DATE FORWARDED FOR APPROVAL

_____

SECTION V

College of Southern Maryland

Grant Proposal Transmittal Form

FUNDING   MSDE - Perkins   DEADLINE July 1, 2024

GRANT PROGRAM   **MSDE – Perkins - CTE**

PROJECT TITLE   **Perkins V**

APPLICANT'S NAME   Mark Metcalf/Joyce Thompson   CODE CWD

INSTRUCTIONS FOR ROUTING:

1. APPLICANT: Completes the top portion of this form, prepares a cover letter on CSM letterhead, when applicable, and places both on top of the proposal document along with all required forms to be submitted to the funding agency.

2. APPLICANT: Delivers the entire transmittal package to the Grants Office to begin the routing process.

3. GRANTS OFFICE: Forwards the entire transmittal package to the appropriate offices for review and signature. With approval, the proposal will be submitted to the funding agency.   With disapproval, revision and re-transmittal will occur.

☐ **Review – Provost, Department of Learning**   ☐ Agree   ☐ Disagree

Comments: Jun 28, 2024   /

_____
DATE RECEIVED   DATE FORWARDED
Suzanne Wilson Summers
Suzanne Wilson Summers (Jun 28, 2024 14:28 EDT)
_____
SIGNATURE

☐ **Review – Executive Director, CSM Foundation**   ☐ Agree   ☐ Disagree

Comments: /

_____
DATE RECEIVED   DATE FORWARDED

_____
SIGNATURE

☒ **Review - VP, Continuing Education and Workforce Development**   ☐ Agree   ☐ Disagree

Comments: /

Jun 28, 2024
DATE RECEIVED   DATE FORWARDED

Ellen Flowers-Fields
_____
SIGNATURE

GDO: 01/2022

CSM college of
southern maryland

☒ **Review – Vice President, Financial Services**

☐ Agree ☐ Disagree

Comments:

_____ / _____

DATE RECEIVED   DATE FORWARDED

_____

SIGNATURE

☐ **Review – Vice President, Human Resources and Organizational Development** ☐ Agree ☐ Disagree

Comments:

_____ / _____

DATE RECEIVED   DATE FORWARDED

_____

SIGNATURE

☐ **Review – Vice President, Operations and Planning**

☐ Agree ☐ Disagree

Comments:

_____ / _____

DATE RECEIVED   DATE FORWARDED

_____

SIGNATURE

☐ **Review – Vice President, Student Equity and Success**

☐ Agree ☐ Disagree

Comments:

_____ / _____

DATE RECEIVED   DATE FORWARDED

_____

SIGNATURE

☒ **Review – President**

☐ Agree ☐ Disagree

Comments:

_____ / _____

DATE RECEIVED   DATE FORWARDED

_____

SIGNATURE

GDO: 01/2022

FY 2025 Grant Information Survey Form

This form should be completed and included with every OCCP grant submission.

Name of Organization

College of Southern Maryland

Grants

All contact information on this form applies to the following grants:

Perkins: Formula Allocation
☒

Perkins: Reserve Fund
☐

Perkins: CTE Affiliate
☐

Perkins: State Institutions
☐

CTE Innovation
☐

P-TECH
☐

Bard Baltimore
☐

Robotics
☐

Maryland Works - Apprenticeship
☐

Agency/Organization Information

Agency Address

PO Box 910

City

La Plata

State

MD

Zip Code + 4

20646-0910

Grant Officers

Head of Grantee Agency

(Superintendent of Schools, Community College President, or Head of Agency)

Dr. Yolanda Wilson

Title

Community College President

Phone Number

301-934-7627

Email Address

yswilson@csmd.edu

Grantee Project Director

(Local Director, Community College Instructional Dean or Project Director)

Mark Metcalf

Title

Career and Technical Education Manager

Phone Number

301-934-7834

Email Address

mametcalf@csmd.edu

Grant Finance Officer

(Budget/Finance Person in your Finance Office)

Judith Millls

Title

VP of Financial Services

Phone Number

301-934-7715

Email Address

jemills@csmd.edu

*FEIN Number

52-0848273

**UEI Number

Grantee Data Officer

(Person Responsible for Submitting CTE Data)

Erin Ebersole

Title

Associate Vice President, Institutional Effectiveness and Research

Phone Number

301-934-7624

Email Address

erebersole@csmd.edu

Equipment Officer

(Person Responsible for Submitting Equipment Information)

Mark Metcalf

Title

Career and Technical Education Manager

Phone Number

301-934-7834

Email Address

mametcalf@csmd.edu

Name of Form Completer

Joyce Thompson

Form Completer Contact Number

301-934-7655

☐ Send me a copy of my responses
X

Submit

Career and Technical Education: Comprehensive Local Needs Assessment, College of Southern Maryland

A Systemic Review Guidebook for Postsecondary Schools

Carey M. Wright, Ed.D. Interim State
Superintendent of Schools

Deann Collins, Ed.D.
Deputy State Superintendent
Office of Teaching and Learning

Richard W. Kincaid
Senior Executive Director
Office of College and Career Pathways

Wes Moore
Governor

Table of Contents

Document Control Information

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DOCUMENT HISTORY

Document Version	Date	Summary of Change
1.0	February 2024	Initial Document

Purpose

The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V), provides funding to support educators in developing the technical and employability skills and academic knowledge of secondary and postsecondary education students enrolling in career and technical education (CTE) programming.

Perkins V requires that grant recipients complete a Comprehensive Local Needs Assessment (CLNA) every other year to identify needs or gaps that should be addressed to strengthen the delivery of high-quality CTE programming.

The Maryland State Department of Education (MSDE) created this document to help you conduct your CLNA. The information contained within it also will help you to align your improvement efforts with the College and Career Readiness Pillar contained in the Blueprint for Maryland's Future. Key action steps include assessing the alignment of CTE programs of study (POS) to labor market needs; reviewing student participation and performance in CTE coursework; evaluating site progress in making CTE offerings accessible to students; and considering efforts to recruit, train, and retain CTE instructors.

Results from this CLNA should be incorporated into your Perkins V Local Application, which details how you plan to use federal funds to improve CTE instruction and expand equitable student access to quality programs.

The Comprehensive Local Needs Assessment and the Local Application will be reviewed and approved on a rolling basis, and must be fully completed by the Community College, negotiated (CC and MSDE), and approved by the State Director of Career and Technical Education or their designee prior to July 1st of each year.

If you have questions about how to use this guide, please contact your designated Postsecondary Program Coordinator in the Office of College and Career Pathways.

Instructions

Conducting this needs assessment will take several months to complete and must precede the creation of your 2024-25 Perkins V Local Application.

This guide provides a framework to help you investigate the status of your CTE programming and identify areas for improvement. It is organized into six sections:

- Guiding Principles
- Assembling a Stakeholder Team
- Component A: Labor Market Alignment
- Component B: Student Participation and Persistence
- Component C: Program Performance
- Component D: Professional Development

While you may choose to cover topics in any order, you should begin by assembling a stakeholder team to inform your effort. This group must include representatives from the stakeholder groups identified in the Perkins V legislation.

You may complete this document online or electronically by typing directly into the provided fillable fields. Alternatively, you may print out a copy of this form and enter information by hand. Do not alter or remove sections. Those choosing to complete the document offline should upload a completed copy using SharePoint.

Guiding Principles and Logic Model

OVERVIEW

MSDE has identified a set of guiding principles to inform the creation of CTE programming. It includes the expectation that all learners should have access to high-quality CTE coursework that:

- aligns to high-skill, high-wage, in-demand careers,
- leads to industry-recognized and/or postsecondary credentials that supports entrance or advancement in a specific career cluster, and
- offers career-based learning experiences (e.g., work-based learning, apprenticeship) that require the application of academic and technical knowledge and skills in a work setting.

LOGIC MODEL

Despite the growing emphasis on CTE as a pivotal pathway for students in Maryland, there is a significant gap in the systematic evaluation of current CTE programs. Maryland's dedication to aligning educational experiences with the demands of the real-world labor market faces challenges:

1. Lack of Comprehensive Oversight: There isn't a unified method to holistically assess the state's CTE programming capacity. This absence has led to disparities among various student groups across CTE clusters, hindering equitable access to quality education.
2. Inefficient Funding Application Process: Potential CTE grantees in Maryland lack a structured Local Application process for Perkins V grant funds, affecting their ability to optimally leverage these resources for student outcomes.

The combined effect of these challenges puts Maryland's CTE programs at risk of not fully aligning with the Perkins V requirements and, more importantly, not meeting the evolving needs of students and the labor market. Consequently, there is an urgent need for a systematic approach to bridge these gaps, ensuring the delivery of equitable, high-quality career and technical training that truly mirrors labor market demands.

Resources	Strategies	Outputs	Short-Term Outcomes	Long-Term Outcomes	Impacts
Tangible: Funding from Perkins V	Develop a CLNA	Comprehensive report detailing current state of CTE programs	Identification of gaps and disparities in CTE programs	Enhanced quality and inclusivity of CTE programs	A workforce better prepared for Maryland's labor market demands
Tangible: Labor Market Information (LMI) Data	Analyze LMI to align CTE programs with labor market demands	List of high demand sectors and occupations in Maryland	CTE curriculum adjustments based on labor market needs	Improved alignment of CTE tracks with workforce demands	Higher employment rates for CTE program graduates

Tangible: Interview and Focus Group	Conduct interviews and focus groups with stakeholders	Collection of feedback and insights from stakeholder groups	Immediate feedback loop established with stakeholders	Strengthened collaboration and partnerships	Enhanced stakeholder trust and investment in CTE programs
Intangible: Expertise in CTE Programming	Design a structured Local Application process for Perkins V funding	Guideline document for potential CTE grantees	Streamlined application process for Perkins V funding	Increased number of high-quality grant applications, earlier in the process	Optimal leverage of grant funds for improved student outcomes
Intangible: Stakeholder Relationships	Engage regularly with stakeholders for continuous feedback	Periodic stakeholder engagement sessions	Fostered sense of community ownership and involvement	Stronger community ties and support for CTE programs	CTE programs that resonate more deeply with community needs
Intangible: Knowledge of federal and state education guidelines	Ensure CTE programs align with Perkins V, the Blueprint for Maryland's Future, and other relevant guidelines	Regular compliance checks and reports	Immediate course correction when misalignment s are found	Consistent alignment with state and federal guidelines	Sustained funding and support for CTE programs due to compliance

INTERPRETATION

1. **IF** we intentionally and strategically allocate Perkins funding in the planning process, **THEN** we can develop a CLNA leading to a comprehensive report that identifies gaps in the CTE programs, ultimately enhancing the quality and inclusivity of CTE programs and preparing the workforce better for Maryland's labor market demands.
2. **IF** we utilize LMI data, **THEN** we can better align CTE programs with current labor market demands, leading to adjustments in the CTE curriculum, improving the alignment of CTE tracks with workforce demands, and resulting in higher employment rates for CTE program graduates.
3. **IF** we employ interview and focus groups effectively, **THEN** we can gather valuable feedback from stakeholders, establishing an immediate feedback loop, strengthening collaboration, and enhancing stakeholder trust and investment in CTE programs.
4. **IF** we leverage our expertise in CTE programming, **THEN** we can design a structured Local Application process for Perkins V funding, streamlining the application process, increasing the number of successful grant applications, and optimizing the use of grant funds for improved student outcomes.
5. **IF** we nurture and maintain stakeholder relationships, **THEN** we can engage more deeply and regularly for feedback, fostering a sense of community ownership, strengthening community ties, and creating CTE programs that resonate more deeply with community needs.

6. **IF** we stay updated on federal and state education guidelines, **THEN** we can ensure consistent alignment of CTE programs with these guidelines, leading to immediate course corrections when needed, sustained alignment, and thereby securing sustained funding and support for CTE programs

PROGRAM DESIGN

All CTE programming in Maryland must be delivered through Programs of Study (POS) developed by the state or a local school system. To be considered "state approved," each program of study must meet these criteria:

- Strengthens the academic, career, and technical skills of students to prepare them for careers and further education.
- Incorporates input from diverse stakeholder groups, including industry and postsecondary partners
- Fits within one of 10 state-recognized career clusters that help students learn about their work options so that they may make informed career decisions.
- Includes opportunities for students to earn industry or postsecondary credentials and participate in career-based learning experiences.
- Prepares students for college and careers through a planned sequence of coursework that blends academic, technical, and workplace skills.
- Incorporates a coherent set of academic, employability, and technical skills based on national and state standards that offer students a competitive advantage in the workplace.
- Offers multiple options to prepare students for entry into careers and further education through articulation agreements, supervised career-based learning experiences (e.g., work based learning, internship, apprenticeship, etc.), and/or industry-mentored or capstone projects.
- It is based on enrollment and outcome data to inform program improvement and increase student performance.

Refer to these criteria as you conduct your CLNA to ensure your programming is rigorous and of uniformly high quality.

STUDENT ENGAGEMENT

A CTE POS includes a course sequence from grades nine through 12 and two or more years of postsecondary education courses. A student may meet the following thresholds of engagement:

Participant — Student completing not less than one credit in a MSDE approved CTE POS.

Concentrator — Students who have earned at least 12 credits in a CTE POS or completed such a program if the program encompasses fewer than 12 credits or the equivalent in total in a MSDE approved CTE POS.

Completer — Student who meets all requirements in a state approved CTE POS.

PROGRAM DELIVERY

Local school systems must meet **Size, Scope, and Quality** criteria to qualify for federal funding. Detailed information on these and additional expectations relating to CTE programming can be found in Maryland's Policies & Procedures for the Development & Continuous Improvement of Career and Technical Education Programs of Study.

Any program that fails to meet all the following criteria will need to be brought into compliance or removed from your program approval request, invalidating it for Perkins V funding. While you are not expected to develop plans to address deficiencies as part of the CLNA process, you are encouraged to assess each CTE POS against these criteria to help prepare for developing your local application.

SIZE
At least two state-approved CTE POSs are offered in recognized clusters.
Each POS consists of a coordinated, non-duplicative sequence of academic and technical coursework comprising at least 3 credits.
Each CTE concentrator-level course (typically the 3rd in a program) has a minimum of 10 concentrators over a 4-year period. If not, evidence must be offered of continued progress toward meeting this requirement.
Each POS has the required number of staff, availability of equipment, and student access to facilities.

SCOPE
Curricula are aligned to state-approved industry standards that allow students to earn recognized credentials, certifications, licenses, college credit, or degrees
Curricula offer a progression from secondary to postsecondary education and/or employment (including attainment of an industry-recognized credential or apprenticeship), and from community college to bachelor's degree programs
Curricula allow students to learn and demonstrate academic, technical, and employability skills
Curricula include differentiated supports and modifications to meet the needs of diverse learners

SCOPE
Each CTE student has a written career and academic plan in place that includes the: • required courses to complete a POS and graduate • required assessments to earn a certification, license, credential, or degree • required academic assessments to graduate • timeline to take courses, assessments, and complete career-based learning experiences.
All students, regardless of race, color, national origin, sex, or disability, have equitable access to highquality CTE programs as required by Code of Maryland Regulation 13A.04.02.04
Approved POSs are guided by Local Advisory Councils and Program Advisory Committees according to the CTE Local Advisory Council and Program Advisory Committee Policies and Procedures (COMAR EA Title 21. Sec.101)
All CTE POS adhere to CTE Development Standards, which are required by Code of Maryland Regulations 13A.04.02.03
All programs meet the definitions for high-skill, high-wage, in-demand occupations

QUALITY
The site achieves or consistently makes progress towards local targets established for state and federal core indicators of performance
POS are delivered by instructors who meet state requirements to teach content at the secondary level
CTE POSs are delivered by instructors who earned a minimum of effective on their teacher evaluation as defined by Code of Maryland Regulation 13A.07.09 within three years
Each CTE POS meets all the requirements of the MSDE evaluation criteria found in the Policies and Procedures for the Development and Continuous Improvement of CTE Programs of Study (page 45).

All students, including students in special populations, are offered the opportunity to:
- Participate in at least one career-based learning experience (e.g., work-based learning, internship, apprenticeship, etc.)
- Earn college credit and/or industry credentials • Participate in CTSOs

Professional learning opportunities, informed by data, are provided for administrators, instructors, faculty, counselors and support personnel to improve student learning outcomes. All secondary professional learning must be guided by the Maryland-endorsed National Learning Standards

Local and state annual data-reporting requirements are met, and reviews conducted of all annual Program Quality Index reports to inform improvement

Human resources are included in the recruitment process to ensure a diverse CTE teacher and faculty member candidate pool

Metrics are used to ensure that CTE teacher and faculty member recruitment strategies are successful

Teacher retention rates are reviewed annually, for the most recent 3 years, with data used to identify the top three contributing factors to CTE teacher and faculty member turnover

Assembling a Stakeholder Team

Assemble a diverse stakeholder team to assist you in conducting your CLNA. Representation in the listed categories is required by federal statute, except where indicated. While Perkins V requires more than one representative for each group (with an exception for CTE coordinators and data analysts), it is permissible for one person to fulfill up to two roles.

