



## GRANT INFORMATION GUIDE

# Career and Technical Education (CTE) *Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act FY 2024 (Perkins V) Formula Grant*

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**Maryland State Department of Education**

200 West Baltimore Street  
Baltimore, Maryland 21201

**Deadline**

May 23, 2023

No later than 5:00 p.m. EDT

## MARYLAND STATE DEPARTMENT OF EDUCATION

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## Program Description

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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 50 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 an 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.

### **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 April 6, 2023.

### **Deadline**

Proposals are due no later than 5:00 p.m. on May 23, 2023. 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, 2023 - June 30, 2024

### **Funding Amount Available**

The funding available for this grant program is \$16,621,068.

### **Estimated Number of Grants**

Forty (40)

### **Grant Amount**

Award amounts range between \$31,316 and \$1,777,166.

### **Submission Instructions**

For consideration, signed proposals must be submitted by 5:00 p.m. on May 23, 2023, and [uploaded to Qualtrics](#). Complete the application, which can be downloaded from the [MSDE Grant Programs](#) website or [Canvas eCommunity CTE leaders](#), and include all required documents when uploading to Qualtrics. 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.

### **State Responsibilities**

The MSDE is responsible for providing required information, data, documentation, and technical assistance to facilitate the grantee's performance of the work and will provide such additional assistance when requested.

### **Program Contact**

Richard W. Kincaid  
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### **Eligibility**

This funding opportunity is designed for LEAs and community colleges that offer CTE programs of study.

## Use of Funds

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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
- Supplanting of existing funds
- Tuition and associated fees

## Program Requirements

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Proposals for funding must contain the following to be considered for funding:

- Signed application cover page.
- Uploaded Signature pages (Recipient Assurances; Certificate of Compliance; Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions; Proposed Budget).
- Completed application.
- Completed Systemic Narratives
- Uploaded Plans of Action for proposed funding.

Uploaded Addenda items (Local Advisory Council list, Grant Information Survey, Five-Year Plan, Financial Compliance Worksheet).

# Application

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## NOTE

Due to the unique nature of Perkins V formula funds, the number of funding requests submitted by one applicant on one application may range from four to more than forty requests. In order to standardize and streamline this application, one Excel workbook is provided that will be completed and uploaded to supplement this application, along with PDFs of addenda documents. The contents of the Excel workbook reflect Perkins V requirements as noted in the following sections.

## COVER PAGE

Proposals must have the Proposal Cover Sheet provided in the application for participation and must be signed by the head of the local education agency or community college.

## EXTENT OF NEED

To be eligible to receive financial assistance under Perkins V, applicants must conduct a comprehensive local needs assessment (CLNA), or extent of need, related to career and technical education and include the results of the needs assessment in the local application, which must be updated every two years.

Applicants must complete the in-depth CLNA workbook to determine data-driven growth opportunities (needs) along with root causes for which funding will be requested. The CLNA must be data-driven and performed in consultation with a Perkins V specified diverse body of stakeholders listed in Perkins V Section 134(d). At a minimum, the CLNA must address:

- (a) Methods for stakeholder groups to provide annual updates to the CLNA.
- (b) The ways in which CTE programs will ensure they are responsive to community employment needs, aligned with state and local employment priorities, informed by labor market information, and designed to meet current, intermediate, or long-term labor market projections and workforce needs;
- (c) How opportunities for work-based learning to include apprenticeships will be identified and encouraged; and
- (d) How to ensure funding is used in a coordinated manner with other local resources.

Applicants must also 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.

## EVIDENCE OF IMPACT

Under section 134(c)(2) of Perkins V, CLNAs are required to include (a) an evaluation of the performance of CTE students including the nine historically underserved students identified in the law; (b) a description of how CTE programs are of sufficient size, scope and quality to meet the needs of all CTE students; (c) a description of how CTE programs are aligned to state and local in-demand workforce industry sectors; (d) an

evaluation of progress toward implementation and continuous improvement of CTE programs of study; (e) a description of how the applicant will improve recruitment, retention and training of CTE teachers, faculty, support personnel, paraprofessionals, career guidance and academic counselors/advisors, and administrators; and (f) a description of progress toward equal access to high-quality CTE for all students including strategies to overcome barriers for historically underserved students, providing programs that are designed to enable historically underserved students to meet local levels of performance, and providing activities to prepare historically underserved students for high-skill, high-wage, or in-demand industry sector occupations.

