
MARYLAND CONSOLIDATED PERKINS AND METHODS OF ADMINISTRATION (MOA) MONITORING REVIEW SELF-ASSESSMENT

Overview

The Division of Career and College Readiness (DCCR) is committed to supporting the achievement of equitable outcomes for all students. Through this commitment, DCCR provides a variety of resources to help monitored regions prevent, identify, and remedy unlawful discrimination and meet federal requirements established by Perkins and MOA. Prior to the monitoring review, we highly recommend local school systems, colleges, and state-operated programs conduct the Monitoring Review Self-Assessment. The results of this assessment can be used to identify areas of strength as well as areas of improvement. Areas of strength that are identified will help monitored regions organize types of evidence/documentation to gather while preparing for the monitoring review. Conversely, areas of improvement that are identified will help monitored regions organize which areas require more attention and/or revision prior to the monitoring review. The criteria listed in this self-assessment can also be found on the [Consolidated Perkins & MOA Review Criteria List](#) and are based on Perkins & MOA legislative requirements that align with school systems, community colleges, state-operated programs current required protocols, evaluations, and reporting requirements.

Self-Assessment Instructions

School systems, colleges, and state-operated programs will rate each criteria area with an “X” as follows:

- **Acceptable** – Requirements for this criterion have been met.
- **Developing** – Requirements for the criterion have not been met.

Additional information on review criteria, including detailed descriptions of the evidence required for Local Schools Systems/Community Colleges & State-Operated Programs are located on the [Consolidated Perkins & MOA Monitoring Review Plan](#) website. For questions and/or additional assistance, please contact the Equity & Civil Rights Compliance Specialist, Dr. China Wilson, at china.wilson@maryland.gov or 410-767-0180.

Compliance Review Criteria #1 - Assessment of Equity & Student Success

Recipients comprised of all public institutions receiving Federal funds that provide CTE programs of study (e.g. Local School Systems, Community Colleges, Juvenile Services Education, and Adult Correctional Education) are required to provide equal CTE access and equitable support to all students enrolling in a CTE program of study, including students from special populations. Resources or supports must be directed to reduce enrollment gaps and remove barriers to student participation.

CCTEP1A - Perkins Needs Assessment Evaluation of Access, Equity and Student Performance Criteria		
Our School System/College/State Program has <u>Established and Implemented a Process</u> to Ensure that:	Acceptable	Developing
1. There is sufficient representation of gender, race, and special population student groups in CTE programs of study and career clusters as compared to the representation of these student groups within the general population of local school systems, community colleges, or state-operated systems. Racial Disparity less than 10%, gender disparity less 20%, economically disadvantaged disparity less than 10% and less than 5% for all other special populations.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
2. We have identified evidence-based strategies to address underrepresentation of various student groups and takes continuing steps to improve the participation of all student groups.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

CCTEP1B - MOA Recruitment Criteria		
Our School System/College/State Program has <u>Established and Implemented a Process</u> to Ensure that:	Acceptable	Developing
1. Recruitment/Marketing/Program awareness activities do not exclude or limit opportunities based on sex, race, color, national origin, or disability.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
2. Recruitment/Marketing/Program awareness materials do not contain biased or stereotypical contents.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
3. Recruitment/Marketing/Program awareness teams currently represent diverse populations.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
4. Counselors or Case Managers have practices in place to effectively communicate with limited English proficiency populations and persons with disabilities (e.g. sensory impairments).	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
5. Recruitment/Marketing/Program awareness materials are currently available to communities of minority-language speakers in their native languages.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

**CCTEP1C - MOA
Admissions Criteria**

Our School System/College/State Program has Established and Implemented a Process to Ensure that:	Acceptable	Developing
1. Student admission/placement eligibility criteria do not discriminate on the basis of race, color, national origin, sex, disability, or English proficiency.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
2. Candidates for admission/placement to CTE programs of study are not assessed based on race, color, national origin, sex, or disability.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
3. There are no pre-admission/pre-placement inquiries about marital, parental, pregnancy, or disability status.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
4. Access is not denied to any CTE program of study to students with a disability.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
5. Policies and procedures are in place for identifying and serving limited English proficient students and students with disabilities.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