STAKEHOLDER TEAM COORDINATOR

[This is the individual responsible for planning and holding stakeholder meetings and completing CLNA]

STAKEHOLDER TEAM MEMBERS When Selecting Stakeholders, consider:	Mark Metcalf
	College of Southern Maryland
	CTE Manager
	Mametcalf@csmd.edu

- Recruit individuals who are knowledgeable about CTE at your site and influential in the field.
- Ensure that members understand the time commitment and can attend all scheduled meetings.
- Perkins V requires *more than one representative for each group* (with an exception for the coordinators and data analyst). Members may not represent more than two stakeholder groups.
- If you are unable to recruit a member to fulfil a required role you should keep a record of your outreach efforts to demonstrate you acted in good faith.

Stakeholder Team Responsibilities

- Review Maryland Department of Labor employment and projections data, college student participation and performance data, and educator support efforts to identify priority areas for improvement.
- Ensure that program offerings are aligned to local, regional, and/or state employment priorities.
- Help to communicate the importance of delivering high-quality CTE POS in your site and champion local efforts to achieve improvement goals.
- Meet quarterly to track your progress in improving CTE programming and make annual updates to this needs assessment.

Note that stakeholder team meetings may be held in person, virtually, or using a hybrid approach. If scheduling conflicts make holding a full team meeting impractical, stakeholders may meet in subgroups to review data and consider strategies to strengthen programming. Ultimately, all stakeholders should contribute to identifying challenges and formulating solutions, and publicly support your findings.

Stakeholder Team Roster

SECONDARY FEEDER SCHOOLS

Role	Name	Title	Affiliation
Administration (e.g., principal, assistant principal)	Carrie Akins	Principal and Director Calvert Technical Academy	Calvert County Public Schools
Professional career or academic counselor	Rebecca Brandt	Director of CTE	Charles County
	Michael Boyle	Director of CTE	St. Mary's County Public Schools
Instructors			
Instructional Support and Paraprofessionals (Psychologists, Social Workers, etc.)			

POSTSECONDARY

Role	Name	Title	Affiliation
Administration (e.g., dean, division chair)	Mark Metcalf	CTE Manager	College of Southern Maryland
	Stephanie McCaslin	Learning Resources Division	College of Southern Maryland

	Cami Cooley	Director II Academic Programs, Planning and Assessment	College of Southern Maryland
	Kelly Winters	Executive Director, Workforce Development Programs	College of Southern Maryland
	Tony Stout	Associate Professor/Business Department Chair	College of Southern Maryland
Faculty	Olaniyi Areke, Arts/Media	Program Coord, VPA	College of Southern Maryland
	Stacie Bailey Acct/BMF	Program Coord, Accounting	College of Southern Maryland
	Candi Hume Health and Bio	Professor/Department Chair HEA	College of Southern Maryland
	Petita Rentz CSHT	Associate Professor, WFS	College of Southern Maryland
	Shaneeza Kazim HRS	Professor, HHS, ECD	College of Southern Maryland
	Lakisha Ferebee ITS	Department Chair, TCH	College of Southern Maryland
	Ann Stine MTH ENGR	Associate Prof, MTH/ENGR	College of Southern Maryland

WORKFORCE

Role	Name	Title	Affiliation
Local Workforce Development board member	Ellen Flowers-Fields	VP of Con Ed	College of Southern Maryland
	Ruthy Davis		Tri-County Council
*Regional Economic Development organization member	Wynne Briscoe		College of Southern Maryland
	Kelly Robertson-Slagle	Director, Economic Development	Charles County Econ Dev
	Julie Oberg	Director, Economic Development	Calvert County Econ Dev
	Chris Kaselemis	Director, Economic Development	St Mary's County Econ Dev
Local business & industry representative	Ralph Critten	Industry Engagement Specialist	College of Southern Maryland
	Wynne Briscoe	Director, SBDC	Small Business Dev Center
	Cara Fogart	Senior Consultant	Non-Profit Institute
	Kathy Guzman-Russell	President and CEO	Charles County Chamber of Commerce

OTHER

Role	Name	Title	Affiliation
Parent or caretaker			
Student			
Representative of Special Populations			
Out-of-School youth / unhoused youth / corrections			

* Not required under Perkins V but recommended to include.

Component A: Labor Market Alignment

OVERVIEW

Career programming in Maryland must address the economic and workforce development needs of the state and align to high-skill, high-wage, and/or in-demand (HS/HW/ID) careers. These are defined as:

High-Skill — Careers that: (1) require previous work-related skills, knowledge, or experience of one or more years; (2) have a Specific Vocational Preparation (SVP) rating of at least six as defined by O*Net; (3) require state or federal licensing or industry-recognized certification; or (4). require a recognized postsecondary credential or degree.

High-Wage — Careers that exceed the state average annual wage of $69,750 in 2022.

In-Demand — Careers with a growth rate over ten years of at least 7% or a two-year occupational projected growth of 2.5%.

The Division of Career and College Readiness has evaluated all secondary and postsecondary State and Local approved POS against these HS/HW/ID criteria. Ideally, your CTE POS will meet all three of the criteria, or at least one to qualify for funding. You may access additional information on these programs at the Maryland CTE Data website. The Maryland Department of Labor has also developed Long Term Occupational Projections thru 2030, which can help you to identify high demand careers and the education and job training necessary to secure them.

ACTIVITY A.1 : TAKING STOCK

The following table details the CTE POS offered at your college in the 2022-23 school year, their alignment with high-skill, high-wage, and in-demand careers, and the relative proportion of students concentrating in each area. Although it is not *required* that each POS meet the criteria for high-skill, high-wage, *and* in-demand, it should be the goal of each POS to do so.

Note: Prior to sharing this table with your stakeholder team, you will need to suppress numbers and percentages in cells that do not include the minimum number of students required to protect student confidentiality. Maryland state policy is to suppress data for cells or percentages that are based on fewer than 35 students. Please consult your college policies to determine which data cells should be suppressed and how this information should be communicated (e.g., by entering 'LOW N' or '<35

Program/CIP	Alignment to current statewide industries (enter ✓)			Number of CTE participants 2022-23	Percent of all CTE Participants 2022-23
	HS	HW	ID	###	100%
Digital Media Production/090702	X	X	X	67	2.89%
GRAPHICS DESIGN/500402	X			63	2.27%
MEDICAL ASSISTING/510716	X		X	88	3.80%

ADVANCED FITNESS MANAGER/310599	X		X	48	2.07%
BUSINESS MANAGEMENT/520201	X	X	X	325	14.05
Accounting Technology/Technician and Bookkeeping/520302	X			177	7.65%
HEALTH INFORMATION MANAGEMENT/510707	X		X	**97**	4.19%
Certified Clinical Medical Assistant /510801	X		X	88	3.80
NURSING/510801	X	X	X	356	15.39%
EARLY CHILDHOOD DEVELOPMENT/190708	X			145	6.28%
LAW ENFORCEMENT/430103	X	X		72	3.11
EMERGENCY MEDICAL SERVICES/510904	X			47	2.03%
Human Services/5119999	X		X	120	5.19%
Cloud and Information Technology/Tech Support/ 110103	X	X	X	133	5.57%
INFORMATION SYSTEMS/110201	X	X	X	43	1.86%
CYBERSECURITY/111003	X	X	X	369	15.96%
ENGINEERING TECH/15999	X	X	X	52	2.25%

Are you planning on adding any new or phasing out any existing POS in the upcoming year? If so, which CTE POS(s) are you considering and why?

Program/CIP Code	Adding or deleting	Rational for change
Nuclear Engineering Technology/Technician/151401	**Delete**	Program In Suspension 2 Yr teach-out
Environmental/Environmental Engineering Technology/Technician/150507	**Delete**	The program no longer offered
Environmental/Environmental Engineering Technology/Technician/150507	**Delete**	The program no longer offered
Hospitality Administration/Management, General/520901	**Delete**	Program In Suspension
Robotics Technology/Technician/531	**Delete**	The program no longer offered
Sports Management	**Delete**	Program In Suspension

ACTIVITY A.2: ASSESSING PROGRAM ALIGNMENT TO LABOR MARKET AND INDUSTRY NEEDS

Based on a review of the CTE POS data for high-skill, high-demand, and in-demand standards, rate each statement as a strength or area for improvement. Provide an explanation for any answer with which you identify as an 'area for improvement.'

	Meets	Area for Improvement	Explanation
Our CTE stakeholders review workforce and economic data to assess current and anticipate future local employment needs in HS/HW/ID industries		X	For future Needs Assessments, the PAC Members should be involved in assessing the local employment needs along with bringing insights to the forefront. This will include specific industry skill requirements and needs
Processes are in place to identify and expand college-level registered apprenticeship opportunities.		X	Currently, CSM is working toward purchasing a career services software system to introduce prospective students to potential internships, externships, and or apprenticeship opportunities. These initiatives will align with our newly established Center for Career Development and Success.
Processes are in place to update or phase out CTE POS that do not align with HS/HW/ID industries	X		Fortunately, all POS on List A aligns with HS, HW, or ID industries. See CTE POS on the previous worksheet

Most of our students are concentrating in POS aligned to HS/HW/ID industries	X		52.3% of the total student population is participating in POS aligned with HS/ HW/ ID industries.
Processes are in place to recruit business and industry stakeholders to participate on Program Advisory Committees		X	Each Program Coord is charged with recruiting PAC members and setting the terms of service. Additionally, CSM is pursuing a VP of Learning, and PACs will become a renewed priority.

ACTIVITY A.3: REFLECTION

Based on your responses in this component of the needs assessment guide, consider the following questions:

1. What is your rationale for offering programming that is not fully aligned with HS/HW/ID criteria you rated in Activity 1.1)? **Fortunately, all POS on List A align with HS, HW, or ID industries as indicated on Tab/Activity 1.1**

2. What are the top five priorities you will address in the coming year to update or phase out misaligned CTE programs and/or expand student participation in CTE programming aligned with HW/HS/ID careers?

1. PAC participation – PAC participation will improve community outreach through our community partners. Therefore, helping our graduates transition into HS/HW/ HD opportunities after graduation.
2. Develop a new Career Center: Career services are a huge part of the services offered that should improve employment and further admissions.
3. Exploring new programs – New programs of study can offer opportunities to those who may not enjoy current offerings., Especially HS/HW/HD opportunities.
4. Ensure High School Pathways seamlessly flow into CTE Programs of Study at CSM by contacting HS students through Marketing and outreach.
5. Recruit Business leaders to become faculty and refer potential students to CSM Admissions and Career Services.

Component B: Student Participation and Persistence

OVERVIEW

To ensure that all students have equitable access to CTE programming, MSDE encourages colleges to assess rates of student participation and persistence in CTE overall, as well as within each POS offered for the state approved Career Clusters. Enrollments also should be tracked using the disaggregates for student gender, race-ethnicity, and special population status detailed in Perkins V.

ACTIVITY B.1: TAKING STOCK

The following table asks you to enter the number and percentage of 2023 graduates statewide and in your college who participated in CTE coursework and persisted to achieve concentrator status in CTE programming, disaggregated by selected student demographics.

Please use the disaggregated 2023 statewide graduate data and postsecondary heat maps, provided by MSDE, to fill in the requested information. You may contact staff at MSDE if you have questions about the data to be entered.

Once you have entered the data, review the information to determine whether there are any concerning gaps in student participation and/or persistence. Note that small numbers of students may have large impacts on your participation and concentrator status rates; consequently, use care in interpreting data with cell sizes less than 10 students.

> *Note*: *Prior to sharing this table with your stakeholder team, you will need to suppress numbers and percentages in cell that do not include the minimum number of students required to protect student confidentiality. Maryland state policy is to suppress data for cells or percentages that are based on fewer than 35 students. Please consult your college policies to determine which data cells should be*
> *suppressed and how this information should be communicated (e.g., by entering 'LOW N' or '<35*

Student Group	2023 Graduates Statewide				2023 Graduates in Your College			
	#	%	Percent participating in CTE	Percent of participants who achieved concentrator status	#	%	Percent participating in CTE	Percent of participants who achieved concentrator status
All 2023 Graduates	4868	100%			2312	100%	47%	
Gender								
Male					938	19%	41%	38%
Female					1374	28%	59%	62%
Race -ethnicity								

American Indian					7	0%	0%	0%
Asian					88	2%	4%	4%
Black					743	15%	32%	28%
Hispanic					191	4%	8%	7%
Multi-race					161	3%	7%	6%
White					1042	21%	45%	51%
Unknown					84	2%	4%	3%
Hawaiian or Pacific Islander					5	0%	0%	0%
Special Populations								
Economically disadvantaged					229	5%	10%	9%
English learners					0	0%	0%	0%
Students with disabilities					63	1%	3%	4%
Nontraditional fields					578	12%	25%	25%
Single parents					164	3%	7%	10%
Out of workforce					7	0%	0%	0%
Homeless					3	0%	0%	0%
Youth in foster care					1	0%	0%	0%
Youth with parent in military					2	0%	0%	0%
Migrant students					0	0%	0%	0%

ACTIVITY B.2: ASSESSING YOUR PROGRAM

Based on a review of the overall CTE program data—relative to the state and across student groups— rate each statement as a strength or area for improvement. Provide an explanation for any answer with which you identify as an 'area for improvement.'

	Meets	Area for Improvement	Explanation
Our college ensures all students—irrespective of gender, race, or special population status—are provided unbiased, inclusive, and non-discriminatory information about CTE courses and POS		X	DMP- NO Marketing, MA -the program does not have a petition program, therefore everyone that meets the initial course sequence pre-requisites is admitted. ENGR This is addressed in our strategic plan Goal #2 "Ensure equity in all programs and services" TAM CSM is engaged with the school systems and the community to share information about CTE Courses. Information about CTE courses is also shared with prospective students at open-house events. Marketing strategies ensure target all students irrespective of gender, race, or other identities. Targeted marketing strategies can be implemented in the future. This aligns with the new 2025-2029 CSM Strategic Plan that begins July 2024. CON CSM could expand marketing to include more underrepresented populations in skilled trades courses. MLT - Some programs have traditionally been under-enrolled due to a lack of marketing support. Banners, digital, billboard,

			and campus light-pole banners all have nursing as the only health program represented. There are more MLT pictures in the ST building than anywhere on campus. Pharmacy Technician, Health Information Management, and Medical Laboratory Technology programs continue to have a handful of people apply for the program. Each profession has a day or week in the year but only the nursing week is promoted. There are also programs in the arts and other areas of the college suffering the same situation. The largest incoming class the MLT program had was 12-16 people and that was when it was marketed because of our first accreditation award. After that, the numbers have consistently been 1-5 people. There is absolute bias and a lack of inclusivity in what the communities and our students see. There are encouraging posters and flyers, even in the bathroom, but they're only for nursing students.
Our college has processes in place to recruit students traditionally underrepresented in CTE to improve diversity in CTE POS	X		During the past to grant cycles FY 23-24, CSM has engaged with the Marketing Dept to conduct a Digital campaign to recruit students traditionally underrepresented by Cluster.
Processes are in place to ensure that students traditionally underrepresented in CTE have options to enroll in CTE POS	X		CSM is engaged with the school systems and actively pursuing CTE enrollment, especially those underrepresented in each cluster.
Processes are in place to ensure that students traditionally underrepresented in CTE persist in CTE POS once enrolled	X		Arts/Media -The non-traditional student rate is under 25%; they are at or above persist at the same rate. Across the board, students persist at the same rate. MA All students, regardless of being underrepresented or highly represented, are monitored for class attendance, assignment completion, and grade status. Emails are sent to students when trends are seen in absences, missing assignments, or poor grades to ensure students know that professors care, are willing to assist in their studies, or offer tutoring. ENGR CSM strategic plan Goal #1 Improve student progress and completion, is in place to assist students from all underrepresented groups to persist in their area of study. TAM once enrolled through connections to programs such as the Men of Excellence, tutoring, and connections with faculty. CON Skilled Trades (TET Department) now includes Spanish versions of textbooks and learning materials, and CSM helps English Language Learners. MLT Students are connected to local hospital laboratories, by

			the MLT Program Coordinator, to obtain phlebotomy or medical lab assistant jobs after the first semester of the MLT Program. IT Industry certification student vouchers are equitably marketed to students across all populations throughout the CTE courses and POS.
Processes are in place to ensure that all eligible students have equitable access to career-based learning experiences	X		CSM's Work Base Learning and Community Outreach is further engaging with students, faculty, staff, and employers to ensure students have access to career-based learning experiences
Career guidance and advisement services are provided to student prior to enrolling in a CTE POS	X		CSM's Admission and Guidance counselors are engaged with students to ensure each is on a solid path to success.
All students have access to career planning and support services to help them successfully transition to advanced education and/or the workforce	X		CSM's WBL and Transfer professionals are always available to work with transitioning students who are moving forward to a 4-year institution or going to the workforce.