Applicants must also include evidence of impact of Perkins V funding requests in two other ways. The first is by completing the Systemic Narratives. Systemic Narratives provide applicants with the opportunity to evaluate how policies, programs, and services are developed, implemented, and revised for Perkins-funded programs with an emphasis on the nine Perkins V historically underserved students. Applicants must provide evidence of meeting Perkins V section 134(c)(2) requirements. The Systemic Narratives are completed online through Qualtrics and broken into four sections, each with questions that pertain to areas identified in the Perkins V Act.

1. Access and equity
2. Student performance
3. Size, scope, and quality
4. Program of study implementation improvement

Secondly, embedded within each Plan of Action (POA), applicants must identify the specific student population that will benefit from each POA funding request and describe the anticipated impact the funding request will have on specific Perkins V Core Indicators as noted in the previous section.

### GOALS AND OUTCOMES

Applicants must identify specific objectives, goals, and outcomes. Objectives are to be broken out into three areas: (1) reason for the funding request in the form of a growth opportunity statement and associated root cause, (2) data evidence from which the growth opportunity was derived, and (3) a description of the activity that will occur if funding is approved, and the goal of the activity as to how it will address the growth opportunity’s root cause.

Please refer to the examples below when developing your objectives.

#### Sample POA Goals and Outcomes

Overall Objective for the POA (four parts)	
<p><b>PART 1: REASON FOR THIS FUNDING REQUEST:</b> Copy and paste the corresponding:</p> <p>(a) Growth Opportunity and associated Root Cause identified in Tab 6, OR</p> <p>(b) SSQ Continuous Improvement Necessity and associated SSQ Criteria identified in Tab 7, OR</p> <p>(c) Joint Assessment identified in Tab 8; here:</p>	
<p>Students with Disabilities are under-represented by 17 percentage points in the Certified Nursing Assistant (CNA) Program in the 2019-2020 school year. The CNA course instructors are not trained to support students with disabilities.</p>	

<p><b>PART 2: DATA EVIDENCE:</b> Copy and paste the corresponding Data Evidence from the:</p> <p>(a) Growth Opportunity and associated Root Cause identified in Tab 6, OR</p> <p>(b) Joint Assessment identified in Tab 8; here:</p> <p><i>*Tab 7-SSQ Continuous Improvement is solely linked to SSQ Criteria</i></p>	
<p>The FY 2020 Concentrator Heatmap indicates that there is a 17-percentage gap between the population of students with disabilities reaching concentrator status in the CNA program and all CTE students reaching concentrator level status.</p>	

<p><b>PART 3: DESCRIPTION:</b> Describe the activity that will occur if funding approved, and then explain how the activity will address the Growth Opportunity’s root cause, the SSQ Continuous Improvement Necessity’s SSQ</p>	
<ol style="list-style-type: none"> <li>1. Conduct a review of the CNA program to identify any barriers or challenges that may be preventing students with disabilities from participating fully in the program. This review may include an assessment of the program's accessibility and inclusiveness, as well as a review of the accommodations and supports currently provided to students with disabilities.</li> <li>2. Develop and implement a plan to provide additional accommodations and high-quality instructional supports to students with disabilities in the CNA program. This will also include providing assistive technology, modifications to curriculum and instruction, and specialized support services as needed.</li> <li>3. Increase outreach efforts to inform and engage students with disabilities about the CNA program and the supports available to them. This may include targeted outreach efforts, such as partnering with disability advocacy organizations or hosting information sessions specifically for students with disabilities.</li> <li>4. Develop partnerships with community organizations, such as local hospitals or nursing homes, to provide students with disabilities with opportunities to gain real-world experience and build their skills in the nursing field.</li> </ol>	

<p><b>PART 4: GOALS:</b> Utilizing a SMART Goal statement, identify the Performance Indicator(s) and the anticipated improvement(s) to the indicator(s).</p>	
<p>SMART Goal 1: Complete the review by the end of the current academic year (June 30), with a report outlining the findings and recommendations for improving accessibility and inclusiveness in the CNA program.</p> <p>SMART Goal 2: By the start of the next academic year (September 1), ensure that all students with disabilities in the CNA program have access to the necessary accommodations and supports to participate fully in the program.</p> <p>SMART Goal 3: Increase the number of students with disabilities who apply to the CNA program by 25% over the next academic year (September 1 - June 30).</p> <p>SMART Goal 4: By the end of the next academic year (June 30), establish at least one partnership with a community organization that provides students with disabilities with opportunities to gain real-world experience in the nursing field through the completion of a high school level of a registered youth apprenticeship.</p>	

**PLAN OF OPERATION AND PROJECT TIMELINE**

Within each POA, a Plan of Operation is developed to describe how applicants will be using Perkins V funds. Each POA must include a description of the activity that will occur if funding is approved, and a timeline and responsible individual to complete all activities, including purchases, contained in the POA.

