Purpose of the CTE Local Application

The local application details how Perkins funds will be used to support CTE as informed by the needs assessment. The local application, which includes plans of action, must be developed with a team of stakeholders and submitted annually. Approved applications will receive Perkins funding.

Sections of the Perkins CTE Local Application

The CTE local application consists of three basic steps.

1. Plans of action
   a. Identify Prioritized Needs and Root Causes
   b. Develop Plan of Action Objectives and Needs/Gap Documentation
   c. Detail Implementation of the Action, Identify Impacted Performance Indicators, Identify Incremental Measurements of Progress, and Identify Timeframes
   d. Itemize the Budget Requests for the Plan of Action
   e. Complete Financial Compliance form
2. Systemic Narratives
   a. Access and equity;
   b. Student performance;
   c. Size, scope, and quality; and
   d. Program of study implementation improvement
3. Related Forms
   a. Signature Pages
      i. Cover
      ii. Assurances
      iii. Certificate of Compliance
      iv. Certification Regarding Debarment, etc.
      v. FY 2022 CTE Grant Information Survey
   b. Grant Information Survey
   c. Financial Compliance Worksheet
   d. Budget
   e. Vision, Mission, and Goals; Five-Year Plan
   f. Local Advisory Council (LAC) list

Points of Contact for the CTE Local Application

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Step 1: Plans of Action

Each Plan of Action details the activities that will be completed to address specific needs identified in the CTE comprehensive local needs assessment. Plans of action are to be completed with input from the local application stakeholder group, specifically considering the region's collective needs based on the Regional Joint Assessment of Needs discussions.

Part 1: Identify Prioritized Needs and Root Causes

Compile, from each section of the FY 2022 Needs Assessment Collection Excel Workbook, a prioritized list of needs that will be addressed in the local application Plans of Action. The needs must be informed by outcomes of the CTE comprehensive local needs assessment, or verifiable local/third party data. For each prioritized need, a root cause analysis must be conducted to inform funding priorities.

This information is collected in the FY 2022 Local Application Collection Excel Workbook under the Needs & Root Causes tab. For each Prioritized Need used to develop a Plan of Action, also identify the data from the needs assessment (or verifiable local/third party data) that justifies the need, and the root cause or causes behind the need. The following table provides examples.

Prioritized Needs and Root Causes

Prioritized Need (Gap) *from Needs Assessment tabs* for which funds are being requested in an FY 2022 Plan of Action	**Data evidence** *from Needs Assessment tabs* for this Prioritized Need (Gap)	**Root Cause of this Prioritized Need (Gap)** as determined from the Needs Assessment development
Example: Information Technology (IT) Economically Disadvantaged (ED) students under Performance Indicator 5S4 perform over 6% lower than the LSS average. Also, the percentage of ED CTE concentrators who have met state-recognized CTE standards in the IT Career Cluster have decreased over the last three years.	**Example:** 5S4 LSS average for the most recent year is 62.0%. The needs assessment revealed that only 45.3% of ED CTE concentrators in the Information Technology Career Cluster graduate from high school having attained a recognized postsecondary or industry credential. There were 47.8% last year and 52.4% two years ago.	**Example:** There is a lack of access to needed equipment to prepare students for success on certification and/or licensure exams.

Part 2: Develop Plan of Action Objectives and Needs/Gap Documentation

Based on prioritized needs and root causes, and justified by data, local school systems and community colleges will develop Plan of Action Objectives that describe the plan's goal and how it will address an identified need/gap. An Objective must be linked to an identified need in the Plans of Action Workbook Needs & Root Causes tab and Comprehensive Local Needs Assessment Prioritized Needs. Objectives must be specific, measureable, and realistic.

Example information is included in the following table.