ACTIVITY B.3: REFLECTION

Based on your review of your data and responses in Activity B.2, consider the following questions:

Are there any student groups in your college that have concerning gaps in their CTE participation or persistence rates? If so, which groups are underperforming? **A Lower enrolled CTE programs have more traditional genders enrolled. Therefore, Marketing need to target those that are underrepresented.**

What are the top five priorities you will address in the coming year to expand student participation in CTE programming and reduce participation and/or persistence gaps among students? [*Note: At least one priority area you identify should address the needs of gender, race-ethnicity, or special population groups.]*
1 Closing gaps for underrepresented populations, Targeting Black Males in tradition in female dominant field
2 Closing gaps for underrepresented populations, Targeting Target females in tradition in male dominant field
3 Closing gaps for underrepresented populations by attracting more underrepresented races and populations
4 Strengthen relationships with high school and middle school partners.

ACTIVITY B.4: CAREER CLUSTER PARTICIPATION AND PERSISTENCE

Student participation and persistence rates may differ across Career Clusters. The following table asks you to enter the number and percentage of 2023 college graduates in your college who participated in CTE coursework and persisted to achieve concentrator status a given Career Cluster, disaggregated by selected student demographics. Create a separate table for each CTE Career Cluster offered.

Work with your college data team to find the requested information. You may contact staff at MSDE if you have questions about the data to be entered.

Note: *Prior to sharing this table with your stakeholder team, you will need to suppress numbers and percentages in cell that do not include the minimum number of students required to protect student confidentiality. Maryland state policy is to suppress data for cells or percentages that are based on fewer than 35 students. Please consult your college policies to determine which data cells should be*
suppressed and how this information should be communicated (e.g., by entering 'LOW N' or '<35

Career Cluster Name: ARTS/Media

PROGRAMS OF STUDY WITHIN CLUSTER:

Name	Number Program Graduates 2023
Digital Communication and Media/Multimedia	12
Commercial and Advertising Art	12

CLUSTER-LEVEL DATA

Student Group	Participation Rate			Persistence Rate
	2023 College Graduates (A)	2023 College graduates participating in this cluster (B)	Percentage difference (A-B)	2023 College graduates who participated in this cluster and achieved CTE concentrator status
All 2023 Graduates	4868	160	3%	22
Gender				
Male	938	89	9%	12
Female	1374	71	5%	10
Race-ethnicity				

American Indian	7	0	0	0
Asian	88	5	6%	1
Black	743	60	8%	8
Hispanic	191	14	7%	0
Multi-race	161	6	4%	1
White	1042	66	6%	11
Unknow	84	9	11%	1
Hawaiian or Pacific Islander	5	0	0%	0
Special Populations				
Economically disadvantaged	229	9	4%	0
English learners	0	0	0%	0
Individuals with disabilities	63	2	3%	0
Nontraditional fields	578	0	0%	0
Single parents	164	0	0%	0
Out of workforce	7	0	0%	0
Youth in foster care	1	0	0%	0
Youth with parent in military	2	0	0%	0
Migrant students	0	0	0%	0

Based on your responses in this component of the needs assessment guide, consider the following questions:

1. Does it appear that students in your college are participating at rates equivalent to their representation in the population for this CTE cluster? If not, what factors might be affecting their decisions? Y**es. The hands-on, real-world ARTS/MEDIA curriculum and wonderful professors are keeping students enthusiastic to continue with the ARTS/MEDIA program.**

2. Does it appear that all students participating in this cluster are persisting at equivalent rates? If not, what factors might be affecting their decisions? **Yes. The hands-on, real-world ARTS/MEDIA curriculum and wonderful professors are keeping students enthusiastic to continue with the ARTS/MEDIA program.**

3. How might student participation and persistence in this cluster differ by program of study? Might there be some programs of study that are under- or over-performing the cluster average? **The ARTS/MEDIA program is outstanding because students gain skills beyond four-year institution programs and can perform like professionals while still attending CSM. ARTS/MEDIA students participate in paid internships and jobs during their studies at CSM.**

ARTS/MEDIA students are working with ARTS/MEDIA degree-required companies/organizations CBS, Calvert County Government tv, Charles County Government Television, US Department of Transportation video department, and local TV station, in Salisbury, St. Mary public Schools' system video department, SMECO, etc

4. What are the top five priorities you will address in the coming year to expand student participation in CTE programming and reduce participation and/or persistence gaps among students? [*Note: At least one priority area you identify should address the needs of gender, race-ethnicity, or special population groups.*] **1. Create ARTS/MEDIA certificate for non-traditional students not interested in taking General Education courses and those interested in going to arts schools. 2. Funding to increase the number of lab assistants to help guide students with their projects. 3. Create an ARTS/MEDIA production-focus student group. 4. Create networking sessions for students and alumni to work together. 5. Create an audio production certificate for students interested in audio production; space at CSM La Plata campus to have an audio studio.**

Career Cluster Name: BMF

PROGRAMS OF STUDY WITHIN CLUSTER:

Name	Number Program Graduates 2023
Business Administration and Management, General	116
Accounting Technology/Technician and Bookkeeping	**16**
Admin Assistant	**1**

CLUSTER-LEVEL DATA

Student Group	Participation Rate			Persistence Rate
	2023 College Graduates (A)	2023 College graduates participating in this cluster (B)	Percentage difference (A-B)	2023 College graduates who participated in this cluster and achieved CTE concentrator status

All 2023 Graduates	4868	618	13%	279
Gender				
Male	938	178	19%	74
Female	1374	440	32%	205
Race-ethnicity				
American Indian	7	2	29%	0
Asian	88	17	19%	4
Black	743	203	27%	77
Hispanic	191	59	31%	24
Multi-race	161	40	25%	15
White	1042	275	26%	151
Unknow	84	22	26%	8
Hawaiian or Pacific Islander	5	0	0%	0
Special Populations				
Economically disadvantaged	229	61	27%	27
English learners	0	0	0%	0
Individuals with disabilities	63	18	29%	8
Nontraditional fields	578	257	44%	131
Single parents	164	54	33%	35
Out of workforce	7	1	14%	0
Youth in foster care	1	0	0%	0
Youth with parent in military	0	0	0%	0
Migrant students	0	0	0%	0

Based on your responses in this component of the needs assessment guide, consider the following questions:

1. Does it appear that students in your college are participating at rates equivalent to their representation in the population for this CTE cluster? If not, what factors might be affecting their decisions? Y**es, in BMF are participating at rates equivalent to their representation in the population of CSM. There are no significant underrepresented populations participating in BMF.**
2. Does it appear that all students participating in this cluster are persisting at equivalent rates? If not, what factors might be affecting their decisions? Y**es, based on the correlation of progress from participation to persistence, it appears that students are persisting at equivalent rates.**
3. How might student participation and persistence in this cluster differ by program of study? Might there be some programs of study that are under- or over-performing the cluster average? **Participation and persistence among the biggest programs of study in BMF.**

4. What are the top five priorities you will address in the coming year to expand student participation in CTE programming and reduce participation and/or persistence gaps among students? [*Note: At least one priority area you identify should address the needs of gender, race-ethnicity, or special population groups.*] **Create instructional videos as aids for all students in Principles of Accounting 1 & 2. Videos can be used by students on demand and at their pace to clarify topics and aid in student learning. Add simulations in Principles of Accounting 1 to afford all students valuable practice creating journal entries and financial statements. Simulations give immediate feedback so students can self-correct mistakes. Offer certification exam vouchers for Intuit QuickBooks Certified User and FMAA certificates. Invite recent graduates to come back to the classroom to discuss their career following graduation. Increase English Language Learning Services.**

Career Cluster Name: CON

PROGRAMS OF STUDY WITHIN CLUSTER:

Name	Number Program Graduates 2023
Electrician	4
Line worker	2
Building Construction Finishing MGT	2

CLUSTER-LEVEL DATA

Student Group	Participation Rate			Persistence Rate
	2023 College Graduates (A)	2023 College graduates participating in this cluster (B)	Percentage difference (A-B)	2023 College graduates who participated in this cluster and achieved CTE concentrator status
All 2023 Graduates	4868	34	1%	17
Gender				
Male	938	22	2%	14
Female	1374	12	1%	3
Race-ethnicity				
American Indian	7	0	0%	0
Asian	88	1	1%	1
Black	743	12	2%	6
Hispanic	191	3	2%	2
Multi-race	161	5	3%	1
White	1042	12	1%	6
Unknow	84	1	1%	1
Hawaiian or Pacific Islander	5	0	0%	0

Special Populations				
Economically disadvantaged	229	1	0%	0
English learners	0	0	0%	0
Individuals with disabilities	63	1	2%	0
Nontraditional fields	578	12	2%	3
Single parents	164	0	0%	0
Out of workforce	7	0	0%	0
Youth in foster care	2	0	0%	0
Youth with parent in military	2	0	0%	0
Migrant students	0	0	0%	0

Based on your responses in this component of the needs assessment guide, consider the following questions:

1. Does it appear that students in your college are participating at rates equivalent to their representation in the population for this CTE cluster? If not, what factors might be affecting their decisions?
2. Does it appear that all students participating in this cluster are persisting at equivalent rates? If not, what factors might be affecting their decisions?
3. How might student participation and persistence in this cluster differ by program of study? Might there be some programs of study that are under- or over-performing the cluster average?
4. What are the top five priorities you will address in the coming year to expand student participation in CTE programming and reduce participation and/or persistence gaps among students? [*Note: At least one priority area you identify should address the needs of gender, race-ethnicity, or special population groups.*] **1. Skilled Trades (TET Department) will work with the CSM Marketing Department to create more inclusive (gender, race, ethnicity) brochures flyers, and other informational documents and share these with current students and at outreach events. 2. To attract more underrepresented races and ethnicities, CSM is working with organizations in Maryland that serve struggling community members, and Skilled Trades (TET Department) is offering training to these populations. 3. Skilled Trades (TET Department) will research organizations that support underrepresented populations in continuing education, workforce development, and construction-related careers. 4. Skilled Trades (TET Department) will work with our tri-county local public-school systems to share training opportunities including all genders, races, and ethnicities, and underrepresented population groups. 5. Skilled Trades (TET Department) will contact our curriculum developers (National Center for Construction Education and Research) to include underrepresented populations to include textbooks and teaching and learning materials for English Language Learners.**

Career Cluster Name: CSHT

PROGRAMS OF STUDY WITHIN CLUSTER:

Name	Number Program Graduates 2023
Sports Management	3

Hospitality MNGT	4

CLUSTER-LEVEL DATA

Student Group	Participation Rate			Persistence Rate
	2023 College Graduates (A)	2023 College graduates participating in this cluster (B)	Percentage difference (A-B)	2023 College graduates who participated in this cluster and achieved CTE concentrator status
All 2023 Graduates	4868	58	1%	9
Gender				
Male	938	43	5%	4
Female	1374	15	1%	5
Race-ethnicity				
American Indian	7	0	0	0
Asian	88	1	1%	0
Black	743	19	3%	4
Hispanic	191	8	4%	1
Multi-race	161	5	3%	0
White	1042	23	2%	4
Unknow	84	2	2%	0
Hawaiian or Pacific Islander	5	0	0%	0
Special Populations				
Economically disadvantaged	229	2	1%	2
English learners	0	0	0%	0
Individuals with disabilities	63	3	5%	1
Nontraditional fields	578	0	0%	0
Single parents	164	3	2%	0
Out of workforce	7	0	0%	0

Youth in foster care	1	0	0%	0
Youth with parent in military	2	0	0%	0
Migrant students	0	0	0%	0

Based on your responses in this component of the needs assessment guide, consider the following questions:

1. Does it appear that students in your college are participating at rates equivalent to their representation in the population for this CTE cluster? If not, what factors might be affecting their decisions? Y**es.**

2. Does it appear that all students participating in this cluster are persisting at equivalent rates? If not, what factors might be affecting their decisions? **There are several reasons students are not persisting at the same rates: students who are not majoring in sports, kinesiology, and fitness are taking some classes as electives and not completing the program. In addition, the program degree students need to be made aware they are completing a certificate within their degree program. A final reason is a lack of the student's knowledge regarding the value of attending an industry-specific conference can help students to understand how the program can benefit on a local and national level.**

3. How might student participation and persistence in this cluster differ by program of study? Might there be some programs of study that are under- or over-performing the cluster average? S**tudent participation and persistence are different because some students are taking the courses as electives, and some are enrolled in courses to obtain industry-specific credentials. The degree programs that focus on exercise and sports science or sports management are overperforming the cluster average.**

5. What are the top five priorities you will address in the coming year to expand student participation in CTE programming and reduce participation and/or persistence gaps among students? [*Note: At least one priority area you identify should address the needs of gender, race-ethnicity, or special population groups.*] **11: Increase marketing materials to promote awareness about the NFL Combine Leadership Conference and other industry-specific conferences, which will help reduce the gap between participation and persistence. #2: Create sports management or exercise and sports science networking sessions for students and alumni to collaborate on industry-specific opportunities and current trends. #3: Create an informational video or YouTube channel to provide essential information related to industry credentialing, standards, and practical skills to help increase persistence rates among special populations and groups with population rates. #4: Increase awareness about the certificate program and how to obtain industry-specific credentials while obtaining an associate degree.**

Career Cluster Name: Heath/Bio

PROGRAMS OF STUDY WITHIN CLUSTER:

Name	Number Program Graduates 2023
HIM	11
Pharma Tech	1
RN	12
LPN	3

CLUSTER-LEVEL DATA

Student Group	Participation Rate			Persistence Rate
	2023 College Graduates (A)	2023 College graduates participating in this cluster (B)	Percentage difference (A-B)	2023 College graduates who participated in this cluster and achieved CTE concentrator status
All 2023 Graduates	4868	529	11%	326
Gender				
Male	938	64	7%	36
Female	1374	465	34%	290
Race-ethnicity				
American Indian	7	1	14%	0
Asian	88	32	36%	21
Black	743	143	19%	85
Hispanic	191	36	19%	28
Multi-race	161	32	20%	19
White	1042	267	26%	162
Unknow	84	16	19%	10
Hawaiian or Pacific Islander	5	2	40%	1
Special Populations				
Economically disadvantaged	229	72	31%	32
English learners	0	0	0%	0
Individuals with disabilities	63	26	41%	22
Nontraditional fields	578	56	10%	32
Single parents	164	61	37%	47
Out of workforce	7	2	29%	2
Youth in foster care	1	0	0%	1
Youth with parent in military	2	2	0%	0
Migrant students	0	0	0%	0

Based on your responses in this component of the needs assessment guide, consider the following questions:

1. Does it appear that students in your college are participating at rates equivalent to their representation in the population for this CTE cluster? If not, what factors might be affecting their decisions? **MA Yes, students are participating at rates like the CTE cluster. Most students in the program are black, women. Medical Coding & HIM and PTA do appear they are participating at equivalent rates. Pharmacy Tech is growing, the program increased in the last academic year, and we expect continued growth.**

2. Does it appear that all students participating in this cluster are persisting at equivalent rates? If not, what factors might be affecting their decisions? **MA Yes, in the 2022-2023 cohort, we had 4 students begin the program full time and all four students graduated from the program. We do have students that complete the program on a part-time basis. The fifth student that was in the 2022-2023 cohort, completed the program with the 2023-2024 cohort. Therefore, we had 100% completion and graduation for the class beginning in 2022-2023. Health programs: All of them have students persisting at better than equivalent rates.**

3. How might student participation and persistence in this cluster differ by program of study? Might there be some programs of study that are under- or over-performing the cluster average? **MA Our program has a high persistence but a low participation rate. The low participation rate can be related to the competition between the medical assisting certificate and clinical medical administration assistant programs, poor marketing to programs with low enrollment, poor utilization of CTE transfer agreements, and the inability of a student of low income to obtain assistance in paying for education (ie. scholarships versus loans that do not have to be paid back). Health/BIO course participation could be affected by when courses are offered (fall, spring, or summer), some programs are certificate vs degree programs and that could affect a student's commitment to the program. There certainly could be programs that are under or overperforming.**

6. What are the top five priorities you will address in the coming year to expand student participation in CTE programming and reduce participation and/or persistence gaps among students? [*Note: At least one priority area you identify should address the needs of gender, race-ethnicity, or special population groups.*] **MA 1. Recommend increasing program introduction and tours of the health science building for high school students in the tri-county area instead of prioritizing schools participating in early college. 2. Go to schools with CTE agreements in place and explain to students how to transition into the college with the courses they can waive and complete the Medical Assisting certificate. 3. Find scholarships or apply for state-funded training programs that will assist low-income students in paying for college and complete a certificate program, like medical assisting 4. Improve marketing for MA programs in high enrollment programs. 5. The Medical Assistant certificate competes with the non-credit-certified medical administrative assistant. Although we have a pathways program for students to progress, many students don't continue their education. Since the Certified Medical Assisting Program allows the student to obtain a national certificate required by many of our community health partners, I recommend eliminating the CMAA program and continuing the Medical Assisting Certificate Program. Health/BIO - Offer certification exams for students who have completed their program, direct marketing for several low-enrolled health programs that could target males who are low in this cluster and look to increase the Early college offerings to other health programs in AY 2025-26. Encourage those who are struggling with English to seek ELL services.**