**CCTEP1D – MOA
Counseling Criteria**

Our School System/College/State Program has Established and Implemented a Process to Ensure that:	Acceptable	Developing
1. Career and Academic Counseling/Case Management materials do not discriminate against individuals based on race, color, national origin, sex, or disability.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
2. Career and Academic Counselors/Case Managers do not direct students into programs nor measure their prospect for success based on race, color, national origin, sex, or disability.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
3. Career and Academic Counselors/Case Managers do not direct students with disabilities toward more restrictive career objectives.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
4. Disproportionate enrollments/placements do not result from unlawful discrimination.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

**CCTEP1E – MOA
Administrative Criteria**

Our School System/College/State Program has :	Acceptable	Developing
1. Taken continuing steps to notify students, applicants, parents, employees, and unions or professional organizations that its policies do not discriminate based on race, color, national origin, sex or disability.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
2. Provided an annual public notice of nondiscrimination prior to the beginning of each school/program year that advises students, parents, employees, and the general public that all CTE program opportunities will be offered to all students regardless of race, color, national origin, sex or disability or age.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
3. Designated at least one qualified employee to coordinate efforts to comply with Section 504, Title II, Title VI, and Title IX. The recipient must notify students, staff, and the public of the name and/or title, address and phone number of designated employee(s).	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
4. Adopted and published grievance procedure for prompt and equitable resolution of complaints alleging discrimination based on sex, race, color, national origin, or disability.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

Compliance Review Criteria #2 - Assessment of Student Progress

Recipients comprised of all public institutions receiving Federal funds that provide CTE programs of study (e.g. Local School Systems, Community Colleges, Juvenile Services Education, and Adult Correctional Education) are required to provide support to all students completing a CTE program of study, which also includes students from special populations. Resources or supports must be directed to reduce performance gaps and remove barriers to student success. Career guidance with the development of a career and academic plan should be provided in order to assist each student enrolled in a career and technical education program of study with successful completion.

**CCTEP2A - Perkins
Needs Assessment Scope Criteria**

Our School System/College/State Program has <u>Established and Implemented a Process</u> to Ensure that:	Acceptable	Developing
1. Each CTE student in each program of study has a written career and academic plan in place that includes: (1) required courses to complete CTE program of study; (2) required courses to graduate; (3) required assessments to earn a credential, or degree in the CTE program; (4) required academic assessments to graduate; and (5) timeline to take courses, assessments, and complete work-based learning experiences.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

CCTEP2B - Perkins Needs Assessment Evaluation of Access, Equity, and Student Performance Criteria		
Our School System/College/State Program has Established and Implemented a Process to Ensure that:	Acceptable	Developing
1. High performance of all students are supported regardless of sex, race, color, national origin, disability, or special population designation based on Perkins V and State performance measures (1S1, 2S1, 2S2, 2S3, 3S1, 4S1, 5S1, 5S4, 6S1, 7S1, 1P1, 2P1, 3P1). Student group performance less than 90% of the recipient's performance target for the general population should be addressed.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
2. Opportunities for growth are addressed with evidence-based strategies.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

CCTEP2C - Perkins Needs Assessment Evaluation of Progress towards Program Implementation Criteria		
Our School System/College/State Program has Established and Implemented a Process to Ensure that:	Acceptable	Developing
1. Retention rate for concentrators (unduplicated counts) in the same program of study is maintained/increased.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
2. Retention rate for concentrators (unduplicated counts) earning recognized industry credentials, certifications, licenses, degrees, and college credit is maintained/increased.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
3. Retention rate for concentrators (unduplicated counts) participating in work-based learning opportunities is maintained/increased.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

CCTEP2D - MOA Services for Students with Disabilities Criteria		
Our School System/College/State Program has Established and Implemented a Process to Ensure that:	Acceptable	Developing
1. Related aids or adaptations are available as necessary.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
2. Educational settings accommodate the needs of all learners.	Requirement has been met <input checked="" type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
3. Students with disabilities are placed according to the provisions of Individual Education Programs (IEPs) and Section 504.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
4. Tests of academic achievement measure abilities and achievement.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

Compliance Review Criteria #3 - Assessment of CTE Alignment with Local Workforce Needs

CTE programs of study must lead to careers that are high-skill, high-wage, and/or in-demand. All CTE programs of study provide Technical Skill Assessments and work-based learning opportunities directly aligned to career preparation and placement for local workforce needs to ensure each student transitions to the workforce, postsecondary education, and/or apprenticeship programs.