## EVALUATION AND DISSEMINATION

Perkins V grant applicants must maintain a CLNA (Perkins V section 134(c)) that evaluates program quality, student performance, access and equity for all students, teacher/faculty preparedness, and state and local workforce demands, and do so in ongoing consultation with stakeholders described in Perkins V section 134(d).

Within every POA, applicants must provide a description of how the POA’s objectives are being incrementally monitored for evaluation, the timeline(s) to complete the purchases, and how implementation of each POA will be monitored for success.

### Sample POA Description of Incremental Monitoring of the Funding Request

Describe how this POA will be incrementally monitored and measured for success throughout the grant fiscal year.	
<p>The Plan of Action will follow these steps to monitor and measure for success throughout the grant fiscal year:</p> <ol style="list-style-type: none"> <li>1. Identify specific Key Performance Indicators (KPIs) connecting students with disabilities to the Blueprint's goal, such as the number and percentage of students with disabilities who earn an industry-recognized credential and/or complete the high school level of a registered youth apprenticeship and enroll in the CNA program.</li> <li>2. Establish a baseline for each KPI by collecting data on the number and percentage of students with disabilities who earn an industry-recognized credential, complete the high school level of a registered youth apprenticeship, and enroll in the CNA program during FY 2022.</li> <li>3. Regularly collect and analyze data related to each KPI, comparing FY 2022 and FY 2023 data twice annually (fall and spring).</li> <li>4. Adjust strategies as needed based on the data collected to ensure that the SMART goals related to increasing the number of students with disabilities who enroll into the CNA program and ensuring that they have access to necessary accommodations and supports are achieved while aligning with the Blueprint's goal of increasing the number of high school graduates who earn an industry-recognized credential or complete the high school level of a registered youth apprenticeship.</li> </ol>	

Within the Perkins V Systemic Narratives, applicants must describe how policies, programs, and services are developed, implemented, and revised for Perkins-funded programs with an emphasis on the nine Perkins V historically underserved students. Applicants also submit Local Advisory Council (LAC) and Comprehensive Local Needs Assessment (CLNA) stakeholder lists. Applicants meet at least twice annually with their LAC to review progress on Perkins V spending and improving student performance outcomes. The larger group of CLNA stakeholders are convened annually to provide third-party evaluations and analyses of CLNA data.

Grantees are required to submit several annual progress evaluations:

- January 15: Interim progress evaluation
- July 30: Final program evaluation

Each of the evaluation reports must be responsive to each POA’s goal(s) and objective(s), must be submitted on the MSDE general grant reporting form, and requires descriptive narratives that provide an ongoing plan to evaluate milestones and commitments.

**MANAGEMENT PLAN AND KEY PERSONNEL**

Perkins V grants are administered/managed locally by the CTE Local Director (school systems) and the CTE Coordinator (community colleges). While Perkins V law requires that stakeholders be comprised of multiple representatives, there are three overarching workforce partner representatives, one from Perkins secondary, one from Perkins postsecondary, and one from the local workforce agency (Local Workforce Development Board, or LWDB).

Identify the responsible partners in the following Management Plan Worksheet. These individuals will also be identified in the CLNA Stakeholders list in the application.

Partner	Person Responsible	Title, Organization	Responsibilities	Time Devoted
Primary Administrator				
Secondary/ Postsecondary Partner				
Local Workforce Development Board Partner				

Additionally, complete the CTE Grant information Survey that identifies the applicant’s local contacts that include the local superintendent/CEO or college president (approval authority), the grant project manager (grant management), the business/finance officer (fiscal/budget authority), the data/accountability officer (data submission authority), and the equipment officer (equipment inventory tracking and reporting authority). All have clearly defined roles in the administration of the Perkins V grant.

Signed partnership agreements are also required that outline the roles, responsibilities, and contributions of the applicant. The forms are Recipient Assurances, Certificate of Compliance, and Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions.

## Budget and Budget Narrative

Each POA request contained in the CLNA-POA Workbook must include a detailed/itemized budget narrative request for all POA project related expenses. There must be a clear connection between the POA project activities and the budget line items.