Plan of Action Objective(s) and Descriptions

Institution:	Example Plans of Action Workbook	Total Cost ALL Items for this POA	Total Cost Equipment Only
		$ 24,702.97	$ 6,597.97
Cluster(s)		**Program(s) and CIP(s)**	
Information Technology (IT)		IT Networking Academy (CISCO)/110950	
School Sites (secondary only)			
Blue High School; Green Career Center; and Purple Academy of Arts and Science			
Identify the overall objective of this POA (Copy the need/gap that was identified in the Needs & Root Causes tab and then identify how *this* POA is anticipated to address that need/gap)			
The objective of this POA, based on IT cluster data showing that IT Economically Disadvantaged (ED) students under Performance Indicator 5S4 perform over 6% lower than the LSS average, is to upgrade technology available in our IT Networking Academy classroom and labs. It is anticipated that this upgrade will improve support and resources for all students, particularly ED, increasing the percentage of ED students attaining a CISCO IT Networking Technical Skill Assessment (TSA) from 45.3% to 62%.			

Part 3: Detail Implementation of the Action, Identify Impacted Performance Indicators, Identify Incremental Measurements of Progress, and Identify Timeframes

For each Objective in a Plan of Action, local school systems and community colleges will need to describe or identify:

- the details that will occur to implement the action(s) being taken to attain the Objective,
- the Performance Indicator(s) being impacted by the action,
- the incremental measures that will be used to monitor attainment of the Objective, and
- the timeframe(s) for implementation or completion of the action to attain the Objective.

Example information is included in the following table.

Plan of Action Description(s) and Performance Indicator(s)

Detail what will happen in order to implement this POA
Purchase updated equipment for IT Networking Academy; Provide training to teachers on use of the new equipment in instruction.
Identify which Performance Indicator(s) will be impacted by this POA
5S4
Describe how this POA will be incrementally monitored and measured for success during the grant fiscal year
The number of students taking and passing the CISCO TSA will be monitored for comparative improvement as each classroom of students sits for the exams.
Identify all timeline(s) within this POA (if professional learning, identify the dates in the itemized description fields for non-equipment items)
Equipment purchased and installed by August 1, 2021; Teacher professional learning training on updated equipment August 2021

Part 4: Itemize the Budget Requests for the Plan of Action

When all Plans of Action have been completed, grant applicants will compile budget request summaries in the FY 2022 Excel Budget Narrative Summaries Workbook. The workbook contains multiple tabs, one for a general budget summary of all Plans of Action, and then multiple tabs for a summary of each individual Plan of Action. Here are the Excel headings for the itemized budget requests. Note that the first three columns are for *non-equipment* items, and the next three columns are *only* for items that qualify as equipment. Items that qualify as equipment are single item costs of $5,000 or greater. Check with your local school system or community college for any additional equipment threshold criteria.

Example information is included in the following table.

Table 10: Itemized Budget Requests

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 of Equipment Items	Line Cost Non-equipment	Line Cost Equipment
HP Pavilion 510-p030 i7 16GB 256GB Desktop	$699.00	25	BK791SB HP StorageWorks X1400 Network Storage Server	$ 6,597.97	1	$ 17,475.00	$ 6,597.97
IT Teacher stipends for virtual CISCO IT Networking PL, August 12-13	$210.00	3				$ 630.00	$ -

Up to 35 Plans of Action tabs are contained in the FY 2022 Local Application Collection Excel Workbook. In addition, there is a Plan of Action Summary tab that collects each Plan's Cluster, Program/CIP, Objectives, and budget requests, which are calculated and totaled. These can be used to track budget requests against the Perkins V allocation amount, and prepare Interim/Mid-Year and Final Reports. This summary should also be used to complete the Financial Compliance Worksheets.

DO NOT INCLUDE ADMINISTRATIVE COSTS IN THE PLANS OF ACTION. Administrative costs are calculated on the Financial Compliance Worksheets and identified in the Budget.

In each Plan of Action, local school systems and community colleges must identify or include the following information:

- The Career Cluster or Clusters under which the Programs of Study/Studies fall that will be receiving the Perkins V funds being requested. Use these Career Cluster abbreviations. Separate by commas if more than one cluster is identified:
  - AMC (Arts, Media, and Communication)
  - AMP (Apprenticeship Maryland Program)
  - BMF (Business Management and Finance)
  - CRD (Career Research and Development)
  - CD (Construction and Development)
  - CSHT (Consumer Services, Hospitality and Tourism)
  - EANR (Environmental, Agricultural and Natural Resources)
  - HB (Health and Biosciences)
  - HRS (Human Resource Services)
  - IT (Information Technology)
  - MET (Manufacturing, Engineering and Technology)
  - TT (Transportation Technologies)
- Program Name and CIP (use this format: ProgramName/######; separate by commas if more than one program is identified)
- School Sites (Secondary only; use the six-digit school ID)