CCTEP3A - Perkins Needs Assessment Alignment of Workforce and/or Economic Needs Criteria		
Our School System/College/State Program has <u>Established and Implemented a Process</u> to Ensure that:	Acceptable	Developing
1. The labor market analysis tool provided by the Division of Career and College Readiness is utilized and ensures that state data can verify that CTE programs of study meet one or more of the high-skill, high-wage, or in-demand occupation criteria. Evidence only needs to be provided for one category in order to be in compliance with Perkins V. CTE programs of study that do not lead to high-skill, high-wage, or in demand careers are ineligible for Perkins V funding.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
2. Local/regional data can verify that locally developed CTE programs of study meet one or more of the high-skill, high-wage, or in-demand occupation that do not meet these criteria with State data. A plan must be developed on how students will be transitioned to other state-approved programs of study that do meet high-skill, high-wage, or in-demand occupation criteria.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

CCTEP3B - Perkins Needs Assessment Quality Criteria		
Our School System/College/State Program has <u>Established and Implemented a Process</u> to Ensure that:	Acceptable	Developing
1. Each CTE program of study, students, including students in special populations, have the opportunity to (1) Participate in at least one work-based learning experience; (2) Earn an industry credential; (3) Earn college credit (<i>Local School Systems Only</i>); and/or (3) Participate in a Career and Technical Student Organization (<i>Local School Systems Only</i>).	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

CCTEP3C MOA Work-Based Learning Criteria		
Our School System/College/State Program has <u>Established and Implemented a Process</u> to Ensure that:	Acceptable	Developing
1. Opportunities in work-based learning programs are made available to all students, regardless of race, color, national origin, sex, or disability.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
2. Prospective employers do not discriminate based on race, color, national origin, sex, or disability.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
3. Agreements for any work-based learning/training opportunities with any entity does not discriminate based on race, color, national origin, sex, disability.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

CCTEP3C MOA (continued)
Work-Based Learning Criteria

Our School System/College/State Program has Established and Implemented a Process to Ensure that:	Acceptable	Developing
4. Written agreements include assurances of non-discrimination.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

Compliance Review Criteria #4 - Curriculum and Instruction

Recipients comprised of all public institutions receiving Federal funds that provide CTE programs of study (e.g. Local School Systems, Community Colleges, Juvenile Services Education, and Adult Correctional Education) must provide all students with high-quality CTE programs of study that include safety and health, technical, academic, and employability knowledge and skills. All students must be provided with strong experiences in and an understanding of all aspects of the industry with linkages between secondary and postsecondary programs.

CCTEP4A - Perkins
Needs Assessment Size Criteria

Our School System/College/State Program has Established and Implemented a Process to Ensure that:	Acceptable	Developing
1. At least two state-approved CTE programs of study are offered in recognized career clusters.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
2. Each CTE concentrator course in approved CTE programs of study have a minimum enrollment of ten concentrators over a four-year period.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
3. All approved programs of study align with the definition of a CTE program of study as a coordinated, non-duplicative sequence of academic and technical content that are at least three credits (secondary) and at least 12 credits (postsecondary).	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

CCTEP4B - Perkins
Needs Assessment Scope Criteria

Our School System/College/State Program has Established and Implemented a Process to Ensure that:	Acceptable	Developing
1. Curricula for each program of study is aligned to state-approved industry standards that lead to students earning recognized credentials, certifications, licenses, college credit, or degrees.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
2. Curricula for each program of study reflect a progression from secondary to postsecondary and community college to bachelor degree programs.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
3. Curricula for each program of study allow students to learn and demonstrate academic, technical, and employability skills.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
4. Curricula for each program of study demonstrates a continuum of learning that allows students to progress in a career field.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