Career Cluster Name: ENGR

PROGRAMS OF STUDY WITHIN CLUSTER:

Name	Number Program Graduates 2023
Drafting Design Tech	5

Engineering/Engineering-Related Technologies/Technicians, Other	5

CLUSTER-LEVEL DATA

Student Group	Participation Rate			Persistence Rate
	2023 College Graduates (A)	2023 College graduates participating in this cluster (B)	Percentage difference (A-B)	2023 College graduates who participated in this cluster and achieved CTE concentrator status
All 2023 Graduates	4846	55	1%	9
Gender				
Male	938	9	1%	9
Female	1374	46	3%	0
Race-ethnicity				
American Indian	7	0	0	0
Asian	88	0	0%	0
Black	743	9	1%	0
Hispanic	191	6	3%	1
Multi-race	161	7	4%	0
White	1042	31	3%	8
Unknow	84	2	2%	0
Hawaiian or Pacific Islander	5	0	0%	0
Special Populations				
Economically disadvantaged	229	5	2%	0
English learners	0	0	0%	0
Individuals with disabilities	63	0	0%	0
Nontraditional fields	578	9	2%	0
Single parents	164	0	0%	0
Out of workforce	7	0	0%	0

Youth in foster care	1	0	0%	0
Youth with parent in military	2	0	0%	0
Migrant students	0	0	0%	0

Based on your responses in this component of the needs assessment guide, consider the following questions:

1. Does it appear that students in your college are participating at rates equivalent to their representation in the population for this CTE cluster? If not, what factors might be affecting their decisions? **It appears that Asian and Black students are participating at lower rates than their representation in the population, as well as female students. Some factors that may affect their decision are that Engineering technologies are historically male, and female students may not be interested in the types of jobs available to technology graduates. As a program that has typically low enrollment, the decisions of just a few students can change the percentages in the demographic dramatically.**

2. Does it appear that all students participating in this cluster are persisting at equivalent rates? If not, what factors might be affecting their decisions? **It appears that white, Hispanic, and male students are the only groups represented at the concentrator level of data for 2022-2023. Black and female students are not represented as the concentrator level, although they have been enrolled. Reasons for this could be because some students enroll to learn a new skill without the intention of finishing a degree or to satisfy a continuing education requirement for their current full-time job in the industry. Other students may find the level of mathematics required to be too difficult or decide that they are not interested in the field as they learn more about it.**

3. How might student participation and persistence in this cluster differ by program of study? Might there be some programs of study that are under- or over-performing the cluster average? T**he Engineering Technology program is typically low-enrolled, with few graduates and second-year classes generally run with less than 10 students. This persistence gap is mostly seen in the electronics area of study. This could be because some of the enrolled students are high school students enrolling in their senior year and finding employment upon high school graduation, some students enroll to learn specific skills without the intention of completing a degree, and some students enroll to satisfy a continuing education requirement with their current employer.**

4. **4.** What are the top five priorities you will address in the coming year to expand student participation in CTE programming and reduce participation and/or persistence gaps among students? [*Note: At least one priority area you identify should address the needs of gender, race-ethnicity, or special population groups.*] T**he top five priorities would be to 1 market the engineering technology programs by identifying employers who are ready to employ graduates upon completion, 2 market the benefits of technology degrees for women, 3 reach out to underserved populations by marketing in high schools, especially CTE programs, 4 identifying barriers to completion by including a questionnaire in the introductory engineering technology class, and 5 looking to expand opportunities for skilled workers in the field to attain an AAS or certification.**

Career Cluster Name: HRS

PROGRAMS OF STUDY WITHIN CLUSTER:

Name	Number Program Graduates 2023
Child Care and Support Services	19
Homeland Security	9
Criminal Justice	18
MLT	2

Psych Tech	11
Mental Health Services	2

CLUSTER-LEVEL DATA

Student Group	Participation Rate			Persistence Rate
	2023 College Graduates (A)	2023 College graduates participating in this cluster (B)	Percentage difference (A-B)	2023 College graduates who participated in this cluster and achieved CTE concentrator status
All 2023 Graduates	4868	246	5%	133
Gender				
Male	938	66	7%	40
Female	1374	180	13%	93
Race-ethnicity				
American Indian	7	0	0	0
Asian	88	2	2%	1
Black	743	72	10%	33
Hispanic	191	16	8%	6
Multi-race	161	16	10%	8
White	1042	130	12%	79
Unknow	84	8	10%	5
Hawaiian or Pacific Islander	5	2	40%	1
Special Populations				
Economically disadvantaged	229	30	13%	16
English learners	0	0	0%	0
Individuals with disabilities	63	3	5%	2
Nontraditional fields	578	62	11%	28
Single parents	164	22	13%	17
Out of workforce	7	2	29%	2
Youth in foster care	1	0	0%	0
Youth with parent in military	2	0	0%	0

Migrant students	0	0	0%	0

Based on your responses in this component of the needs assessment guide, consider the following questions:

1. Does it appear that students in your college are participating at rates equivalent to their representation in the population for this CTE cluster? If not, what factors might be affecting their decisions? **HRS – possible factors affecting student decisions include the cost of attendance and the ability to attend courses while working full-time. MLT Students are enrolling at a rate that aligns with the rest of the CTE cluster.**

2. Does it appear that all students participating in this cluster are persisting at equivalent rates? If not, what factors might be affecting their decisions? **HRS Possible Factors impacting student participation in this cluster may include the time to take courses while working full-time and caring for family. MLT Yes, but they are concentrated in mainly three demographics (black, Asian, and white).**

3. How might student participation and persistence in this cluster differ by program of study? Might there be some programs of study that are under- or over-performing the cluster average? **The Childcare and Support Services Management program is underperforming for African American/Black males. Early childhood education is not traditionally a career of interest to this population as this is historically a white female-dominated career. There is one male in this program, and he is performing well. Overall program performance is at 2% compared to the cluster of 27%. This is because most students are part-time students who take one or two courses a semester.**

4. What are the top five priorities you will address in the coming year to expand student participation in CTE programming and reduce participation and/or persistence gaps among students? [*Note: At least one priority area you identify should address the needs of gender, race-ethnicity, or special population groups.*] **1. Marketing to African American/Black males. Plan and hold a childcare career conference on the La Plata campus for providers and directors. MLT - Increase program awareness in the community through marketing of the MLT program. Remove barriers to acceptance into the MLT program and provide credit for prior learning/work experience. This will be done by removing the program petition and standardized test requirements while also providing departmental exam opportunities for the Introduction to Clinical Laboratory Science courses for high school graduates of CTE programs, NHA-certified phlebotomists, and medical laboratory assistants. Skills and course checklists will be completed by the individual's teacher or laboratory director to prove eligibility for the departmental exams.**

Career Cluster Name: IT

PROGRAMS OF STUDY WITHIN CLUSTER:

Name	Number Program Graduates 2023
Info Tech	42
Comp Programing	9
Cybersecurity	129

CLUSTER-LEVEL DATA

Student Group	Participation Rate			Persistence Rate
	2023 College Graduates (A)	2023 College graduates participating in this cluster (B)	Percentage difference (A-B)	2023 College graduates who participated in this cluster and achieved CTE concentrator status
All 2023 Graduates	4868	590	12%	290
Gender				
Male	938	416	44%	216
Female	1374	174	13%	74
Race-ethnicity				
American Indian	7	4	57%	3
Asian	88	29	33%	20
Black	743	207	28%	87
Hispanic	191	48	25%	18
Multi-race	161	47	29%	15
White	1042	231	22%	139
Unknow	84	23	27%	7
Hawaiian or Pacific Islander	5	1	0%	1
Special Populations				
Economically disadvantaged	229	48	21	20
English learners	0	0	0%	0
Individuals with disabilities	63	10	16%	7
Nontraditional fields	578	174	30%	74
Single parents	164	24	15%	11
Out of workforce	7	2	29%	1
Youth in foster care	1	1	100%	1
Youth with parent in military	0	0	0%	0
Migrant students	0	0	0%	0

Based on your responses in this component of the needs assessment guide, consider the following questions:

1.   Does it appear that students in your college are participating at rates equivalent to their representation in the population for this CTE cluster? If not, what factors might be affecting their decisions? **IT - Students are participating at a rate equivalent to their representation within the CTE cluster population. However, upon further investigation, there may be a language barrier for some populations from enrollment to completion. As an example, Hispanic students start at a level 1% above their representation in the population but complete their CTE POS at a rate under 20% of their expected percentage within the population.**

2.   Does it appear that all students participating in this cluster are persisting at equivalent rates? If not, what factors might be affecting their decisions? A**ll students are persisting to concentrator status at an equivalent rate. This rate may improve as we offer ELL services.**

3.   How might student participation and persistence in this cluster differ by program of study? Might there be some programs of study that are under- or over-performing the cluster average? **All students are persisting in this CTE POS at equivalent rates.**

4.   What are the top five priorities you will address in the coming year to expand student participation in CTE programming and reduce participation and/or persistence gaps among students? [*Note: At least one priority area you identify should address the needs of gender, race-ethnicity, or special population groups.*] **IT Item 1: Target under-represented student groups, other than Caucasian and African American, such as American Indian, Asian, and Hispanic students by using a marketing campaign to increase student participation. Item 2: Create short YouTube videos of pinch points for assignments and simulations in CTE POS courses. This will reach a larger group of students instead of embedded tutors specific to a course section. Find facilitators that are like the target student population. Item 3: Update curriculum in ITS 1055: Introduction to Computing that aligns better with the CompTIA ITF+ core objectives to improve student comprehension which should increase the positive credential rate of the CompTIA ITF+ certification. Item 4: Promote diversity in new IT faculty hires to better match the student populations in the CTE POS. Item 5: Target English as a second language students in the CTE POS cluster to increase their concentrator and graduation rate using ELL center tutors who understand IT keywords.**

Career Cluster Name: TRANS

PROGRAMS OF STUDY WITHIN CLUSTER:

Name	Number Program Graduates 2023
Truck and Bus Driver/Commercial Vehicle Operator and Instructor	11

CLUSTER-LEVEL DATA

Student Group	Participation Rate	Persistence Rate

	2023 College Graduates (A)	2023 College graduates participating in this cluster (B)	Percentage difference (A-B)	2023 College graduates who participated in this cluster and achieved CTE concentrator status
All 2023 Graduates	4868	22	0%	13
Gender				
Male	938	14	1%	9
Female	1374	8	1%	4
Race-ethnicity				
American Indian	7	0	0	0
Asian	88	1	1%	1
Black	743	9	1%	6
Hispanic	191	1	1%	1
Multi-race	161	3	2%	2
White	1042	7	1%	3
Unknow	84	1	1%	0
Hawaiian or Pacific Islander	5	0	0%	0
Special Populations				
Economically disadvantaged	5	1	20%	1
English learners	0	0	0%	0
Individuals with disabilities	229	0	0%	0
Nontraditional fields	0	8	0%	0
Single parents	63	1	2%	4
Out of workforce	578	0	0%	0
Youth in foster care	7	0	0%	0
Youth with parent in military	1	0	0%	0
Migrant students	2	0	0%	0

Based on your responses in this component of the needs assessment guide, consider the following questions:

1. Does it appear that students in your college are participating at rates equivalent to their representation in the population for this CTE cluster? If not, what factors might be affecting their decisions? **YES**

2. Does it appear that all students participating in this cluster are persisting at equivalent rates? If not, what factors might be affecting their decisions? **YES**

3. How might student participation and persistence in this cluster differ by program of study? Might there be some programs of study that are under- or over-performing the cluster average? NA

4. What are the top five priorities you will address in the coming year to expand student participation in CTE programming and reduce participation and/or persistence gaps among students? [*Note: At least one priority area you identify should address the needs of gender, race-ethnicity, or special population groups.*] **1. Content Specific course to assist students earning CDL Learner's Permit. 2. Outreach with companies and local government agencies who have employees intrested in becoming more employable and benefiting their agency. 3. Establishing more financial assistance opportunities.**

Component C: Program Performance

Federal law requires that you collect data on the performance of CTE concentrators. The accountability indicators cover a range of outcomes to help you assess whether students are making educational progress, earning recognized postsecondary credentials, concentrating in programs that prepare individuals for non-traditional occupations. These include:

1P1: Postsecondary placement: The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and
Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

2P1: Earned recognized postsecondary credential: The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

3P1: Non-traditional program concentration: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

To establish performance expectations, MSDE has set performance targets for each indicator based on an analysis of statewide data. All providers are expected to achieve the performance targets established for each indicator. Moreover, to ensure that all students make progress, you are expected to monitor performance on an annual basis.

In the following table, use your heatmap to fill in your college's performance on the federal measures. On the heatmap, cells highlighted in green indicate your college met or exceeded the statewide performance level; yellow indicates your college performance did not meet the performance level but was within 90% of the target; and red indicates that your college did not meet the performance level and was less than 90% of the target.

Colleges failing to achieve the state performance level are expected to develop a program improvement plan to bring them into compliance.

COLLEGE PERFORMANCE BY STUDENT GROUP

	Federal Accountability Indicator 2023 Graduates

	1P1	2P1	3P1
State Performance Target	71.33%	44.4%	24.85%
College Performance	78%	52%	27%
Gender			
Males	84.00%	50%	13%
Females	75.00%	53%	35%
Race-ethnicity			
American Indian	0	0	35%
Asian	0	57%	28%
Black	82%	37%	29%
Hispanic	0	58%	27%
Multi-race	76%	66%	22%
White	81%	56%	27%
Hawaiian or Pacific Islander	0	0	67%
Unknow	0	0	20%

SPECIAL POPULATIONS

	Federal Accountability Indicator 2023 Graduates

	1P1	2P1	3P1
State Performance Target	71.33%	44.4%	24.85%
College Performance	78%	52%	27%
Economically disadvantaged	83%	60%	31%
English learners	0	0	0
Individuals with disabilities	0	0	26%
Nontraditional fields	79%	43%	100%
Single parents	0	0	35%
Out of workforce	0	0	20%
Homeless individuals	0	0	33%
Youth in foster care	0	0	0
Youth with a parent in active military	0	0	0
Migrant students	0	0	0

* Data for the 3P1 indicator reflect outcomes for 2022 graduates 6 months following their graduation.

ACTIVITY C.1: ASSESSING PROGRAM PERFORMANCE

	List

Looking at *overall performance*, on which indicators are you <u>substantially underperforming</u>* the college performance target?	3P1-Non-Traditional Concentrator Enrollment: Generally, males fell below the non-traditional concentrator enrollment threshold of 24.85%. The data demonstrate that males are at 13% in 3P1. This is to say, non-traditional males are discontinuing academic progress before concentrator status and therefore not completing their Program of Study.
Looking at *overall performance*, on which indicators are you <u>substantially exceeding</u> the college performance target?	Non-Traditional Student 100% of goal.

* Substantially underperforming is defined as achieving an outcome that is less than 90% of the college performance target, and substantially over-performing is achieving an outcome that is more than 110% of the college performance target.

ACTIVITY C.2: DETERMINING ROOT CAUSES

1. For each indicator for which you are substantially underperforming the college performance target, identify the key factors that might affect student performance, including any disparities or gaps in performance by program. Ideally, these factors should be the primary drivers of the results that you see. For each indicator for which you are substantially underperforming the college performance target, identify the key factors that might affect student performance, including any disparities or gaps in performance by program. Ideally, these factors should be the primary drivers of the results that you see. **3P1 - non-traditional males are discontinuing academic progress before concentrator status and therefore not completing their Program of Study, <u>except for the ARTS/Media program</u>. Students are persisting at or about the same rate, which is above significant. MA During the 2022-2023 academic year the cohort had no male students. Since being at the college, I have had 3 males enroll and graduate from the MA program. Therefore, if male students enroll in the program, historical data shows their performance would be equivalent to women enrolled. ENGR The population of non-traditional males in the engineering technology concentrations tend to be taking classes for different reasons, and there are other reasons for non-completion of the program. One reason non-traditional students take the courses is to learn a specific skill (such as AutoCAD, soldering, or Revit), and therefore only take the classes related to the skill needed instead of looking to complete the program. Other students working in the field need a continuing education requirement for career advancement. These students will take the courses to meet their employment requirement and then stop taking classes. Some students have been working as skilled workers in the field (these are often veterans) and are returning to school after many years to attain a degree. These students often struggle with classes that are not the "hands-on" laboratory environment of the engineering technology program, but instead are the math, physics and English requirements for the degree. These students are encouraged to use the free tutoring available at CSM, but often encounter time restraints to properly seek the assistance they need, as well as the in-person hours of the tutoring offer being limited to the daytime. TAM Programs are traditionally female career programs. CON Aggrees. Medical Laboratory field is a female dominated field. The IT student cluster has a steady persistence in completion rate across all CTE programs of study. The only student populations that show a slight decrease in persistence includes ELL students that are underperforming but not substantially so; however, the persistence numbers are slightly lower. EMS Males are more likely to complete the certificate and start work. Females are more likely to continue and finish the associates degree. TRANS True, however, this is not the case because we have greater success once the student reaches the Workforce Training Certificate: CDL (in-person) program. BMF All races in BMF programs except for Accounting are outperforming the college performance completion targets. The accounting CTE program is is underperforming in every race except Blac, SWD, and Non-Trad even though the overall cluster has all populations overperforming. One factor that may be driving these results is poor English language comprehension.**

Completion in the accounting program is also impacted by lack of upper-level course transfer success for students entering a 4-year institution following completion at CSM. Because several courses required for the Accounting AAS at CSM do not transfer to other Maryland 4-year institutions, some students are completing in the Business program instead of the accounting program. In this manner, they can change their program when they reach the 4-year institution and have all classes completed at CSM in the business program successfully transfer and apply to an accounting program at that level.