- Objectives that include Prioritized Need Addressed (pull Prioritized Needs from the Needs & Root Causes tab; maximum character count is 750)
- Detail what will happen (detailed description of the planned action; maximum character count is 750)
- Perkins V Core Indicator(s) impacted by the planned action (list the Core Indicators that will be impacted by the proposed action; maximum character count 350)
- Description of incremental monitoring for effectiveness (explain how the planned action will be monitored throughout the fiscal year to gauge the effectiveness of the plan; maximum character count is 750)
- Identify all timelines (list all anticipated timeframes in which the planned action will occur – implementation and completion; for professional learning experiences, include the dates and locations in the itemized costs section; maximum character count is 750)
- Item identification and breakdowns (budget narratives) for all requested items to be purchased to support the planned action. Categories include:
    - Description of Non-equipment Item to be Purchased (NO MAXIMUM CHARACTER COUNT)
        - This will include professional learning experiences. Details to be included are specific PL dates (number of days), PL location, registration costs, itemized travel costs, itemized lodging costs, and itemized meals costs. Use multiple rows to itemize.
    - Cost per Non-Equipment Item
    - Number of Non-equipment Items
    - Description of Equipment Item to be Purchased (NO MAXIMUM CHARACTER COUNT)
        - Equipment threshold is any individual item that costs $5,000 or more. Some school systems and community college have additional criteria.
    - Cost per Equipment Item
    - Number of Equipment Items
    - Line Cost Non-equipment (self-calculating)
    - Line Cost Equipment (self-calculating)

Following are screenshots of a blank Plan of Action in the FY 2022 Local Application Collection Excel Workbook showing all of the required fields.

Plan of Action Narratives:

		Total Cost ALL Items for this POA	Total Cost Equipment Only
Institution:	**Example Plans of Action Workbook**	$ -	$ -
Cluster(s)	**Program(s) and CIP(s)**		
School Sites (secondary only)			
Identify the overall objective of this POA (Copy the need/gap that was identified in the Needs & Root Causes tab and then identify how *this* POA is anticipated to address that need/gap)			
Detail what will happen in order to implement this POA			
Identify which Performance Indicator(s) will be impacted by this POA			
Describe how this POA will be incrementally monitored and measured for success during the grant fiscal year			
Identify all timeline(s) within this POA (if professional learning, identify the dates in the itemized description fields for non-equipment items)			

Plan of Action Budget Itemization of Costs:

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 of Equipment Items	Row Cost Non-equipment	Row Cost Equipment
						$ -	$ -
						$ -	$ -
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Part 5: Complete Financial Compliance Forms

Local school systems and community colleges must complete Financial Compliance worksheets/forms. These forms cannot be completed until all Plans of Action are complete. The Division of Career and College Readiness will provide local school systems with their current Local Indirect Cost Rate Factor.

Secondary:

Administrative (Indirect and Direct) Cost
The total amount for Administrative Cost (Indirect and Direct) may not exceed 5% of the total Grant Award. The total amount of equipment purchased must be subtracted from the total grant in order to determine the maximum amount allowable from which to calculate indirect cost.

Total Grant Award			
Total Perkins Proposed Budget From Plans of Action			
Allowable Indirect Cost Calculation			
Subtract Action Plans Equipment Purchases from Row 2	(-)		
Subtotal	(=)		$0
Multiply by Local Indirect Cost Rate Factor	(x)		
Subtotal	(=)	$0	
Divide by Indirect Cost Adjustment	/(1+Rate)	$ 1.0000	
Allowable Indirect Cost Amount	(=)	$0	
Administrative Cost Calculation			
Actual Indirect Cost Amount Taken (cannot exceed row 10)			
Administrative (Direct) Cost Taken	(+)		
Total (Indirect/Direct) Administrative Cost Taken	(=)		$0
Total Budget Amount (Rows 3+14 must equal row 2 amount)			$0
Maintenance of Effort Local/State			
FY2020 Reported Expenditures			
FY2022 Estimated Expenditures			

Postsecondary:

Total Grant Award		
Total Perkins Proposed Budget From Plans of Action		
Equipment Purchases Broken Out		
Administrative Cost Taken (cannot exceed 5% of Total Grant Award)		
Total Budget Amount (Rows 2+4 must equal row 1 amount)		$0
Maintenance of Effort Local/State		
FY2020 Reported Expenditures		
FY2022 Estimated Expenditures		

Step 2: Systemic Narratives

Part 1: Access and Equity

Local school systems and community colleges are required to provide equitable opportunities for all students, including special populations, to experience success in CTE programs of study.