**CCTEP4B – Perkins (continued)
Needs Assessment Scope Criteria**

Our School System/College/State Program has Established and Implemented a Process to Ensure that:	Acceptable	Developing
5. Curricula for each program of study include differentiated supports and modifications to meet the needs of diverse learners.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
6. Approved programs of study are guided by Local Advisory Committees, Program Advisory Committees, or Agency Partners.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
7. All CTE secondary programs of study adhere to CTE Development Standards which are required by Code of Maryland Regulations 13A.04.02.01. <i>Local Schools Systems Only</i>	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

**CCTEP4C - Perkins
Needs Assessment Quality Criteria**

Our School System/College/State Program has Established and Implemented a Process to Ensure that:	Acceptable	Developing
1. Progress towards establishing local targets for state and federal core indicators of performance is achieved.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
2. CTE programs of study are delivered by teachers who meet state requirements to teach their content at the secondary level. (<i>Local School System Only</i>)	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
3. CTE programs of study are delivered by teachers who earned a minimum of effective on their teacher evaluation. (<i>Local School System Only</i>)	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
4. CTE programs of study are delivered by faculty who meet the requirements of the institution or programmatic accrediting body (if applicable), and the college accrediting body. (<i>Community College Only</i>)	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
5. Professional learning opportunities, informed by data, are provided for administrators, teachers, faculty, counselors and support personnel to improve student learning outcomes. All secondary professional learning must be guided by the Maryland-endorsed National Learning Standards.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

Compliance Review Criteria #5 - CTE Capacity, Resources, and Instructional Facilities

Recipients comprised of all public institutions receiving Federal funds that provide CTE programs of study (e.g. Local School Systems, Community Colleges, Juvenile Services Education, and Adult Correctional Education) have adequate financial and human resources as well as instructional and housing facilities to meet the needs of all students enrolled in all CTE programs of study. Recipients must also meet current industry and occupational safety and health administration standards.

CCTEP5A - MOA		
Site Location and Facilities Selection Criteria		
Our School System/College/State Program has <u>Established and Implemented a Process</u> to Ensure that:	Acceptable	Developing
1. CTE facilities, renovations, and building sites are accessible and do not result in disproportionately excluding students of certain race, color, national origin, sex, or disability.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
2. Geographic boundaries do not unlawfully exclude students on the basis of race, color, national origin, sex, or disability.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

CCTEP5B - MOA		
Housing in Postsecondary Institutions (Postsecondary ONLY)		
Our School System/College/State Program has <u>Established and Implemented a Process</u> to Ensure that:	Acceptable	Developing
1. Housing opportunities have been extended without discrimination based on race, color, national origin, sex, or disability.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
2. On-campus or off-campus housing for students with disabilities is provided at the same cost, under the same conditions, and is as comparable, convenient, and accessible as housing provided to student population.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

CCTEP5C - Perkins		
Needs Assessment Scope Criteria		
Our School System/College/State Program has <u>Established and Implemented a Process</u> to Ensure that:	Acceptable	Developing
1. An adequate number of staff, availability of equipment, and access to facilities are maintained and acquired to meet requirements detailed by each program of study.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

**CCTEP5D - Perkins
Needs Assessment Quality Criteria**

Our School System/College/State Program has Established and Implemented a Process to Ensure that:	Acceptable	Developing
1. Human Resources is included in the recruitment process to ensure a diverse CTE teacher and faculty member candidate pool.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
2. Metrics are used to ensure CTE teacher and faculty member recruitment strategies are successful.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
3. Teacher retention rates are reviewed annually, for the most recent 3 years, to understand the top three contributing factors to CTE teacher and faculty member turnover.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

**CCTEP5E - MOA
Employment of Faculty and Staff Criteria**

Our School System/College/State Program has Established and Implemented a Process to Ensure that:	Acceptable	Developing
1. Employment practices do not result in segregation, exclusion, or discrimination against faculty and/or staff.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
2. There are no pre-employment inquiries concerning disability, marital, or parental status.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
3. All staff are notified of non-discrimination policies.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
4. Salary schedules reflect conditions and responsibilities of employment.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
5. All positions are open to qualified candidates with reasonable accommodations provided.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
6. Demographics of the recipient's employees reflect the demographics of the community.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