2. The data provided reflect the performance of all students within your college. Remember that aggregate data can hide considerable variation. As you think about strategies to improve performance, consider how program performance might differ within programs of study. Might some programs be performing above or below the site average? **Currently, the ARTS/Media program has about a 70% graduation rate; the DMP program persists at a great rate. The graduation rate can be improved by having dedicated scholarships for students in the DMP program because some students cannot continue due to financial needs. Some students also need ADA help, but they do not apply. MA I have had 3 males enroll in the program and graduate from the program on time in 9 years. Therefore, if male students enroll in the program, historical data shows their performance would be equivalent to women enrolled in the program. ENGR Participants in the drafting program have a greater chance of achieving completion due to many of the second-year drafting courses being offered as online courses, versus the electronics program courses being hybrid courses that require an in-person laboratory presence at one specific campus. This is due to the program's nature since drafting today is mostly computer-based, but electronics will always have a physical component that cannot be properly replicated with online simulations. In prior years, the CTE POS cluster has experienced variations. To improve student persistence, IT courses have been standardized. All courses use an IT template for course curricula. The simple syllabus tool now standardizes the syllabus across all CSM academic course sections. Teaching tools such as common lectures, answer sheets, and classroom activities have also standardized the student experience. This standardization makes it easier for students to have similar expectations, learner experiences, and graded activities, increasing concentrator and POS completion rates. EMS Constraints to enrollment are 1. students must be an EMT prior to starting the program. The state designates who can me EMT instructors and the accessibility is low in Southern Maryland. 2. is time off work. Most students are working individuals and time off work to complete the program can be difficult. TRANS Once a student reaches the Workforce Training CDL (in-person) program, completion success is high. The barrier is earning the CDL Learner's Permit to participate in the in-person program. To reach this stage, a strategy to improve performance would be establishing a course with instruction that is content-specific to earning a CDL Learner's Permit. BMF For the past 2 grant cycles, we have funded an Embedded Tutoring program which was available for online Principles of Accounting 1 & 2 students only. Student participation in this program is relatively low. We would like to try creating content videos to embed in all classes, regardless of modality, so that the videos would be available to all students on demand. While there would be an initial monetary outlay to produce the videos, the videos could be modified as need in the future at a much lower cost. BMF The accounting program within BMF differs from the aggregate data for the program as it relates to student completion. Most student populations in accounting are underperforming.**

3. Resource constraints may affect the activities you might undertake. What might be the most efficient and effective approach to making change (e.g., taking into consideration the relative size of your program enrollments?

   DMP skills are in demand in society right now. Every company/organization needs people with digital media skills. CSM needs to do more by marketing and giving the DMP program publicity and visibility to attract students. People do not know that CSM has a DMP program. Upon enrollment in the program, the DMP professors are doing their best to educate them with professional skills, retain the students, and ensure they graduate. DMP needs more marketing and enrollment. The program has increased 72% since 2016 through word of mouth by students, staff, professors, and parents. MA The most efficient way to approach gaps in the male-to-female population in the program would be to go to high schools with CTE agreements for Medical Assisting and discuss with the student

what they would do with a Medical Assisting Certificate and how this could be their foot in the door to the nursing program, managing a medical office or urgent care center. ENGR to help students complete their POS, we might increase support for students in the math and physics classes by offering help into the evening hours or emphasizing the online help that is already available to CSM students 24-7. TAM A) Connect male students with the Men of Excellence program.

B) Guide students through the scholarship process at CSM. CON - Skilled Trades Department (TET) is working with an industry partner to increase enrollments in the Electrical Program by requiring all students to be registered as an apprentice with the Maryland Department of Labor's Apprenticeship Training Program. Students who did not participate in a registered and approved apprenticeship program may not have persisted in completing their program of study. MLT Consistent marketing that focuses on program awareness and more full-time faculty. IT Instead of embedded tutors in individual course sections, facilitated video recordings of pinch points in course curriculum will continue the standardization of course materials while making the support resources available to all course sections instead of a limited few. Because all IT course sections receive their content from IT course masters, embedding the videos into the course masters standardizes instruction without adding any additional requirements to faculty or support staff. Providing videos with a diversity of gender, races-ethnicity, and special student populations provides additional diversity in instruction while providing students with a facilitator that looks like their specific population group. TRANS The barrier is earning the CDL Learner's Permit to participate in the in-person program. To reach this stage, a strategy to improve performance would be establishing a course with instruction that is content specific to earning a CDL Learner's Permit.

4. What are the top five priorities you will address in the coming year to improve student performance outcomes on indicators on which you are substantially underperforming? [*Note: At least one priority area you identify should address the needs of gender, race-ethnicity, or special population groups.*]

1.   Report all TSA information for all CTE-approved POS

2.   Research how students are coding to ensure that those who are taking a course for continuing education are not counted in the concentrator equation.

3.   Increase English Language Learning services offerings.

4   Increasing the Number of CTE Concentrators

5   Expand Instructional Assistance to CTE Students

Component D: Recruiting, Developing, and Retraining CTE Education

The quality of your CTE programming depends upon the skills of your workforce. This extends to all members of your educational team, including full-time faculty, part-time faculty, additional support staff available, and more. Ideally, faculty and staff should also be representative of the populations served and retained over time to promote program sustainability.

ACTIVITY D.1: REVIEW DATA ON CURRENT STAFF

NAME OF CAREER CLUSTER OR CTE POS: ARTS/MEDIA					
Staff demographic	Percentage of 2022-23 staff	Percentage of students participating in CTE programming 2022-23	5-year staff turnover rate (Percentage of staff who did not return for years 2018-19 thru 2022-23		
			Instructors	Support staff/ paraprofessionals	Guidance Counselors
Gender			2		
Male	37%		1		
Female	63%		1		
Race Ethnicity					
American Indian	0				
Asian	4.5				
Black	16.40%		2		
Hispanic	5.50%				
Multi-race	0.90%				
White	72.7				
Credential					
Properly Licensed			2		
Granted Temporary Waiver					

NAME OF CAREER CLUSTER OR CTE POS: BMF					
Staff demographic	Percentage of 2022-23 staff	Percentage of students participating in CTE programming 2022-23	5-year staff turnover rate (Percentage of staff who did not return for years 2018-19 thru 2022-23		
			Instructors	Support staff/ paraprofessionals	Guidance Counselors
Gender					
Male	37%				
Female	63%				

Race Ethnicity					
American Indian	0				
Asian	4.5				
Black	16.40%				
Hispanic	5.50%				
Multi-race	0.90%				
White	72.7				
Credential					
Properly Licensed					
Granted Temporary Waiver					

NAME OF CAREER CLUSTER OR CTE POS: CONSTRUCTION					
Staff demographic	Percentage of 2022-23 staff	Percentage of students participating in CTE programming 2022-23	5-year staff turnover rate (Percentage of staff who did not return for years 2018-19 thru 2022-23		
			Instructors	Support staff/ paraprofessionals	Guidance Counselors
Gender					
Male	37%		4		
Female	63%				
Race Ethnicity					
American Indian	0				
Asian	4.5				
Black	16.40%		4		
Hispanic	5.50%				
Multi-race	0.90%				
White	72.7				
Credential					
Properly Licensed			4		
Granted Temporary Waiver					

NAME OF CAREER CLUSTER OR CTE POS: CSHT					
Staff demographic	Percentage of 2022-23 staff	Percentage of students participating in CTE programming 2022-23	5-year staff turnover rate (Percentage of staff who did not return for years 2018-19 thru 2022-23		
			Instructors	Support staff/ paraprofessionals	Guidance Counselors
Gender			8		
Male	37%		4		
Female	63%		4		
Race Ethnicity					
American Indian	0				
Asian	4.5				
Black	16.40%		3		
Hispanic	5.50%				
Multi-race	0.90%				
White	72.7		5		
Credential					
Properly Licensed			8		
Granted Temporary Waiver					

NAME OF CAREER CLUSTER OR CTE POS: HEALTHBIO					
Staff demographic	Percentage of 2022-23 staff	Percentage of students participating in CTE programming 2022-23	5-year staff turnover rate (Percentage of staff who did not return for years 2018-19 thru 2022-23		
			Instructors	Support staff/ paraprofessionals	Guidance Counselors
Gender			12		
Male	37%		3		
Female	63%		6		
Race Ethnicity					
American Indian	0				
Asian	4.5				
Black	16.40%				
Hispanic	5.50%				
Multi-race	0.90%				
White	72.7		12		
Credential					
Properly Licensed			12		
Granted Temporary Waiver					

NAME OF CAREER CLUSTER OR CTE POS: ENGR					
Staff demographic	Percentage of 2022-23 staff	Percentage of students participating in CTE programming 2022-23	5-year staff turnover rate (Percentage of staff who did not return for years 2018-19 thru 2022-23		
			Instructors	Support staff/ paraprofessionals	Guidance Counselors
Gender			5		
Male	37%		4		
Female	63%		1		
Race Ethnicity					
American Indian	0				
Asian	4.5				
Black	16.40%		1		
Hispanic	5.50%				

Multi-race	0.90%				
White	72.7		4		
Credential					
Properly Licensed			5		
Granted Temporary Waiver					

NAME OF CAREER CLUSTER OR CTE POS: HRS					
Staff demographic	Percentage of 2022-23 staff	Percentage of students participating in CTE programming 2022-23	5-year staff turnover rate (Percentage of staff who did not return for years 2018-19 thru 2022-23		
			Instructors	Support staff/ paraprofessionals	Guidance Counselors
Gender			7		
Male	37%		4		
Female	63%		3		
Race Ethnicity					
American Indian	0				
Asian	4.5				
Black	16.40%				
Hispanic	5.50%				
Multi-race	0.90%				
White	72.7		7		
Credential					
Properly Licensed			7		
Granted Temporary Waiver					

NAME OF CAREER CLUSTER OR CTE POS: IT					
Staff demographic	Percentage of 2022-23 staff	Percentage of students participating in CTE programming 2022-23	5-year staff turnover rate (Percentage of staff who did not return for years 2018-19 thru 2022-23		
			Instructors	Support staff/ paraprofessionals	Guidance Counselors
Gender					
Male	37%				
Female	63%				
Race Ethnicity					
American Indian	0				
Asian	4.5				
Black	16.40%				
Hispanic	5.50%				
Multi-race	0.90%				
White	72.7				
Credential					
Properly Licensed					
Granted Temporary Waiver					

NAME OF CAREER CLUSTER OR CTE POS: TRANS					
Staff demographic	Percentage of 2022-23 staff	Percentage of students participating in CTE programming 2022-23	5-year staff turnover rate (Percentage of staff who did not return for years 2018-19 thru 2022-23		
			Instructors	Support staff/ paraprofessionals	Guidance Counselors
Gender			4		
Male	37%		2		
Female	63%		2		
Race Ethnicity					
American Indian	0				
Asian	4.5				
Black	16.40%		3		
Hispanic	5.50%				

Multi-race	0.90%				
White	72.7		1		
Credential					
Properly Licensed			3		

ACTIVITY D.2: ASSESS EDUCATOR SUPPORT OPPORTUNITIES

It's critical to create consistent opportunities that allow your faculty/staff to maintain licensure and grow within this field. Professional development is a key strategy for retention and ensuring a highquality workforce.

Based on your knowledge of professional licensure requirements and the availability of content-specific professional development opportunities across clusters, rate the extent to which you strongly agree or disagree with each statement. Where applicable, please add an explanation for your assessment with examples.

	Strength	Area for Improvement	Explanation
Faculty/staff acquire content-specific professional development required to maintain licensure.	X		**DMP** All faculty are world-class professionals in expertise. The faculty have acquired knowledge and continued specific content development in their area of expertise. **MA All Faculty must obtain professional and educational CEUs to teach at the college and advance their positions.** Adjunct faculty must also show they are maintaining their professional licenses, which require a specific number of professional

			CEUs based on the license and educational CEUs, provided by the college biannually. **ENGR** Faculty in the Engineering Technology program work in the fields in which they teach and bring their real-life experience to their approach to the class. **Health: All instructors hold credentials that must be maintained annually with continuing education units.** These units must be earned by each instructor to maintain their credentials**. IT** Faculty and staff are hired based on degree specifications in the CSM position description. Industry certification preparations and testing are supported through annual faculty development plans and staff reviews. CSM provides employees opportunities to pursue additional degrees and certifications through continuing education at the college and fiscal support for satisfactory completion. Faculty also have access to IT certification study materials through publisher partnerships.
Faculty/staff are aware of the requirements to maintain endorsement.	X		All full-time faculty must provide a faculty development sheet to their chair each year that contains their CEU's, both professional and educational. Adjunct faculty in health sciences are instructed when they are hired that they must complete a health science annual review form, which includes documentation of their professional and educational CEU's.
Faculty/staff have equal access to content-specific professional development opportunities across industries.	X		DMP Faculty continue to acquire content-specific professional development opportunities on their own. MA The college offers educational CEUs twice a year to both full-time and adjunct faculty. Full-time faculty can submit for professional development seminar reimbursement. Adjunct faculty are encouraged to use the adjunct faculty evaluation process, which includes documentation of seminars, presentations at seminars, or leadership roles in professional associations to increase their adjunct faculty classification level which in turn increases their pay. The college provides every instructor access to Go 2 Knowledge platform and NISOD (National Institute for Staff and Organizational Development). All are able to use the webinars, attend conferences or participate in micro credentialing within these platforms.
Data is collected on the effectiveness of professional development to ensure it meets the needs of educators.	X		Data is collected through the Faculty Development Plan

ACTIVITY D.3: REFLECTION

Based on your responses in this section of the needs assessment guide, consider the following questions:

1.   Does your faculty/staff demographic characteristics reflect the students they serve across programs of study?

1. Does your faculty/staff demographic characteristics reflect the students they serve across programs of study? Arts/Media Yes. Non-white student population is more than white population; as a result, it met the demographics. MA YES, our medical assisting students are 100% female, and our professors are 100% female. In terms of race, we are not demographically aligned since our students are primarily black and our professors are primarily white. ENGR The engineering technology faculty reflects the demographic characteristics in terms of gender, with 80% of the faculty male and 20% female. The faculty currently has only five instructors, of which four are Caucasian, one is Black, and non-Hispanic. TAM YES. CON Yes Health YES, MLT The demographics do not match the main student population as the only current full-time faculty is a white female and the consistent adjunct faculty member is a hispanic female while the main student population are black females. IT Spring and fall pre-semester workshops are required for full-time faculty to attend. In addition, all faculty and staff are provided monthly, semester, and annual professional development opportunities through human services and distance learning and faculty development. IT Not as well as it could. New faculty hires will hopefully help with providing greater demographic characteristic diversification. Current faculty demographic characteristics are 50% Caucasion, 50% African American, with one faculty member ELL. WFS The characteristics of the faculty and staff that support the exercise and sports science associate of arts, A.A and the sports management associate of science, A.S., and the basic fitness manager certificate program display an adequate reflection of the students enrolled in the degrees and certificate programs. For example, the current characteristics of the faculty that supports the programs consist of Caucasian males, one female, and African American females who are all adjunct faculty. One female program administrative assistant, female and male lab coordinator, and assistants. Based on this data the program's demographic characteristics reflect most of the students enrolled across the program; however, areas of improvement consist of hiring faculty that reflect the Hispanic, or multi-race demographic characteristics. In an article conducted by Ganek et al. (2023) it discussed the importance of having a diverse representative of faculty to promote inclusion of underrepresented students and help students to potentially identify with them. EMS Most of the faculty is male and the student base is moving to a more female stdent base. It has been historically a male dominated field. TRANS yes