1. Review the data and root cause analyses of the Access and Equity needs assessment section used to develop Plans of Action, then answer the following systemic questions.
    a. How does the local school system or community college provide equal access for special populations to CTE courses and programs of study? Identify processes in place for special populations to learn about programs of study; enroll in programs of study; participate in work-based learning experiences; and complete programs of study.
    b. How does the school system or community college ensure that members of special populations will not be discriminated against on the basis of their status as special population students?
    c. How will student recruitment strategies be designed to improve diversity in CTE programs of study?
    d. What supports will be implemented to retain students classified as special populations in CTE programs of study?
    e. How are special population student groups being prepared to successfully transition to the workplace after completion of CTE programs of study?

Part 2: Student Performance

Local schools systems and community colleges are required to analyze student performance to identify areas of promise and opportunities for growth.

1. Review the data and root cause analyses of the Student Performance needs assessment section used to develop Plans of Action, then answer the following systemic questions.
    a. What strategies will be used to improve CTE student performance? How can other funding sources, such as Title I, Title III, and IDEA, be used to support the academic improvement of CTE students?
    b. What strategies will be used to improve student completion of CTE programs of study?
    c. What strategies will be used to support students earning credentials, degrees, certifications, license, etc. in CTE programs of study?
    d. What strategies will be used to support recruitment of diverse students into CTE programs of study?

Part 3: Size, Scope, and Quality

Local school systems and community colleges are required to implement CTE programs of study that meet size, scope, and quality requirements.

1. Review the data and root cause analyses of the Size, Scope, and Quality section used to develop Plans of Action, then answer the following systemic questions.
    a. How are teachers and faculty trained to meet the needs of diverse learners?
    b. How are teacher and faculty trained on standards and program curricula?
    c. For each program of study that did not meet all Size, Scope, and Quality criteria, what are the plans that will be implemented to address the criteria not being met? What process exists or will be implemented to ensure that approved curricula is implemented with fidelity?
    d. What supports are provided to professional counselors to advise students and families on CTE programs of study?

e. How are CTE administrators supported in the implementation of CTE programs? This includes but is not limited to master scheduling, evaluation of CTE teachers and faculty, and inclusion of CTE in school improvement planning?
f. How are faculty and staff supported by the local school system or community college to meet instructional or programmatic certification/licensure requirements?
g. What opportunities are in place for students to explore and experience careers?
h. How are students advised prior to enrolling in a CTE program of study? What processes are in place to ensure that CTE students continuously receive career and academic counseling?

Part 4: Program of Study Implementation Improvement
Local school system and community colleges are required to analyze programs of study and determine areas of improvement.

1. Review the data and root cause analyses of the High-Skill, High-Wage-, and In-Demand and Programs of Study Implementation improvement sections used to develop Plans of Action, then answer the following systemic questions.
   a. How was data used to determine current and anticipate future local employment needs?
   b. How will locally developed CTE programs of study at the school system or community level be revised to meet high-skill, high-wage, or in-demand career requirements, or how will program(s) of study be phased out?
   c. What new CTE programs of study are being developed for approval in the grant application year? How does the CTE local comprehensive needs assessment support the implementation of new programs?
   d. What is the process to determine which business and industry stakeholders are invited to participate on new Program Advisory Committees?
   e. How will the school system or community college work with employers to expand work-based learning opportunities?
   f. How will the school system or community college provide opportunities for CTE students to earn postsecondary articulated, transcripted, or proficiency credit while still attending high school?
   g. How will local school systems and community colleges work to support the recruitment, on-boarding/preparation, retention, and training/professional learning of CTE teachers, faculty, administrators, and specialized instructional support personnel?