CCTEP5F- MOA

Accessibility of Facilities Criteria

Our School System/College/State Program has <u>Established and Implemented a Process</u> to Ensure that:	Acceptable	Developing
1. Each facility or part of a facility, constructed under standards for construction initiated on or after January 27, 1992 (ADA or UFAS) by, on behalf of, or for the use of a recipient, is readily accessible and usable by persons with disabilities.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
2. Each facility or part of a facility constructed under standards for construction initiated or altered on or after January 18, 1991 (UFAS) by, on behalf of, or for the use of a recipient, is readily accessible and usable by persons with disabilities.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
3. Existing facilities whose construction or alteration initiated before June 4, 1977 (ANSI) when viewed in entirety, are readily accessible to disabled persons, programs or activities, or when each part is viewed in its entirety, are readily accessible to disabled persons.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
4. Each facility or part of a facility, constructed under standards for construction initiated or altered between June 4, 1977 and January 18, 1991 (ANSI) by, on behalf of, or for the use of a recipient, is readily accessible and usable by persons with disabilities.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

CCTEP5G - MOA

Comparable Facilities Criteria

Our School System/College/State Program has <u>Established and Implemented a Process</u> to Ensure that:	Acceptable	Developing
1. Separate programs or facilities for students with disabilities are comparable to those of students without disabilities.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
2. Changing rooms, showers, and other facilities and equipment for students of one sex or students with disabilities are comparable to those of the other sex and to students without disabilities.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

CCTEP5H - MOA

Financial Assistance Criteria

Our School System/College/State Program has <u>Established and Implemented a Process</u> to Ensure that:	Acceptable	Developing
1. Financial assistance in the form of loans, grants, scholarships, special funds, subsidies, compensation for work or prizes to CTE students is not provided on the basis of race, color, national origin, sex or disability, except to overcome the effects of past discrimination.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
2. Sex restricted financial assistance is administered only where the assistance and restriction are established by will, trust, bequest, or any other restricted legal instrument and the overall effect of all financial assistance awarded does not discriminate on the basis of sex.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
3. Materials and information used to notify students of opportunities for financial assistance do not contain language or examples that would lead applicants to believe the assistance is provided on a discriminatory basis. If the recipient's service area contains a community of national origin minority persons with limited English language skills, such information must be disseminated to that community in their language.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

Compliance Review Criteria #6 - Program Plan and Evaluation

Recipients comprised of all public institutions receiving Federal funds that provide CTE programs of study (e.g. Local School Systems, Community Colleges, Juvenile Services Education, and Adult Correctional Education) must conduct an evaluation of progress towards the implementation of CTE programs of study. This includes a backward and forward review of all programs of study offered along with Federal and State evaluation requirements

CCTEP6A - Perkins Needs Assessment Evaluation of Progress Towards Program Implementation Criteria		
Our School System/College/State Program has <u>Established and Implemented a Process</u> to Ensure that:	Acceptable	Developing
1. A system of program evaluation is developed and implemented that includes, at a minimum, the Perkins Performance Core Indicators and CTE Comprehensive Needs Assessment.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

CCTEP6B - Perkins Needs Assessment Scope Criteria		
Our School System/College/State Program has <u>Established and Implemented a Process</u> to Ensure that:	Acceptable	Developing
1. Each CTE program of study meets all the requirements of the MSDE evaluation criteria.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

CCTEP6C - Perkins Expert Review Team Criteria		
Our School System/College/State Program has <u>Established and Implemented a Process</u> to Ensure that:	Acceptable	Developing
1. All CTE expert review team reports and recommendations are reviewed by the related school, county board, employers, and apprenticeship or internship sponsors to ensure all stakeholders are involved in the development of any submitted plans addressing recommendations in the report.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

Compliance Review Criteria #7 - Reporting and Record Keeping

Recipients comprised of all public institutions receiving Federal funds that provide CTE programs of study (e.g. Local School Systems, Community Colleges, Juvenile Services Education, and Adult Correctional Education) must adequately maintain internal processes to provide accurate and timely financial, grant, program and student data reports.