2.   Are instructors adequately credentialed, including licenses, certifications, or endorsements for the courses they're teaching ? If not, what mechanisms can be put in place to get them endorsed, or what recruitment efforts are necessary to attract properly credentialed instructors? **MA- Yes, MA Yes, our instructors must be credentialed with a medical degree or license that provides them with the required knowledge to teach in the medical assisting program or they must hold a national medical assisting credential (RMA or CMA) to teach in the medical assisting program. If not, they would not be allowed to teach in the program. ENGR While no specific licenses are required to teach in the Engineering Technology program, some certifications in content-specific areas could be earned. All our faculty meet the requirements as an instructor at a community college-level and have significant work experience in the fields in which they teach. Many have attained certifications in their area in the past. TAM Yes, CON Yes Health: All instructors hold at least one industry credential, many hold multiple industry credentials which ensure they are staying up to date with trends and topics that students will face as they enter the health practice. MLT Yes, industry credential maintenance requires continuing education. NAACLS, the MLT program's accrediting agency, also requires documentation of faculty's credentials/ credential maintenance in the content areas that they teach. IT instructors are adequately credentialed and degreed for the courses they are teaching. Additionally, faculty are annually supported to add to their industry certifications and degrees with fiscal support. WFS All instructors are adequately credentialed with certificates, certifications, or endorsements for the courses they are teaching. If additional instructors are hired, recruitment material highlights the required credentials, licenses, or certifications needed to teach the CTE-specific courses. faculty. EMS Yes, nationally and state. Trans Therefore, to a degree, yes. The state requires certification to be CDL Skills Examiner and provides the training and recertification. Mechanisms believed to be needed and put in place is a CDL Instructor Training Program. A program like this would enhance the recruitment process and may benefit the instructor when negotiating pay.**

3.   To what extent does your institution offer regular, substantive content-specific professional development opportunities? Do all faculty/staff members have equal awareness of, and opportunities to participate in content-specific professional development opportunities, necessary to maintain their industry credentials and endorsements? **CSM does not have content-specific professional development opportunities; however, the DMP faculty are working professionals in the field and continue to update their knowledge on their own. MA Professional development opportunities at the college are offered twice a year but the content is related to educational professional development. Professional development opportunities related to certificate or licensure**

specific education must be obtained outside the college. Reimbursement is only for full-time faculty first come first serve. **ENGR** Full-time faculty can obtain professional development in the content areas, however, due to the small size of the program, this is not necessarily extended to the adjunct pool who all work or work as professionals in their content field. **TAM** Faculty have mandated professional development days throughout the academic year with a focus in fall and spring pre-semesters. CSM pays for all faculty and adjuncts to attend the Association of Faculties for Advancement of Community College Teaching (AFACCT) conference annually in January. All faculty and staff have access to additional opportunities through NISOD. CSM also offers all faculty and staff tuition reimbursement which can be used towards classes to maintain industry credentials and endorsements. **CON** Yes CSM offers pre-semester workshops twice a year for all faculty to attend and learn about trends and hot topics that affect their teaching. There are also numerous "lunch & learns", committees, and opportunities for faculty to participate in professional development throughout the year. **IT** Spring and fall pre-semester workshops are required for full-time faculty to attend. In addition, all faculty and staff are provided monthly, semester, and annual professional development opportunities through human services and distance learning and faculty development. **WFS** The College of Southern Maryland offers a variety of professional development opportunities for program faculty and some content-specific professional development opportunities during the fall and spring pre-semester professional development offerings. For example, the college provides health and wellness opportunities that focus on implementing healthy eating and promoting the importance of physical fitness and mental health awareness throughout the academic year, which is communicated by email to all faculty and staff. In addition, the WFS Faculty remains current in the field of exercise science and sports management through many professional opportunities as described in the Faculty Handbook under "Scholarship and Professional Development." Some of their professional activities include attendance or presentations at college-sponsored faculty workshops, professional workshops, participation in professional organizations, attendance at state or national conferences, NIH Virtual Community College Day, formal coursework, and attending industry-specific conferences and webinars needed to maintain industry credentials. **EMS** Paramedics are required to participate in specialized training every 2 years to maintain their license.

4.	What barriers exist to offering and participating in content-specific professional development? **None. Each DMP faculty does that own their own time whenever they have time to acquire more knowledge. MA For the educational opportunities offered on campus, many of the programs are during the week. MA Most of our adjunct faculty hold other jobs and cannot attend professional development opportunities during the week unless they take the day off. ENGR Adjunct instructors typically have a primary full-time employer and therefore have significant time restraints on professional development. As the instructors work in the fields they teach in, they are kept current on the industry's state in their primary employment. Due to the small size of the program, it would not be cost-effective to offer content specific professional development to the adjunct faculty. TAM A barrier that may exist to offering and participating in content-specific professional development may be the cost of these opportunities. Conferences and certifications are cost prohibiting at times. CON One barrier is funding for content-specific training; the other is scheduling training for our part-time instructors due to their 40-hour workweek, weekday teaching, and occasional Saturday teaching schedule. IT Few barriers exist. Many professional development opportunities are provided in-person and online. WFS The barriers that exist among the program adjunct faculty being able to offer and participate in content-specific professional development courses includes their limited availability to participate or offer content-specific professional development opportunities due to their full-time employment schedule. TRANS CDL instructors must meet mandates (i.e., DOT Physical) to maintain CDL, however no "official" training is required to be an instructor. Certified training is a requirement, and offered, to become a "state" certified CDL Examiner. Programs are left to find CDL "content specific" training to provide better instruction to student. No outline, or guideline(s).**

5.	What are the top five priorities you might wish to address in the coming year to recruit, develop, and retain CTE instructors and improve their professional skills? DMP.

1. Hire new adjunct instructors

2. Develop a marketing campaign by highlighting the benefits and impacts of being a CTE educator.

3. Recruit from PAC, community partners, and events.

4. Offer content-specific professional development.

Next Steps

With the completion of the CLNA), you are now poised to embark on the crucial next phase of securing Perkins V funding. This stage involves translating the insights and findings from the CLNA into actionable and strategic plans.

UTILIZING CLNA ANALYSIS FOR LOCAL PERKINS APPLICATION S.M.A.R.T.I.E. GOAL SETTING

The first step for postsecondary schools is to use their CLNA analysis to formulate S.M.A.R.T.I.E. goals.
These goals should be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable. The essence of this process is to ensure that the goals set for CTE programs are not only aligned with the identified needs and opportunities but are also focused on inclusivity and equity.

Postsecondary schools should look at areas highlighted in the CLNA, such as skill gaps, program areas needing enhancement, and disparities in student participation and success rates. From here, specific goals can be set. For example, if the CLNA indicated a gap in technology-related skills among students, a S.M.A.R.T.I.E. goal could be to increase enrollment in technology-focused CTE programs by 15% within the next two years while ensuring equitable access for all student groups.

CONNECTING GOALS TO AN ANNUAL BUDGET FOR PERKINS FUNDING

Once S.M.A.R.T.I.E. goals are established, postsecondary schools must then align these objectives with an annual budget for Perkins funding. This budgeting should be a reflective exercise, considering not just the cost of program enhancements but also the broader resources required to meet these goals. This includes faculty development, curriculum updates, equipment purchases, and any necessary infrastructure improvements.

For instance, if one of the goals is to enhance a manufacturing CTE program, the budget may include expenses for new machinery, professional development for educators to teach advanced manufacturing techniques, and outreach initiatives to increase program enrollment.

ENSURING ALIGNMENT WITH PERKINS REQUIREMENTS

Throughout this process, postsecondary schools need to ensure that their plans align with the requirements of the Perkins V Act. This means that the goals, strategies, and budgeted activities should contribute to developing more effective and equitable CTE programs, as stipulated by Perkins V.

Career and Technical Education: Local Perkins Application College of Southern Maryland

Application and Guide for the Carl D. Perkins Formula Grant
Version 2.0

Office of College and Career Pathways

2024 - 2025

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Table of Contents

Document Control Information

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DOCUMENT HISTORY

Document Version	Date	Summary of Change
1.0	February 2024	Initial Document
2.0	April 2024	Formatting Updates Promising Practices Updated Instructions and Descriptions Updated Budget Form Developed

Purpose

Maryland has a vibrant economy with an array of promising career opportunities for its residents. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and Technical Education (CTE) in Maryland helps to prepare students for their options to and through graduation and into the world of work.

The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provides resources to support educators in developing the academic knowledge and technical and employability skills of secondary and postsecondary education students enrolling in CTE programming.

This Local Application must be completed by all secondary and postsecondary CTE providers seeking federal funding through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Staff from the Office of College and Career Pathways at the Maryland State Department of Education have developed this document to assist you in creating a strong application for Perkins V funding, one based on information surfaced as part of your Comprehensive Local Needs Assessment.

The Local Application asks you to describe how you will use federal funds to strengthen your CTE programming and expand equitable student access to programs.

Instructions

Use this Local Application to describe how you will use your federal Perkins V funds to improve your CTE programming. When developing plans, you should try and specify in detail how you will go about making change. To structure your planning activities, we recommend you follow this 3-step process:

STEP 1: CONDUCT A ROOT CAUSE ANALYSIS

When conducting your Comprehensive Local Needs Assessment, you likely observed some concerning performance gaps, either community collegewide or among student groups. Given that many issues may adversely affect student learning, your challenge is to differentiate primary from secondary causes.

Root cause analysis is a technique to help you identify the principal factors that affect student and program performance. Simply put, a root cause is a problem that, if resolved, would eliminate or substantially improve your educational results. Use the following guidelines in undertaking this exercise:

- **Engage diverse viewpoints** — People have differing perspectives and lived experiences that should be considered. Solicit input from a range of stakeholders to gain broad insights.
- **Don't limit your initial thinking** — Brainstorm all the possible causes of your identified gap.
- **Differentiate root causes from contributing factors** —While contributing factors may be linked to problematic outcomes, they are not alone responsible. If a gap might have occurred had the cause not been present, then it's likely a contributing but not root cause.

A fishbone diagram is a helpful tool for structuring your root cause analysis. As you brainstorm possible root causes, you will find that some can be grouped into related themes. For example, some may be associated with students, teachers, schools, or society. Use the fishbone diagram to organize your thinking, with individual causes listed as on each rib. Put the problem statement you are seeking to address at the head of the fish. There are no limits to the number of ribs or causes you may identify.
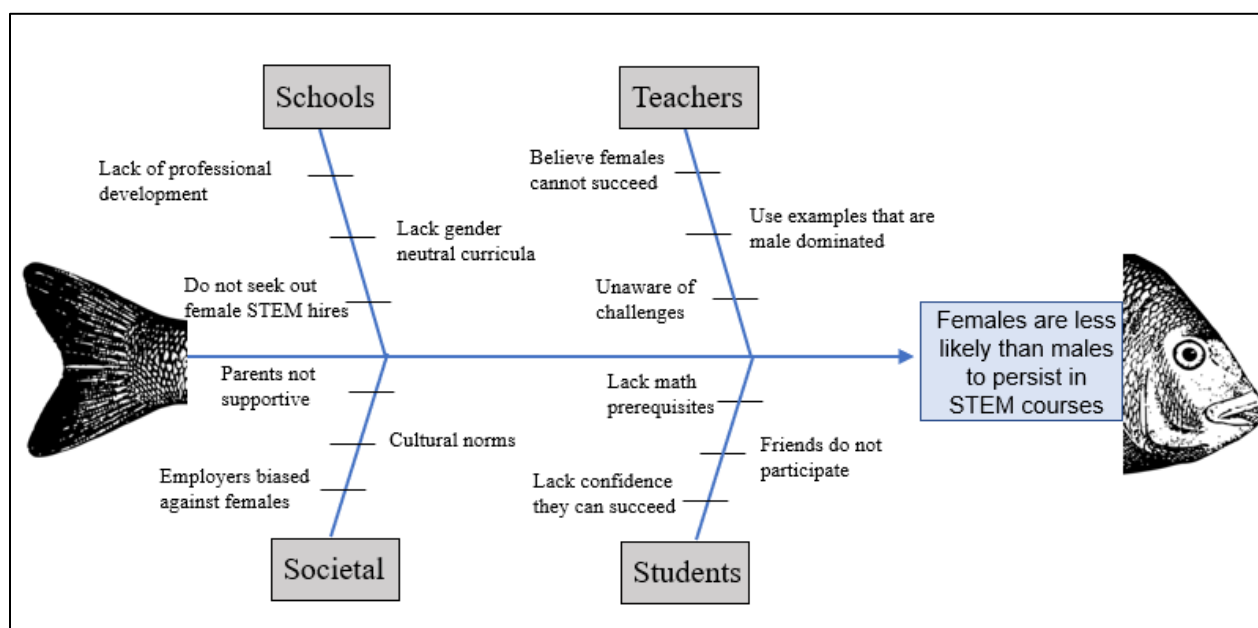
STEP 2: IDENTIFY S.M.A.R.T.I.E. GOALS

Item	Description
STRATEGIC	Reflects an important dimension of what your organization seeks to accomplish (programmatic or capacity-building priorities).
MEASURABLE	Includes standards by which reasonable people can agree on whether the goal has been met (by numbers or defined qualities).
AMBITIOUS	Challenging enough that achievement would mean significant progress— a "stretch" for the organization.
REALISTIC	Not so challenging as to indicate lack of thought about resources, capacity, or execution; possible to track and worth the time and energy to do so.
TIME-BOUND	Includes a clear deadline.
INCLUSIVE / **E**QUITABLE	Explicitly names how historically underrepresented and marginalized populations will be served through participation and co-design of systems, programs, policies.

A few high-quality examples of S.M.A.R.T.I.E. Goals include:

Closing Gaps for Multi-Language Learners

Increase the persistence rate for Multi-Language Learners in CTE programs by 20% over the next two years by increasing student awareness and access to institutional supports as measured by student credit attainment.

Increasing the Number of CTE Concentrators

Increase the number of students who become CTE concentrators by 25% within the next three years by enhancing recruitment efforts through targeted outreach programs, career fairs, and parent information sessions, and by improving the visibility of CTE success stories in student and parent communications. Progress will be measured by tracking enrollment numbers and the percentage increase of concentrators, with a focus on ensuring diversity in enrollment that reflects our school's demographic composition.

Increasing the Number of School-to-Work Apprenticeships

Expand the number of school-to-work apprenticeship opportunities by 30% for CTE students by the end of the next academic year through the establishment of new partnerships with local businesses and industries. We will measure success by the increased number of apprenticeship placements and will ensure inclusivity by implementing targeted outreach to underrepresented student groups, aiming to make the apprenticeship opportunities accessible and equitable.

Increasing Supports in Math for Latino Students

Improve math performance among Latino students in CTE programs by introducing a dedicated math support initiative that aims to increase their average math course grades by 15% over two years. This will be achieved through culturally responsive teaching methods, peer tutoring programs, and parent engagement strategies. Progress will be measured through pre- and post-intervention assessments and course grade improvements, with a focus on creating an inclusive environment that respects and integrates students' cultural backgrounds.

Developing Specialized Scheduling Options

Develop and implement specialized scheduling options within the next academic year to allow 100% of CTE students to participate in work-based learning opportunities without conflict with their academic commitments. Success will be measured by the percentage of CTE students who are able to enroll in and complete work-based learning experiences. Efforts will be made to ensure equitable access to these opportunities, particularly for students who have historically faced barriers to participation due to scheduling conflicts or other challenges.

STEP 3: CREATE A STRATEGIC PLAN

Once you have identified a S.M.A.R.T.I.E. goal, work with your stakeholder group to devise strategies you will use to achieve it. You may want to identify a range of strategies that you will pursue along with activities that are aligned to each strategy. You also will want to identify related benchmarks you can use to measure your progress.

EXAMPLE SCENARIO:

At Old Bay Community College in Maryland, Sam, a Multi-Language Learner (MLL) with aspirations to become a biomedical researcher, faces a significant challenge. Despite his passion for the Career and Technical Education (CTE) courses that fuel his dream, the lack of language learning support in these specialized classes hinders his ability to fully grasp complex scientific concepts and technical terminology. This gap not only affects his class participation but also threatens to derail his future career path.

Recognizing the unique needs of MLL students like Sam, which was highlighted through available data analyzed as part of the CTE Comprehensive Local Needs Assessment, Old Bay Community College implements a strategic plan aligned with a SMARTIE goal aimed at increasing the persistence rate for MLL students in CTE programs by 20% over two years. Through enhanced awareness of institutional supports, tailored academic support services, and facilitated access to these resources, Sam experiences a transformation in his learning journey. The strategic initiatives enable him to bridge the language gap, fully engage in his CTE courses, and confidently pursue his dream of entering the field of biomedical research, showcasing the impact of targeted support and the potential within every student when provided with the right opportunities to succeed.

The example table on page 8 details how the Strategic Plan and the S.M.A.R.T.I.E. Goal work together to help students like Sam.

EXAMPLE STRATEGIC PLAN

PRIORITY 1: Close Gaps for Multi-Language Learners

S.M.A.R.T.I.E. Goal: Increase the persistence rate for Multi-Language Learners in CTE programs by 20% over the next two years by increasing student awareness and access to institutional supports as measured by student credit attainment.