### Sample a Single POA Itemized Budget Narrative Request

Itemized Description of Non-equipment Item to be Purchased. (Includes professional learning)	Cost Per Non-Equipment Item	Number of Non-Equipment Items	Itemized Description of Equipment Item to be Purchased	Cost Per Equipment Item	Number Equipment Items	Row Cost Non-equipment	Row Cost Equipment
Registered Nursing Tutor Hourly	\$30.00	400	Dell Precision 7760 Workstation with accessories/accommodations bundle	\$6,508.00	1	\$12,000.00	\$6,508.00
RN Tutor Fringe Benefits	\$11.70	400				\$4,680.00	
Registered Nursing Tutor online professional learning (3 tutors, 6 workshops each)	\$125.00	18				\$2,250.00	
Current RN tutor stipends to attend professional learning	\$50.00	18				\$900.00	

Each line must be detailed, and specific, and general expenses should be broken down into specific line items.

In addition, a compiled C-1-25 budget form must be completed by LEA applicants, and a compiled Postsecondary/Other budget form must be completed by community college applicants.

## APPENDIX

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

Completed online through Qualtrics.

- Systemic Narratives

To be uploaded to Qualtrics

- Comprehensive Local Needs Assessment – Plans of Action Workbook
- Five-Year Plan
- Addenda:

Signed Recipient Assurances page.

Signed Certificate of Compliance page



Signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions page.

Local Advisory Council (LAC) list

Financial Compliance Worksheet

Grant Information Survey

Signed C-1-25 MSDE budget form or Postsecondary/Other budget form

## 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. A review committee established by the MSDE will evaluate applications using the evaluation rubric. The evaluation rubric is tailored to the Perkins V formula grant program, its intent, and intended impact on the target population. The evaluation rubric will also address required alignments with the Blueprint for Maryland's Future. Only applications scoring at least "Meets Criteria" for each application component will be considered eligible for funding.
3. Final approval for Perkins V Formula 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 of for each narrative section of the local application based on the criteria on the following scoring rubric.

### Local Application Plans of Action Requirements

Each LEA and community college is required to develop multiple Plans of Action, which align federal CTE requirements, state initiatives, programmatic needs, performance data, and planned expenditures, as a part of the Perkins V Formula Grant Local Application. When developing the Plans of Action, grantees must include the following elements:

Plans of Action leading towards the creation or expansion of secondary and postsecondary pathways must meet all requirements of the Carl D. Perkins Act, plus address the following in the narrative response section(s):

- Based on the most recent Comprehensive Local Needs Assessment (CLNA), the analysis of student participation data, and the root cause analysis for each CTE pathway offered, which programs should be eliminated? Which should be enhanced, and in what ways? Are there new programs which should be implemented or expanded to meet workforce needs?
- Does the available labor market information support the need for each program of study offered in your organization?
- Are program offerings aligned and articulated across secondary and postsecondary education within your county, region, and the state? How do you intend on ensuring alignment?
- How does the applicant plan to incorporate relevant academic, technical, and career readiness and employability skills?
- How does the applicant plan to offer students the opportunity to earn a relevant industry-recognized certificate or certification?

- How does the proposed pathway create opportunities for all students to have access to CTSO activities?
- How does the proposed pathway plan clearly describe how the applicant will eliminate barriers to extended learning experiences, such as work-based learning opportunities leading up to and including high school-level registered apprenticeships, CTSO participation, and the attainment of postsecondary certificate and/or earn an industry-recognized credential?
- Do all LEA pathways, including any proposed pathways, clearly define how the applicant will ensure alignment between their CTE program and the Blueprint's goal for 45% of high school graduates completing an apprenticeship or earn an industry-recognized credential? If applying as an IHE, clearly define how your plan will also support LEA pathways in achieving this goal.

Plans of Action that include developing and delivering high-quality professional learning must meet all requirements of the Carl D. Perkins Act, plus address the following in the narrative response section(s):

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

- For LEAs, describe how the professional development program will ensure alignment between the CTE course(s) being taught, enhancing student access and opportunity for a comprehensive CTE experience, and the Blueprint's goal that 45% of high school graduates will complete an apprenticeship or earn an industry-recognized credential. IHEs should address how their plan will assist LEAs in achieving this goal.

Plans of Action related to work-based learning experiences and opportunities must meet all requirements of the Carl D. Perkins Act; plus include commitments and actions the grantee will take to implement and expand high school level apprenticeship opportunities for students by specifically addressing the following in each of the narrative response sections:

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

## CTE Formula Grant Rubric

### Instructions

Use this rubric to guide your creation of the Fiscal Year 2024 Perkins Formula Grant Local Application. The Local Application details how school systems and community colleges allocate federal Perkins funds to support career and technical education at the local level. This is not a competitive grants process; thus, it is not necessary to numerically score each application, however, it is expected that each application attain the “Meets Criteria” category for each area of evaluation. MSDE staff will compile feedback to provide guidance for each local education agency and community college to improve their applications through an iterative process.