Step 3: Appendices

Once all appendix forms are completed and all signatures have been ***signed in blue ink****, scan them all together* ***in color*** *in the following order to create* **one** *PDF for upload to DocuShare (Perkins > Local Application > FY 2022).*

1. Signature Pages
2. Grant Information Survey
3. Financial Compliance Worksheet
4. Budget
5. Vision, Mission, and Goals; Five-year Planned Program Improvement Chart
6. Local Advisory Council (LAC) list

Signature Pages

Cover

Complete the local school system or community college code number and name. Have this cover page **signed** and dated. Electronic signatures are acceptable.

Assurances

This is an annually signed agreement affirming that the grantee will abide by the listed terms and conditions for receiving Perkins Funds. These conditions are extremely important, so please read and understand them before signing. Conditions include, but are not limited to, reporting requirements, conditions for submitting a budget amendment, and fiscal responsibilities. Have it **signed** and dated.

Certificate of Compliance

Endorsing this Certificate of Compliance satisfies some required application/plan elements of the Act, including but not limited to adhering to program size, scope and quality requirements; nondiscrimination; meeting needs of special populations; and collaboration between secondary and postsecondary partners. Have it **signed** and dated.

Debarment Form

Item #3 on the Assurances form requires that a certification regarding debarment, suspension, ineligibility and voluntary exclusion be on file with the MSDE Project Monitor. This signed form is required each year a grant is received involving Perkins funds. Have it **signed** and dated.

CTE Grant Information Survey

This page provides MSDE with a variety of annually updated contact information that are essential to the State's administration of grants.

Financial Compliance Worksheet

See Part 5 on page 37.

Budget

Complete and **sign** the appropriate budget forms as required for secondary or postsecondary institutions. These forms are available for download from the MSDE Blackboard CTE Leaders site.

Vision, Mission, and Goals; Five-Year Planned Program Improvement Chart

Five-year plans begin with this Plan's fiscal year and then project the next four fiscal years. This chart begins with the applicant's CTE Vision, Mission and Goals so that applicants may refer to them when aligning five-year projections in the chart. There are separate fields for Vision, Mission, and Goals.

Vision	A declarative statement that defines the entity's long-term plans for the future (https://keydifferences.com/difference-between-vision-statement-and-mission-statement.html).
Mission	A justification statement which signifies the reasons for the existence of the entity (https://keydifferences.com/difference-between-vision-statement-and-mission-statement.html).

Goals	Expected or desired achievable outcome(s) based on the vision. While vision is the destination that is visualized and desired, Goals set the path for the achievement of the vision, acting as milestones.

The five-year plan should be based on the information derived from the CTE Comprehensive Local Needs Assessment, which is to be revised on an annual basis with a five-year goal in mind as to how improvements will be made to CTE programs over the next five years. Examples of "Major Initiatives Impacting the Program" are upgraded curriculum, new partnerships, new teachers, new program adoption, and articulation agreements. The column "Fiscal Year of Planned Action or Review" must indicate the fiscal year in which the action will be implemented. Since this is a five-year plan, actions for each of the five fiscal years should be identified.

Local Advisory Council list

Provide a current list of Joint Local Advisory Council members. The council Chair should be the first person on the list and so identified. For each member, include the name of the business, education, or government entity they represent. Be sure that the Local Advisory Council meets Maryland requirements.

Plan Approval Process

Needs assessments and applications will be reviewed by a team that is led by the Division of Career and College Readiness. Review team members may include representatives from business, industry, postsecondary institutions, professional organizations, local school systems, state agencies, and other Divisions at the Maryland State Department of Education. Feedback and technical assistance will be provided to local school systems and community colleges to get needs assessments and applications in an approvable state. Points of contact for the needs assessment and application are available at any time to provide support.

Improvement Plan *(due by 6/30/2021)*

This five-question document is required for any local school system or community college that did not meet the 90% threshold for any of the most recent Performance Indicators on the Program Quality Index (PQI). The Improvement Plan form can be downloaded from the MSDE Blackboard CTE Leaders site. After downloading, respond to all of the questions as appropriate, save, and then upload the completed document to DocuShare.