Strategy	Activities	Benchmarks
Enhance Awareness of Institutional Supports	• Develop and distribute multilingual informational materials about available supports within CTE programs. • Host informational sessions and workshops for MLL students and their families, explaining how to access and benefit from institutional supports aligned with CTE programs. • Create a CTE mentorship program pairing MLL students with peers or educators who can guide them through the available resources.	• At least 75% of MLL students report being aware of institutional supports by the end of the first year. • A 10% increase in MLL student participation in support programs and workshops each semester.
Tailor CTE Support Services for MLL Students	• Implement targeted tutoring sessions in key subjects, especially in CTE programs, to ensure language accessibility. • Offer specialized study groups for MLL students, focusing on high-demand CTE areas. • Provide access to online resources and tools tailored for language learning and academic support in CTE subjects.	• A 15% improvement in average grades for MLL students in targeted tutoring subjects within the first year. • 100% availability of CTE program materials in multiple languages by the end of the first six months.
Facilitate Access to Institutional Supports	• Simplify the process for MLL students to apply for and receive academic and language support in their CTE courses. • Ensure that all support services are accessible during convenient times, including after-school hours and weekends. • Develop a digital platform or app that consolidates all institutional supports, resources, and contact points in one easily accessible location for MLL students.	• A 20% reduction in the time it takes for MLL students to access support services compared to baseline. • At least 50% of MLL students using the digital platform or app regularly by the end of the first year.

Local Application for Perkins Funding: Cover Page

MARYLAND STATE DEPARTMENT OF EDUCATION

OFFICE OF COLLEGE AND CAREER PATHWAY

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT

LOCAL APPLICATION FOR FEDERAL FORMULA FUNDS

Community College	**College of Southern Maryland**
President Information	Dr. Yolanda Wilson yswilson@csmd.edu
Individual Serving as Career and Technical Education Lead	Mark Metcalf CTE Manager 301-934-7834 mametcalf@csmd.edu
Individual Authorized to Sign Finalized C-125 (Financial Officer)	Judith Mills Vice President, Division of Financial Services 301-934-7715 jemills@csmd.edu

SIGNATURES

(This section will be completed via Adobe Sign (electronic signature) once the Local Application has been reviewed and approved by MSDE.)

On behalf of <CC Name>

Yolanda Wilson
Yolanda Wilson (Jul 1, 2024 12:50 PDT)

Jul 1, 2024

_____

_____

Dr. Yolanda Wilson
President

Date

On behalf of Maryland State Department of Education, Office of College and Career Pathways

_____

_____

Richard W. Kincaid
Senior Executive Director, College and Career Pathways

Date

Component A: Labor Market Alignment

OVERVIEW

Career programming in Maryland must address the economic and workforce development needs of the state and align to high-skill, high-wage, in-demand (HS/HW/ID) careers. When completing your Comprehensive Local Needs Assessment, you were asked to consider the level of alignment for each CTE POS offered at your community college, along with the number and proportion of students participating in associated CTE programming. As a concluding activity, you were asked to identify up to five priorities to address in the coming year to expand student participation in CTE programming aligned with HW/HS/ID careers.

INSTRUCTIONS

Review the five priorities that you identified in your CLNA and select the top two priorities upon which you will focus. List them in the order of importance, along with the corresponding S.M.A.R.T.I.E. Goal that you will work to achieve. Consider listing a third priority you might address if you succeed in Pe your top two goals. Use the example on page 8 as a guide for this work; you will need one strategic plan for each of the priorities chosen.

PRIORITY 1: Develop the NEW Center for Career Development and Success

S.M.A.R.T.I.E. Goal: Establish the new Center for Career Development and Success while expanding new partnerships with local businesses and industries. We will increase the number of work-based learning placements by 10% each year over the next 2 years to ensure inclusivity by implementing targeted outreach to underrepresented student groups, concentrating on making the work-based learning opportunities accessible and equitable.

Strategy	Activities	Benchmarks
Increase the Number of Work-Based Learning Participants	Share work-based learning opportunities with all CTE PAC members to increase employer participation. Host WBL information sessions for CTE program coordinators and faculty to increase awareness of opportunities for partnership so they can share with industry partners and student	PAC Chairs will allow WBL staff to do a 10-minute presentation at at least one PAC meeting in FY25 on WBL opportunities. WBL staff will present at faculty pre-semester meetings to share WBL opportunities with faculty to increase their awareness of the program in Fall of 2024.
Expand Career Services	Implement a new career services software system to introduce prospective students with potential internships, externships, and or apprenticeship opportunities.	Once new software is implemented, CTE Manager will meet with staff in the Center for Career Development and Success to determine if/how CTE students can specifically benefit. Meeting to take place in the Spring of 2025.

PRIORITY 2: **Expand the use of program advisory committees.**

Review existing Program Advisory Committe practices and improve processes allowing for ease of access between local business partners and division of learning leadership. CSM will bring in 5 new PAC members each year over the next two years.

Strategy	Activities	Benchmarks
Improve processes surrounding membership within PAC committees	Develop a nomination or interest form for potential PAC members to express desire to participate that will increase the ease of application and incentivize sharing of information.	A new Teams Form will be created by December 2024 for PAC nominations and ready for use for Spring Nominations.
	Improve tracking, participation and collection of information.	Consolidate all PAC information and communication into a new Teams repository where we can communicate with all PAC members by December 2024
	Solicit ideas from membership on how PAC can be improved.	Develop and distribute a survey to PAC members soliciting ideas and suggestions for improvement by June 2025.

FUNDING NOTES

In order to accomplish the activities for this component, briefly describe the funding sources the CC plans to use.

- Perkins Grant funds
- CSM Operating Budget

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1
- Note 2
- Note 3

PROMISING PRACTICES TO CONSIDER

Industry Partnerships and Advisory Committees: Forge strong partnerships with local industries and establish advisory committees composed of employers, labor representatives, and post-secondary institutions. These partnerships can provide valuable insights into current and future labor market needs, ensuring CTE programs remain relevant and responsive to industry trends. They can also facilitate work-based learning opportunities, internships, and apprenticeships for students.

Labor Market Data Analysis: Consult the labor market data from your Comprehensive Local Needs Assessment to inform the development and refinement of CTE programs. This involves analyzing employment trends, wage data, and job projections to identify HS/HW/ID careers in the region. Tools like the Bureau of Labor Statistics and state labor department resources can provide comprehensive data for this analysis.

Curriculum Alignment and Certification Opportunities: Align CTE curriculum with industry standards and certifications that are recognized and valued by employers. Offering certification opportunities within CTE programs not only makes students more competitive in the job market but also ensures they are acquiring skills that meet current industry needs.

Career Exploration and Counseling: Implement comprehensive career exploration and counseling programs to help students make informed decisions about their education and career paths. This includes providing information on HS/HW/ID careers, labor market trends, and the benefits of pursuing CTE programs. Guidance and counseling programs should also address potential barriers to participation, such as misconceptions about CTE or lack of awareness of available program

Component B: Student Participation and Persistence

OVERVIEW

Students who participate in CTE programming are more likely to understand their career options and gain the academic knowledge and technical skill to successfully transition to advanced education, training, and/or employment. Ideally, all students will enroll in CTE coursework at some point during their high school experience, with some going on to concentrate studies in a single program of study.

When conducting your CLNA, your stakeholder team had an opportunity to review data on CTE course taking for the 2023 graduating cohort of students, overall and for different student groups. You were asked to determine whether there were any concerning gaps in student participation and/or persistence, and your ratings of processes and supports provided by your community college As a concluding activity, you were asked to identify any concerning gaps in student participation and persistence, identify strategies you might use to close observed gaps, and develop up to five priorities for how you will address these gaps in the coming year.

INSTRUCTIONS

Review the five priorities that you identified in your CLNA and select the top two priorities upon which you will focus, one for participation and one for persistence. List each and include the corresponding S.M.A.R.T.I.E. Goal that you will work to achieve.

When developing goals, be sure to consider how you will address concerning gaps, overall, as well as for student groups (i.e., gender, race-ethnicity, and/or special population students). Consider listing a stretch priority you might address if you succeed in accomplishing your top goals in each of the participation and persistence areas.. Use the example on page 8 as a guide for this work; <u>you will need one strategic plan for each of the priorities chosen.</u>

PARTICIPATION PRIORITY:

Student Participation PRIORITY 1: Student Participation PRIORITY 1: Closing gaps for underrepresented and nontraditional populations.

S.M.A.R.T.I.E. Goal: Increase the enrollment in underrepresented populations in CTE programs by 10% over the next two years by increasing outreach and support for ELL, and black males and females as measured by student enrollment. Additional, Target Baseline

Strategy	Activities	Benchmarks
Outreach and Support for English Language Learners	Expand bilingual programming/support by participating in a workgroup to establish the needs, challenges and successes of Bilingual /ELL students. Develop a brochure on CTE programs in Spanish	The college will be establishing a workgroup in FY25 to engage bilingual/ELL students to identify needs, challenges and successes. The CTE Program manager will participate in this workgroup and collect data to address the needs of CTE students. Collaborate with marketing and ELL staff to translate CTE brochure into Spanish by June 2025.
Targeted Outreach to Minority Groups	Work with the marketing department to target ads to advertise CTE programs with individuals from specific underrepresented demographics shown in their respective occupations.	The CTE Manager will outline what CTE programs should focus on and what demographic and provide this data to the marketing department by August 2024. (Example: Highlight Males in Healthcare and Teacher Ed as they are traditionally female fields) Marketing department will develop a marketing plan of action by October 2024 Targeted ads will be planned for Summer of 2025 for fall enrollment push. Work with Tim Fenner to coordinating outreach with Men of Excellence in CTE Programs

PERSISTENCE PRIORITY: Strengthen relationships with high school and middle school partners.

S.M.A.R.T.I.E. Goal: Strengthen relationship with LEAs through improved communications to expand dual offerings sections per year for the next 2 years.

Strategy	Activities	Benchmarks
Improve communication from CSM to K-12 schools regarding recruitment.	1. Develop and sustain relationships with high school and middle school partners by Coordinating with LEAs to provide information sessions regarding easy transition from HS to CSM.	The CTE Manager and the Director of Educational Partnerships and Admissions will meet with each LEA to establish a plan of action by December 2024.
Expand dual enrollment opportunities	2. Work with LEAs to expand Early College and Dual Enrollment Pathways in CTE programs.	Work with LEAs and CTE program coordinators to identify areas where dual enrollment capacity could be expanded. Work with HRD to recruit/hire qualified instructors Increase the number of CTE classes available for dual enrollment over the next 2 years.

- Perkins Grant funds
- CSM Operating Budget

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1
- Note 2
- Note 3

PROMISING PRACTICES TO CONSIDER

Targeted Outreach and Recruitment: Develop targeted outreach programs aimed at underrepresented and underserved student populations to increase awareness and interest in CTE opportunities. This can include personalized guidance sessions, CTE open houses, and showcasing success stories from diverse alumni who have benefited from CTE pathways.

Enhanced Support Services: Offer comprehensive support services tailored to the needs of students at risk of not persisting in their CTE program. This could include tutoring, mentoring, counseling, and financial assistance programs. Support services should also address barriers outside of academics, such as transportation or childcare for students who need it.

Cultural Competency Training for Staff: Provide cultural competency training for teachers, counselors, and administrators to ensure they are equipped to support a diverse student body. Training should focus on understanding the challenges faced by different student groups and developing strategies to engage and support all students effectively.

Integration of Academic and CTE Curriculum: Enhance the integration of academic and CTE curriculum to demonstrate the relevance of CTE to traditional academic subjects and vice versa. This can help students see the value in their CTE courses as part of their overall education, leading to increased engagement and persistence.

Flexible Scheduling and Credit Options: Implement flexible scheduling and credit options to accommodate students who might face challenges in enrolling in CTE courses due to scheduling conflicts or other commitments. This might include offering CTE courses outside of traditional school hours, online course options, or dual credit opportunities that count towards both high school and post-secondary education.

Peer Networks and Student Organizations: Encourage participation in CTE student organizations and peer networks that provide community, leadership opportunities, and a sense of belonging. These organizations can help students build connections, develop soft skills, and increase their engagement with their CTE program.

Community and Industry Engagement: Leverage community and industry partnerships to provide students with real-world learning opportunities, mentorship, and insights into career pathways. These partnerships can enrich the CTE experience and increase student motivation and persistence by providing clear connections between their studies and potential future career

Component C: Program Performance

OVERVIEW

Maryland has established performance expectations for a set of accountability indicators specified in the federal Perkins V legislation. These indicators offer insights on the educational progress of students concentrating in CTE programming. Metrics include attaining academic proficiency in core subjects; post-program placement into advanced education, training, or employment; nontraditional program concentration, and the attainment of recognized postsecondary credentials and technical skills.

Your stakeholder team should have reviewed community collegewide performance data when conducting your CLNA. It is important that your overall community college performance meets or exceeds the state performance targets. A performance improvement plan must be developed for any indicator in which you failed to achieve 90% of the state performance target. You also should review disaggregated data for different student groups. Ideally, all students will achieve at similar levels regardless of their demographic characteristics, which include gender, race-ethnicity, and special population status.

INSTRUCTIONS

Review the five priorities that you identified in your CLNA and select the top two priorities upon which you will focus. List them in the order of importance, along with the corresponding S.M.A.R.T.I.E. Goal that you will work to achieve. Consider listing a third priority you might address if you succeed in accomplishing your top two goals. Use the example on page 8 as a guide for this work; you will need one strategic plan for each of the priorities chosen.

PRIORITY 1: **Increasing the Number of CTE Concentrators**

S.M.A.R.T.I.E. Goal: Increase the number of students who become CTE concentrators by 10% within the next two years by enhancing efforts through Technical Skill Attainment, coding of students as CTE concentrators, and researching the improving the visibility of CTE success stories in communications. Progress will be measured by tracking enrollment numbers and the increase of concentrators.

Strategy	Activities	Benchmarks
Verify accuracy of data and determine sources of completers.	Research the data reported to MSDE on concentrators to fully understand how a student is counted as a concentrator. Investigate any necessary coding changes (If any) Develop a baseline and a plan to increase	Meet with PIR to fully understand what is currently reported. Determine Sources of concentrators by November 2024. This may or may not be required. If coding changes are necessary, we will need to develop a plan of action by February to take effect next fiscal year. Once sources of concentrators are determined, we need to develop a plan to increase by June 2024.
Provide assistance to students to obtain TSA credentials	Examine TSA list to ensure we are reporting all TSA completers.	Meet with the Division of Learning Vice President in July 2024 to review the TSA list and solicit support in outlining submission requirements. Provide funding for vouchers to obtain TSA credentials to CSM CTE students. Report outcomes for CSM students who take TSA exams.

PRIORITY 2: **Expand Instructional Assistance to CTE Students**

S.M.A.R.T.I.E. Goal: Increase the number of diverse students facing Informational videos while decreasing embedded tutors. As we have learned, students are not utilizing tutors for complicated concepts but are referring to YouTube. Progress will be measured by tracking the number of TSA attained and the percentage increase of concentrators over the next two years.

Strategy	Activities	Benchmarks
Create timeless Instructional materials for technical skills.	Create Informational Videos that can be accessed on demand to help CTE students with various technical skills.	Identify CTE classes where embedded tutors are necessary for additional technical assistance during fall semester. Utilize the embedded tutors to assist in identifying what technical skills can translate to video by December 31, 2024. Create instructional videos that are timeless by the end of Spring semester. Increase awareness for available resources for English Language Learners. Evaluate you tube or other open resource material to supplement instruction for technical skills .

FUNDING NOTES

In order to accomplish the activities for this component, briefly describe the funding sources the CC plans to use.

- Perkins Grant funds
- CSM Operating Budget

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1
- Note 2
- Note 3

PROMISING PRACTICES TO CONSIDER

Data-Driven Instruction and Improvement: Utilize data analytics to closely monitor student performance across the specified accountability indicators. This involves not just tracking overall performance but also disaggregating data by student demographics to identify and address disparities. Tailor instructional strategies and support services based on data insights to improve outcomes for all student groups.

Professional Development for Educators: Invest in ongoing professional development for CTE educators focused on evidence-based instructional strategies, culturally responsive teaching, and the integration of academic and technical skills. Training should also include the use of data to inform instruction and the identification of student needs for targeted interventions.

Integrated Academic and Technical Curriculum: Strengthen the integration of core academic content within CTE programs to support the attainment of academic proficiency. This could include

project-based learning that applies academic concepts in real-world CTE contexts, enhancing relevance and understanding for students.

Career Advising and Student Support Services: Expand comprehensive career advising and support services to guide students in making informed decisions about their CTE pathways and future careers. This should include personalized learning plans, mentoring, tutoring, and access to resources for overcoming barriers to success.

Work-Based Learning Opportunities: Increase access to work-based learning experiences, such as internships, job shadowing, and apprenticeships. These opportunities can enhance students' technical skills, provide valuable industry insights, and improve post-program placement outcomes.

