive arts and/or advanced academics.</p> <p>Program outcomes identify the steps to achieving the goal, and milestones measure progress towards 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 requirements of the grant, including the full utilization of secondary, postsecondary, and workforce sectors to connect CTE programming to the comprehensive arts and/or advanced academics.</p>

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p><b>Plan of Operation, Key Personnel, and Timeline</b></p>	<p>Proposed activities are innovative, evidence-based, and likely to transform career and technical education pathways for students. There is a timeline established for each phase of the program and lists the individuals responsible.</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>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 are selected that have relevant experience in the field. 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>
<p><b>Evidence of Impact</b></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 the alignment to and with the requirements of the grant, including the full utilization of secondary, postsecondary, and workforce sectors to connect CTE programming to the comprehensive arts and/or advanced academics.</p>	<p>There is no evidence that the proposed program would lead to the intended impact.</p>
<p><b>Evaluation and Dissemination</b></p>	<p>There is an evaluation plan that includes clear questions, a description of proposed data instruments, collection processes, and analytic</p>	<p>There is a plan for how the applicant will measure the program's success per selected strategy. Evaluation measures align to the</p>	<p>The evaluation plan does not measure the success of the program and is disconnected from the goals and plan of operation.</p>

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
	<p>methods aligned to the goals. The applicant is explicit about who is assigned to this task and timeline to complete.</p> <p>There is a plan for disseminating formative and summative results to stakeholders.</p>	<p>extent of need and the stated goals.</p> <p>There is a plan that details timeline, responsible individual for disseminating results and data to stakeholders e.g., students, parents, school officials, MSDE, legislators and the public.</p>	<p>There is not a plan for disseminating results to stakeholders.</p>
<p><b>Alignment to the Blueprint for Maryland’s Future</b></p>	<p>The application demonstrates a strong and clear connection between the CTE course(s) being taught, student access and opportunity, comprehensive arts programming and/or advanced academics, and the Blueprint's 45% goal; evidence of proactive measures to increase student enrollment in CTE, comprehensive arts, and/or advanced academic 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 outcomes</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, comprehensive arts, and/or advanced academic courses, particularly targeting underrepresented populations; 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 outcomes 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, comprehensive arts, and/or advanced academic courses, particularly targeting underrepresented populations; insufficient strategies to support students in completing apprenticeships or industry-recognized occupational credentials; and does not demonstrate potential to meet or exceed the 45% goal or lacks measurable outcomes and a plan for tracking progress.</p>



Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
	and a clear plan for tracking progress.		
<b>Budget</b>	All requirements listed under meets criteria are met. In addition, the budget includes sufficient resources for 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.	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, allocable. All line items contain the calculations used to derive the expected cost. There are no mathematical errors. No more than 5% administrative cost (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.	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, or explicit and intentional planning associated with braiding existing, recurring funding with the proposed plans, activities, and funds of this grant program.

## 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 with supporting documentation.
April 15, 2024	First Interim progress report and C-1-25 C reflecting the period from time of award through March 31, 2024 is due.
March - May 2024	Monitoring visit will be conducted.
June 15, 2024	Second interim progress report and C-1-25 C reflecting the period from April 1, 2024 through May 31, 2024 is due.
On or around August 15, 2024, no later than 60 days after the grants ends	Final progress report and C-1-25-D reflecting the period from June 1, 2024 through July 30, 2024 is due. A final project evaluation (see evaluation section) must be received by MSDE on or before 60 days after the grant end date, June 30, 2024.

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 [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](#).

Date	Timeline Event
December 18, 2023	The Grant Information Guide and the application for participating are released.
January 8, 2024 11:30 am – 12:30 pm	MSDE will hold a virtual customer service support session for interested applicants. <a href="https://meet.google.com/oir-xtav-dwd?hs=224">https://meet.google.com/oir-xtav-dwd?hs=224</a>
January 16, 2024 1:00 pm – 2:00 pm	MSDE will hold a virtual customer service support session for interested applicants. <a href="https://meet.google.com/obs-zhmk-zzr?hs=122&amp;authuser=1">https://meet.google.com/obs-zhmk-zzr?hs=122&amp;authuser=1</a>
February 1, 2024 11:00 am – 12:00 pm	MSDE will hold a virtual customer service support session for interested applicants. <a href="https://meet.google.com/bzn-gqnp-epo?authuser=1&amp;hs=122">https://meet.google.com/bzn-gqnp-epo?authuser=1&amp;hs=122</a>
February 5, 2024	The grant application period closes.

February 6, 2024	MSDE begins reviewing applications for completeness and minimum requirements.
February 6 – March 6, 2024	MSDE Review Committee will evaluate proposals.
March 8, 2024	MSDE will notify applicants of the award status.
February 1, 2024	The grant period begins.
June 30, 2024	The grant period ends.

## Non-Discrimination Statement

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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  
The 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

## **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 to overcome barriers to equitable participation.

[Section 427 of the GEPA Form](#)

[Section 427 of the GEPA Notice to All Applicants](#)

## Customer Service Support Sessions

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The 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, January 8, 2024**

11:30 a.m. – 12:30 p.m.

Video call link: <https://meet.google.com/oir-xtav-dwd?hs=224>

**Tuesday, January 16, 2024**

1:00 p.m. – 2:00 p.m.

Video call link: <https://meet.google.com/obs-zhmk-zzr?hs=122&authuser=1>

**Thursday, February 1, 2024**

1:00 p.m. – 2:00 p.m.

Video call link: <https://meet.google.com/bzn-gqnp-epo?authuser=1&hs=122>

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:

MSDE staff will be available If you have questions about the application or the process, please contact Tiffany DeJesus, [tiffany.dejesus@maryland.gov](mailto: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

Career and Technical Education Innovation Grant Fiscal Year 2024 Application for Funding