CCTEP7A - Perkins Data Reporting and Record Keeping Criteria		
Our School System/College/State Program has Established and Implemented a Process to Ensure that:	Acceptable	Developing
1. Accurate and timely submission of Career and Technical Education data to Office of Accountability (<i>Local School Systems</i>), Maryland Higher Education Commission (MHEC) (<i>Community Colleges</i>), and to the Division of Career and College Readiness (<i>Local School Systems, Community Colleges, Juvenile Services Education, and Adult Correctional Education</i>) is appropriately developed and maintained.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
2. Local and state annual CTE data-reporting requirement are met, in addition to conducting reviews of all annual Program Quality Index reports to inform data accuracy, consistency and reliability.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

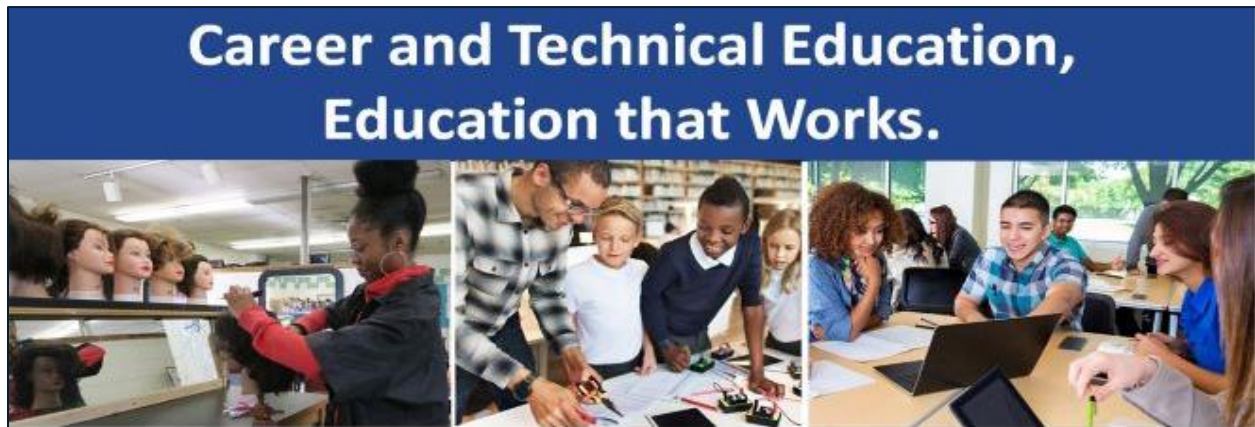
CCTEP7B - Perkins Grant and Program Reporting and Record Keeping Criteria		
Our School System/College/State Program has Established and Implemented a Process to Ensure that:	Acceptable	Developing
1. Timely completion, submission, amendment, and monitoring of all Perkins Local Plans and Applications as well as program and TSA proposals are appropriately developed and maintained.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

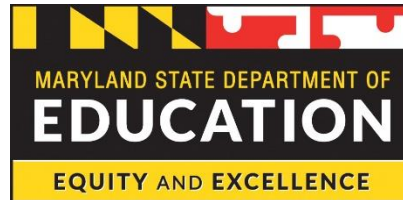
CCTEP7C Perkins Financial Reporting and Record Keeping Criteria		
Our School System/College/State Program has Established and Implemented a Process to Ensure that:	Acceptable	Developing
1. Financial records pertaining to Perkins are appropriately maintained.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
2. Expenditures from Perkins funds are in concert with approved grant application(s).	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>
3. Perkins funds are used in accordance with statutory fund-use rules, including supplement not supplant provisions.	Requirement has been met <input type="checkbox"/>	Requirement has <u>not</u> been met <input type="checkbox"/>

For further information, please contact:

Nicassia Belton, Ed.D.
Director of Data and Accountability for Career Programs
nicassia.belton@maryland.gov
410-767-0186

China Wilson, Ph.D.
Equity and Civil Right Compliance Specialist
china.wilson@maryland.gov
410-767-0180





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Equity Assurance and Compliance Office
Office of the Deputy State Superintendent for Finance and Administration
Maryland State Department of Education
200 West Baltimore Street, Baltimore, MD 21201-2595
410-767-0426 - Voice, 410-767-0431 – Fax, 410-333-6442 - TTY/TDD