Areas	Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
<b>Goals and Five-Year Plan</b>	<p>The CTE goals are SMART goals that are clearly defined, ambitious, and based on data for program expansion or improvement.</p> <p>The five-year plan clearly identifies progress made toward attaining the Blueprint’s goal that 45% of high school graduates will complete an apprenticeship and/or earn an industry-recognized credential, including strategies for achieving the goal.</p> <p>The application includes a clear process for ongoing monitoring and assessment, including opportunities for revisions and improvement.</p>	<p>The CTE goals meet the defined criteria and are clearly defined, ambitious, and based on data for program expansion or improvement.</p> <p>The five-year plan adequately identifies progress made toward attaining the Blueprint’s goal that 45% of high school graduates will complete an apprenticeship and/or earn an industry-recognized credential and includes some strategies for goal attainment.</p>	<p>The CTE goals are unclear, and the data are undefined to support program expansion and/or improvement.</p> <p>The five-year plan does not clearly outline a strategy to achieve the Blueprint’s goal that 45% of high school graduates will complete an apprenticeship and/or earn an industry-recognized credential, and strategies for goal attainment are limited.</p>

Areas	Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
<b>Comprehensive Local Needs Assessment (CLNA)</b>	<p>The CLNA is up-to-date and demonstrates clear alignment with the Blueprint’s goal that 45% of high school graduates will complete an apprenticeship and/or earn an industry-recognized credential.</p> <p>The application thoroughly addresses all criteria required in the CLNA, and stakeholder input is robust and well-</p>	<p>The CLNA was not updated; however, the application includes strategies that align CTE needs over the next year with the Blueprint’s goal that 45% of high school graduates will complete an apprenticeship and/or earn an industry-recognized credential.</p> <p>The application addresses the criteria required in the CLNA,</p>	<p>The CLNA is not updated, and the application fails to include strategies to align CTE needs with the Blueprint’s goal that 45% of high school graduates will complete an apprenticeship and/or earn an industry-recognized credential.</p> <p>The application does not adequately address the criteria required in the CLNA,</p>

	<p>integrated, leading to innovative growth opportunities and strategies for continuous improvement.</p> <p>The data provided in the CLNA strongly supports the identified needs and priorities, and the application showcases exemplary use of data-driven decision-making.</p>	<p>and stakeholder input is apparent in identifying growth opportunities as well as strategies for continuous improvement.</p> <p>The data support the needs assessment.</p>	<p>or stakeholder input is insufficient or unclear in identifying growth opportunities and continuous improvement strategies.</p> <p>The data provided in the CLNA does not adequately support the identified needs and priorities, or the application lacks data-driven decision-making.</p>
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Areas	Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
<b>Plans of Action (POA)</b>	<p>More than 90% of the POAs address all required elements, and they clearly align to the five-year plan, Comprehensive Local Needs Assessment, Systemic Narratives, and the Blueprint’s goal that 45% of high school graduates will complete an apprenticeship and/or earn an industry-recognized credential.</p> <p>Funding requests are reasonable and allowable.</p>	<p>Between 75% to 90% of the POAs address all required elements, and they adequately align to the five-year plan, Comprehensive Local Needs Assessment, Systemic Narratives, and the Blueprint’s goal that 45% of high school graduates will complete an apprenticeship and/or earn an industry-recognized credential.</p> <p>Funding requests are reasonable and allowable.</p>	<p>Fewer than 75% of the POAs address all required elements. The POAs do not show adequate alignment to the five-year plan, Comprehensive Local Needs Assessment, Systemic Narratives, nor the Blueprint’s goal that 45% of high school graduates will complete an apprenticeship and/or earn an industry-recognized credential.</p> <p>No clear determination can be made to ascertain if funding requests are reasonable and allowable.</p>

Areas	Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
<b>Budget</b>	<p>All requirements listed under meets criteria are met. In addition, the budget includes sufficient resources for successful execution of the proposed program.</p> <p>Multiple funding sources (e.g., ESSA, IDEA, private grants, and local funding) are braided to support the academic improvement of CTE students and program sustainability - citing clear strategic alignment while avoiding supplantation.</p>	<p>The budget reflects all program activities per strategy and does not exceed the allowable aggregated grant amount. Justification is provided for all expenses. The costs are reasonable and allowable. All line items contain the calculations used to derive the expected cost. There are no mathematical errors. No more than 5% of administrative costs (including indirect costs) of</p>	<p>The budget does not reflect all program activities, and/or exceeds the allowable amount per strategy.</p> <p>There may be missing calculations and/or mathematical errors.</p> <p>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.</p>

		<p>the overall budget has been taken.</p> <p>The application includes or makes general reference to plans for braiding funds without specific identification of funding sources and the strategic alignment of the related program.</p>	
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Areas	Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
<b>Access and Equity</b>	<p>Responses thoroughly address and include multiple examples of how equitable access to CTE programs is provided to historically underserved students. There are clear and evident strategies and processes in place which address Perkins V’s access, equity, and diversity requirements.</p> <p>There are intentional connections, across multiple programs of study, to the Blueprint’s equity mandate and the closing of deeply entrenched opportunity and achievement gaps to ensure that all students, from advanced learners to those who are struggling and have been historically underserved, receive the necessary support to reach their full potential.</p> <p>Processes are in place for historically underserved students to learn and enroll in CTE programs, participate in work-based learning, and complete CTE programs.</p> <p>Multiple recruitment strategies are described and are designed to improve diversity in CTE programs, supports are in place to retain historically underserved students in CTE programs, and supports are in place to help historically underserved</p>	<p>Responses adequately address and include some examples of how equitable access to CTE programs is provided to historically underserved students. Some strategies and processes are in place that address Perkins V access, equity, and diversity requirements.</p> <p>There are intentional connections, in at least one program of study, to the Blueprint’s equity mandate and the closing of deeply entrenched opportunity and achievement gaps to ensure that all students, from advanced learners to those who are struggling and have been historically underserved, receive the necessary support to reach their full potential.</p> <p>Some processes are in place for historically underserved students to learn and enroll in CTE programs, participate in work-based learning, and complete CTE programs.</p> <p>Recruitment strategies are designed to improve diversity in CTE programs, supports are in place to retain historically underserved students in CTE programs, and supports are in place to help historically underserved students successfully transition to the workplace</p>	<p>Responses are incomplete and do not include examples of how equitable access to CTE programs is provided to historically underserved students. Few strategies and processes are in place that address both Perkins V and Blueprint requirements for access and equity.</p> <p>Few, if any, processes are in place for historically underserved students to learn and enroll in CTE programs, participate in work-based learning, and complete CTE programs.</p> <p>Strategies are not evident that will improve diversity in CTE programs, supports are in place to retain historically underserved students in CTE programs, and supports are in place to help historically underserved students successfully transition to the workplace after completion of the CTE program.</p>

	students successfully transition to the workplace after completion of the CTE program.	after completion of the CTE program.	
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Areas	Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
<b>Program Performance</b>	<p>Responses thoroughly address and include multiple examples of how strategies will be used to improve Career and Technical Education (CTE) student performance.</p> <p>Strategies thoroughly address the Blueprint’s goal for 45% of high school graduates will complete an apprenticeship and/or earn an industry-recognized credential.</p> <p>Multiple strategies for students to complete CTE programs of study are evident and measurable outcomes are clearly defined.</p> <p>Multiple strategies to improve student completion of CTE programs are evident and measurable outcomes are clearly defined.</p> <p>Multiple strategies that support students earning credentials, degrees, certifications, and/or licenses in CTE programs of study are evident and measurable outcomes are clearly defined.</p> <p>Multiple strategies to support the success of CTE students who are members of diverse populations are evident and measurable outcomes are clearly defined.</p>	<p>Responses meet the criteria for addressing and including some examples of how strategies will be used to improve Career and Technical Education (CTE) student performance.</p> <p>Strategies address the Blueprint’s goal for 45% of high school graduates will complete an apprenticeship and/or earn an industry-recognized credential.</p> <p>Strategies for students to complete CTE programs of study are evident.</p> <p>Some strategies to improve student completion of CTE programs are evident.</p> <p>Some strategies that support students earning credentials, degrees, certifications, and/or licenses in CTE programs of study are evident.</p> <p>Some strategies to support the success of CTE students who are members of diverse populations are evident.</p>	<p>Responses are incomplete, and few, if any, examples state how strategies will be used to improve Career and Technical Education (CTE) student performance.</p> <p>The application does not include strategies for meeting the Blueprint’s goal for 45% of high school graduates will complete an apprenticeship and/or earn an industry-recognized credential.</p> <p>Strategies for students to complete CTE programs of study are evident.</p> <p>Few to no strategies to improve student completion of CTE programs are not evident.</p> <p>Few strategies that support students earning credentials, degrees, certifications, and/or licenses in CTE programs of study are evident.</p> <p>Few strategies to support the success of CTE students who are members of diverse populations are evident.</p>



Areas	Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
<p><b>Size, Scope, and Quality</b></p>	<p>Responses thoroughly address more than 90% of the size, scope, and quality metrics for CTE programming by developing data rich action plans which provide clear explanation on how the research-based approaches will produce the intended impact and outcomes.</p>	<p>Responses thoroughly address 75% to 90% of the size, scope, and quality metrics for CTE programming by developing data rich action plans which incorporate multiple research-based strategies.</p>	<p>Responses thoroughly address fewer than 75% of the size, scope, and quality metrics for CTE programming, lack fully developed action plans, and do not base decisions or plans on data.</p>

Areas	Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
<p><b>Program Implementation and Ongoing Evaluation</b></p>	<p>The application provides a strong rationale for the development of new or expanded CTE programs of study and demonstrates exemplary alignment with both Perkins V and the Blueprint by showing full implementation and scale of system supports to meet the Blueprint's 45% goal.</p> <p>The processes for using data to determine and anticipate local employment needs are exceptionally clear, comprehensive, and well-supported by evidence.</p> <p>The application provides outstanding detail on how CTE programs are revised to meet high-skill, high-wage, or in-demand career requirements and how programs that no longer meet needs are phased out.</p> <p>The comprehensive local needs assessment is expertly integrated into the implementation process, with clear connections to new program development.</p> <p>The process for involving business and industry stakeholders is highly</p>	<p>The application identifies new CTE programs of study that align to both Perkins V and the Blueprint that are being developed for approval, and clearly demonstrate efforts to revamp or scale programming to align with the Blueprint's 45% goal.</p> <p>The processes for using data to determine current, local employment needs and anticipate future local employment needs is clear and evident.</p> <p>The process describing how locally developed CTE programs at the secondary and community college levels are revised to meet high-skill, high wage, or in-demand career requirements is clearly outlined.</p> <p>The process to phase out CTE programs of study that no longer meet the needs of students, stakeholders, or occupational demand is evident.</p> <p>The application clearly shows how the comprehensive local needs assessment supports</p>	<p>The application fails to demonstrate sufficient alignment with both Perkins V and the Blueprint or does not provide a rationale for the development of new CTE programs of study.</p> <p>The processes for using data to determine and anticipate local employment needs are unclear or insufficiently documented.</p> <p>The application lacks clarity on how CTE programs are revised to meet high-skill, high-wage, or in-demand career requirements and how programs that no longer meet needs are phased out.</p> <p>The comprehensive local needs assessment is not clearly connected to the implementation process or new program development.</p> <p>The process for involving business and industry stakeholders is unclear or not evident.</p> <p>The application does not adequately address collaboration with employers to expand work-based</p>

	<p>transparent and well-articulated.</p> <p>The application highlights innovative and effective strategies for collaboration with employers to expand work-based learning opportunities, leading to a high school level of a registered apprenticeship program, and support CTE personnel.</p>	<p>the implementation of new programs.</p> <p>The process to determine the business and industry stakeholders who are invited to participate on the Program Advisory Committee is clear and evident.</p> <p>The application addresses how LEAs and community colleges work with employers to expand work-based learning opportunities for students.</p> <p>The application addresses how LEAs and community colleges work to support the recruitment, on-boarding, preparation, retention, and professional learning of CTE teachers and faculty, CTE administrators, and CTE specialized instructional support personnel.</p>	<p>learning opportunities or support CTE personnel.</p>
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Areas	Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
<p><b>Overall CTE System and Program Evaluation</b></p>	<p>The CTE system and program evaluation goals are SMART goals that are clearly defined, ambitious, and based on relevant data.</p> <p>The application provides a comprehensive and systematic plan for evaluating the CTE program, which covers multiple dimensions, including student outcomes, employer engagement, and program quality.</p> <p>The evaluation plan employs a diverse range of data sources and methodologies, such as surveys, focus groups, and quantitative analysis, demonstrating a commitment to data-driven decision-making.</p> <p>The plan includes clear, measurable, and ambitious goals and performance</p>	<p>The CTE system and program evaluation goals meet the defined criteria and are clearly defined, ambitious, and based on relevant data.</p> <p>The application presents a plan for evaluating the CTE program that covers key dimensions, such as student outcomes, employer engagement, and program quality.</p> <p>The evaluation plan uses multiple data sources and methodologies, demonstrating a commitment to data-driven decision-making.</p> <p>The plan includes clear goals and performance indicators for the CTE program, which are aligned with the</p>	<p>The CTE goals are unclear, and the data are undefined to support program expansion and/or improvement.</p> <p>The application does not provide a clear or sufficient plan for evaluating the CTE program, or the plan fails to cover key dimensions, such as student outcomes, employer engagement, and program quality.</p> <p>The evaluation plan lacks diversity in data sources and methodologies or does not demonstrate a commitment to data-driven decision-making.</p> <p>The plan does not include clear goals or performance indicators for the CTE program, or these indicators are not aligned with the</p>

	<p>indicators for the CTE program, which are well-aligned with the program's objectives and anticipated outcomes.</p> <p>The application presents an innovative and transparent approach for sharing evaluation results and data with stakeholders, such as students, parents and/or guardians, school officials, and the public, while actively involving them in the evaluation process.</p> <p>There is demonstrable evidence of the Blueprint's goal that 45% of high school graduates will complete an apprenticeship and/or earn an industry-recognized credential, and a clear plan to scale across the entire CTE system.</p>	<p>program's objectives and anticipated outcomes.</p> <p>The application outlines a process for sharing evaluation results and data with stakeholders, such as students, parents and/or guardians, school officials, and the public.</p> <p>The application articulates a clear plan and process to meet the Blueprint's goal that 45% of high school graduates will complete an apprenticeship and/or earn an industry-recognized credential and provides an implementation timeline to scale across the entire CTE system.</p>	<p>program's objectives and anticipated outcomes.</p> <p>The application does not outline a process for sharing evaluation results and data with stakeholders, such as students, parents and/or guardians, school officials, and the public, or fails to address stakeholder engagement in the evaluation process.</p> <p>The application does not address the Blueprint's 45% goal that 45% of high school graduates will complete an apprenticeship and/or earn an industry-recognized credential or does not provide any specificity for meeting the goal.</p>
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**AWARD NOTIFICATION**

An email notification confirming approval will be sent no later than 60 days after the proposal submission deadline, followed by the official Notice of Grant Award (NOGA).

## Reporting Requirements

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Grantees must comply with the following reporting requirements:

Date	Reporting Requirements
January 15, 2024	Interim Narrative Progress Report
July 31, 2024	Final Narrative Progress Report
September 30, 2024	Final Financial Annual Report (AFR)

## 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  
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 in order to overcome barriers to equitable participation.

## Customer Service Support Sessions

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The MSDE will hold three virtual customer service support sessions in April 2023. During these sessions, MSDE personnel will review what applicants need to get started, the program requirements, as well as a walk-through of the application. In addition to the virtual support sessions, MSDE staff will provide one-on-one technical assistance throughout the grant writing process for any LEA or community college requesting additional support.

Tuesday, April 11, 2023, from 9:00 a.m. – 10:00 a.m.

- Video call link: <https://meet.google.com/avy-igug-pgy>
- Or dial: (US) +1 727-877-8347 PIN: 114 694 523#

Tuesday, April 18, 2023, from 2:00 p.m. – 3:00 p.m.

- Video call link: <https://meet.google.com/kzc-mjiu-upw>
- Or dial: (US) +1 740-312-1634 PIN: 209 951 029#

Thursday, April 20, from 9:00 a.m. – 10:00 a.m.

- Video call link: <https://meet.google.com/tpp-mzxk-cia>
- Or dial: (US) +1 443-606-2374 PIN: 623 801 028#

### QUESTIONS

If you have questions about the application or the process, please contact the Program Monitor:

Richard W. Kincaid  
Senior Executive Director  
Office of College and Career Pathways  
[Richard.Kincaid@maryland.gov](mailto:Richard.Kincaid@maryland.gov)

## Grant Application Timeline

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This funding opportunity, including all attachments and updates, are found on the [MSDE Grant Programs \(marylandpublicschools.org\)](https://marylandpublicschools.org) website.

Date	Reporting Requirements for Each Year
April 6, 2023	The Grant Information Guide and the application for participating are released
April 11, April 18, and April 20, 2023	MSDE will hold a virtual customer service support sessions for interested applicants
May 10, 2023	MSDE begins reviewing applications for completeness and minimum requirements.
May 23, 2023	The grant application period closes. 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.
May 11 – June 11, 2023	The MSDE Review Committee will convene and evaluate complete proposals
July 1, 2023	The grant period begins
June 30, 2024	The grant period ends