Focus on Nontraditional and Special Populations: Implement targeted strategies to encourage participation and success in CTE programs for students from nontraditional backgrounds and special populations. This may involve outreach efforts, support groups, and modifications to program delivery to ensure inclusivity and accessibility.

Component D: Recruiting, Developing, and Retaining CTE Educators

OVERVIEW

Offering high-quality CTE programs requires a skilled instructional workforce. Ideally, all members of your educational team, including secondary teachers, support staff, paraeducators, and guidance counselors, will have the knowledge and training necessary to realize positive student outcomes. You should strongly consider how your community college works to support the recruitment, on-boarding/preparation, retention, and training/professional learning of CTE Teachers/Faculty.

Your stakeholder team were provided with data on current staff demographics and longitudinal, 5-year statistics on staff turnover.

INSTRUCTIONS

Review the five priorities that you identified in your CLNA and select the top two priorities upon which you will focus. List them in the order of importance, along with the corresponding S.M.A.R.T.I.E. goal that you will work to achieve. Consider listing a third priority you might address if you succeed in accomplishing your top two goals.

Note that recruitment and retention, and professional development should be considered as two focus areas. If your CLNA findings did not identify one of these as a priority, consider adding it as your stretch priority. Use the example on page 8 as a guide for this work; you will need one strategic plan for each of the priorities chosen.

PRIORITY 1: **Recruiting Adjunct Professors**

S.M.A.R.T.I.E. Goal: Develop a marketing campaign highlighting the benefits and impacts of being a CTE educator. Use social media campaigns, professional networks, and community events to reach potential candidates over the next two years.

Strategy	Activities	Benchmarks
Hire additional adjunct instructors for CTE programs	Identify CTE programs that are underrepresented or lack capacity to increase due to instructor limitations.	Work with HRD to develop a recruitment plan to attract the targeted CTE instructors by August 2024.
	Hire new adjunct instructors using CSM Practices outlined by HRD.	Offer 10 sections of CTE classes in FY25

PRIORITY 2: **Increase Professional Development**

S.M.A.R.T.I.E. Goal: Offer regular professional development opportunities focused on the latest industry trends, educational technology, content-based, and student engagement techniques over the next two years to retain current faculty.

Strategy	Activities	Benchmarks
Provide content-specific professional development opportunities as CSM's faculty training is generic overall faculty training and does not address industry-specific trends	Identify CTE specific opportunities for professional development. Identify appropriate faculty to attend professional development and bring content back to other faculty at CSM to implement in the classroom. Have a debrief session after professional development to share content that was learned with other program stakeholders.	Research and recommend possible faculty development opportunities for DOL leadership to select from by August 2024. CSM will send at least one faculty member to an industry specific conference in FY25. A debrief session to share information learned at the conference will be held within a month of returning from the conference.

FUNDING NOTES

In order to accomplish the activities for this component, briefly describe the funding sources the CC plans to use.

- Perkins Grant funds
- CSM Operating Budget

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1
- Note 2
- Note 3

PROMISING PRACTICES TO CONSIDER

Partnerships with Higher Education: Collaborate with universities and community colleges to identify and attract students in relevant fields who may be interested in teaching careers. Offer information sessions and internships focused on CTE education.

Industry Recruitment: Target professionals in high-skill, high-wage, and in-demand sectors for transition into CTE teaching roles. Offer incentives and pathways for industry experts to enter the teaching profession, including alternative certification routes.

Marketing and Outreach: Develop marketing campaigns that highlight the benefits and impacts of being a CTE educator. Use social media, professional networks, and community events to reach potential candidates.

Mentorship Programs: Establish mentorship programs that pair experienced CTE educators with new hires to provide guidance, support, and knowledge transfer during the critical first years

Ongoing Professional Development: Offer regular professional development opportunities focused on the latest industry trends, educational technology, pedagogical strategies, and student engagement techniques.

Industry Experiences: Facilitate opportunities for CTE educators to engage with industry through externships, workshops, and partnerships, allowing them to stay current with the skills and knowledge required in their field.

Communities of Practice: Establish communities of practice where CTE educators can share experiences, resources, and best practices with peers, fostering a culture of continuous improvement and collaboration.

Component E: State Determined Performance Level Attainment

OVERVIEW

The Carl D. Perkins Career and Technical Education Act (commonly referred to as the Perkins Act or Perkins V) aims to increase the quality of career and technical education (CTE) within the United States to help the economy. The purpose of the state-determined performance levels (SDPLs) within the Perkins Act is multi-fold:

Ensure Accountability: These performance levels are designed to ensure that states are accountable for improving the academic and technical skills of students participating in career and technical education (CTE) programs. By setting these levels, states are committed to continuous improvement and are held responsible for achieving specific outcomes.

Promote Continuous Improvement: The performance levels serve as benchmarks for states to assess their progress in enhancing the quality of their CTE programs. This encourages states to constantly evaluate and improve their education and training programs to meet the evolving needs of the workforce.

Enhance State and Local Flexibility: While the Perkins Act sets out national priorities and goals, it also gives states and local education providers considerable flexibility in determining how to meet these goals. The state-determined performance levels allow states to set targets that are ambitious yet attainable, considering their unique economic, demographic, and educational contexts.

Support Student Success: The performance levels focus on key indicators of student success, including graduation rates, academic achievement, and placement in postsecondary education or employment. This ensures that the programs are effectively preparing students for high-skill, high-wage, or in-demand industry sectors and occupations.

Data-Driven Decision Making: By establishing and monitoring these performance levels, states can use data to make informed decisions about how to allocate resources, identify areas for improvement, and implement strategies that best support student achievement and program quality.

Overall, the state-determined performance levels in the Perkins Act are integral to ensuring that career and technical education programs are aligned with state and local economic needs and are effectively preparing students for the challenges of the 21st-century workplace.

INSTRUCTIONS

Review the data on the following table, which details the State of Maryland's SDPLs for each federal performance indicator, the 90% calculation to determine the floor for "meeting" the indicator, and the actual local performance by the school system towards the indicator.

For each indicator where the actual local performance level is less than the 90% performance target, the school system is required to complete a S.M.A.R.T.I.E. goal related to the missed indicator, as well as a strategic plan to address the tasks and expected outcomes. Use the example on page 8 as a guide for this work; <u>you will need one strategic plan for each of the priorities chosen.</u>

TABLE: STATE DETERMINED PERFORMANCE LEVELS AND ACTUAL LOCAL PERFORMANCE

Indicator	Performance Target	Performance Target (90%)	Actual Local Performance
1P1: Post-Secondary Retention and Placement	71.33%	64.20%	78%
2P1: Earned Recognized Post-Secondary Credential	44.40%	39.96%	52%
3P1: Non-Traditional Program Enrollment	24.85%	22.37%	27%

==CSM HAS MET ALL MSDE INDICATORS==

MISSED INDICATOR 1: <ENTER INDICATOR TITLE HERE>

S.M.A.R.T.I.E. Goal: <ENTER S.M.A.R.T.I.E. GOAL HERE>

Strategy	Activities	Benchmarks
Strategy 1	- Activity 1 - Activity 2 - Activity 3	- Benchmark 1 - Benchmark 2 - Benchmark 3
Strategy 2	- Activity 1 - Activity 2 - Activity 3	- Benchmark 1 - Benchmark 2 - Benchmark 3

MISSED INDICATOR 2: <ENTER INDICATOR TITLE HERE>

S.M.A.R.T.I.E. Goal: <ENTER S.M.A.R.T.I.E. GOAL HERE>

Strategy	Activities	Benchmarks
Strategy 1	- Activity 1 - Activity 2 - Activity 3	- Benchmark 1 - Benchmark 2 - Benchmark 3
Strategy 2	- Activity 1 - Activity 2 - Activity 3	- Benchmark 1 - Benchmark 2 - Benchmark 3

Component F: Budget

INSTRUCTIONS

The Carl D. Perkins Act provides nine specific required uses of federal formula funds. After reviewing these required uses in the section below, begin thinking about how you will strategically allocate your federal funds across each of these required uses and to support each of the S.M.A.R.T.I.E. goals detailed in this application (note: you <u>must</u> allocate funding across all nine required uses). Once the funds are allocated across all required uses, determine the funding level needed across the budget categories (e.g., Salaries/Benefits, Contract Services, Equipment, Supplies and Materials, and/or Other). While grantees are required to allocate funds across all nine Perkins categories, there is not a requirement to budget across all of the budget categories.

REQUIRED USES OF PERKINS FUNDING

1. Strengthen the academic and career and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of academics with CTE programs using a coherent sequence of courses, such as CTE programs of study, to ensure learning in the core academic subjects and CTE subjects.
2. Link CTE at the secondary and postsecondary level, including offering the relevant elements of not less than three CTE programs of study.
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve, or expand the use of technology in CTE
5. Provide professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs
6. Develop and implement evaluations of the CTE programs carried out with funds, including an assessment of how the needs of special populations are being met
7. Initiate, improve, expand, and modernize quality CTE programs, including relevant technology.
8. Provide services and activities that are of sufficient size, scope, and quality to be effective.
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

EXAMPLES OF BUDGET ITEM EXPENDITURES

- <u>Salaries / Wages:</u> Administrators, Site Coordinators, Career Counselors, Teachers, etc., as long as the role is directly related to the administration of the CTE program and/or delivery of CTE program instruction.
- <u>Contract Services:</u> Contracted Consultants, Contracted Evaluators, Curriculum Consultants, Counselors, Professional Development Trainers, etc.
- <u>Equipment:</u> Machinery, Furniture, Fixtures, Technology-related Hardware
- <u>Supplies and Materials:</u> General Supplies, Textbooks, Instructional Aids, Instructional Software, Internet Fees-Site License
- <u>Other:</u> Dues and Fees, Approved Conference/Training Fees

Refer to MSDE's full CTE allowability chart for a detailed account of Perkins-related expenditures.

BUDGET ALLOCATION TABLE

Total Formula Award: **$221,471.00**

Required Uses of Perkins Funds (See List for Details)	Salaries / Wages	Advertising	Equipment	Supplies and Materials	Travel
1	$52,496	$0.00	$0.00	$0.00	$0.00
2	$0.00	$0.00	$0.00	$0.00	$0.00
3	$0.00	$0.00	$0.00	$0.00	
4	$0.00	$0.00	$26,869	$119,232.45	$0.00
5	$0.00	$0.00	$0.00	$0.00	$1,799.55
6	$0.00	$0.00	$0.00	$0.00	$0.00
7	$0.00	$0.00	$0.00	$0.00	$0.00
8	$0.00	$10,000	$0.00	$0.00	$0.00
9	$0.00	$0.00	$0.00	$0.00	$0.00
Total	**$52,496**	**$10,000**	**$26,869**	**$119.232.45**	**$1,799.55**

<mark>Sum of all columns are $210, 397 + (Indirect Cost) $11.047.00 = $221,471.00</mark>

FINANCIAL COMPLIANCE WORKSHEET AND BUDGET FORM C-125

Once the funds have been allocated across budget objects and required Perkins expenditures in the table above, transfer this information to the Financial Compliance Worksheet and the Budget Form C-125 for final approval. Links to each are located here: Budget Forms.

Appendix A: Recipient Assurances

INSTRUCTIONS

Once the Perkins Local Application is fully negotiated and approved by the Office of College and Career Pathways at the Maryland State Department of Education, this document will be routed for electronic signatures of appropriate MSDE and grantee representatives.

RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).

2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conform with section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.

3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.

4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

5. Entities expending federal funds of $750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.

6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant

was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.

11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

Yolanda Wilson
Yolanda Wilson (Jul 1, 2024 12:50 PDT)

Jul 1, 2024

President Dr. Yolanda Wilson   Date

Appendix B: Certification for Debarment, Suspension, Ineligibility, and Voluntary Exclusion

INSTRUCTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Once the Perkins Local Application is fully negotiated and approved by the Office of College and Career Pathways at the Maryland State Department of Education, this document will be routed for electronic signatures of appropriate MSDE and grantee representatives.

INSTRUCTIONS FOR CERTIFICATION

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason or changed circumstances.
4. The terms "covered transaction", "debarred", "suspended", "ineligible", "lower tier covered transaction", "participant", "person", "primary covered transaction", "principal", "proposal", and "voluntarily excluded", as used in this clause, have the meaning set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall now knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary exclusion-Lower Tier Covered Transactions", without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded for the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge

and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

CERTIFICATION

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Yolanda Wilson
Yolanda Wilson (Jul 1, 2024 12:50 PDT)

Jul 1, 2024

President Dr. Yoland Wilson

Date

Appendix C: General Education Provisions Act (GEPA) Notice

PURPOSE

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

TO WHOM DOES THIS PROVISION APPLY?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school community colleges or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school community college or other local entity has submitted a sufficient section 427 statement as described below.)

WHAT DOES THIS PROVISION REQUIRE?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the federally funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

WHAT ARE EXAMPLES OF HOW AN APPLICANT MIGHT SATISFY THE REQUIREMENT OF THIS PROVISION?

The following examples may help illustrate how an applicant may comply with Section 427.

1. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
2. An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
3. An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
4. An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students
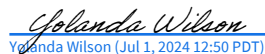
We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Appendix D: Local Perkins Application Certificate of Compliance

By receiving funds under this grant, we hereby agree, as grantee, to comply with the following terms and conditions:

1. Funds received under this title will be used to carry out Career and Technical Education Programs as required under Worksheet 135b of the Strengthening Career and Technical Education for the 21st Century Act.

2. Provide Career and Technical Education programs of such size, scope, and quality to bring about improvement in the quality of Career and Technical Education.

3. Nothing in the Act shall be construed so as to modify or affect any Federal or State law prohibiting discrimination on the basis of race, religion, color, ethnicity, national origin, gender, age, or disability.

4. All funds made available under this Act shall be used in accordance with the requirements of this Act. None of the funds made available under this Act may be used to provide funding under the School-to-Work Opportunities Act of 1994 (20 U.S.C. 6101 et seq.) or to carry out, through programs funded under this Act, activities that were funded under the School-to-Work Opportunities Act of 1994, unless the programs funded under this Act serve only those participants eligible to participate in the programs under this Act.

5. All programs carried out with funds under this title have developed and implemented an evaluation, including an assessment of how the needs of special populations are met.

6. The appropriate secondary and postsecondary partners have collaborated to develop and implement all programs under this title.

7. Articulation agreements are approved annually by the lead administrator.

Yolanda Wilson
Yolanda Wilson (Jul 1, 2024 12:50 PDT)

President Dr. Yoland Wilson

Jul 1, 2024

Date

POSTSECONDARY FINANCIAL COMPLIANCE WORKSHEET

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

Use the following worksheet by putting in the formula award amount **(Cell C5)**, the total amount of equipment purchases **(Cell C9)**, and the indirect cost rate percent **(Cell B11)**. If no equipment is purchased, then leave the cell blank, and if indirect cost is not taken, then leave the cell blank.

Formula Award Amount		$ 221,471
Total Administrative Cost Allowed	5%	$ 11,074
Allowable Indirect Cost Calculation		
Total Grant Award		$ 221,471
Subtract Amount of Equipment Purchases		$0
Indirect Cost Subtotal		$ 221,471
Local Indirect Cost Rate	5%	$ 11,074
Administrative Cost Calculation		
Indirect Cost Amount Taken		$ 11,074
Administation Cost Taken		$ (0)
Total (Indirect/Direct) Administrative Cost		$ 11,074
Totals		
Grant Subtotal		$ 210,397
Total (Indirect/Direct) Administrative Cost		$ 11,074
Total Grant Award		$ 221,471
Maintenance of Effort Local/State		
FY 2023 Reported Expenditures *(See FY 2023 Annual Financial Report)*		$ 215,228.34
FY 2024 Estimated Expenditures		$ 268,380.10

Recipient Agency Name	MARYLAND STATE DEPARTMENT OF EDUCATION	Grant Number
College of Southern Maryland	Division of Career and College Readiness	
Revenue Source Name	PROPOSED BUDGET	Grant Period
Perkins V	POSTSECONDARY/OTHER RECIPIENTS/AGENCIES	7/1/2024 - 6/30/2025
		Fund Source Code

Fiscal Year _____ **2025**

USE OF FUNDS	SOURCE OF FUNDS			TOTAL BUDGET
	Federal	State/Local	Other (Specify)	
PERSONNEL				
Fringe Benefits	$ 1,296.00			$1,296.00
Salaries	$ 51,200.00			$51,200.00
MATERIALS &SUPPLIES	$ 146,101.45			$146,101.45
EQUIPMENT	$ -			$0.00
CONTRACTUAL SERVICES				
Consultants				$0.00
TRAVEL				
Lodging	$ 1,599.55			$1,599.55
Meals	$ -			$0.00
Miles	$ -			$0.00
Registration Fees/Other	$ 200.00			$200.00
OTHER RELATED COSTS				
Child Care				$0.00
Instructional Costs				$0.00
Instructional Materials				$0.00
Mail				$0.00
Printing	$ 10,000.00			$10,000.00
Telephone				$0.00
Transportation				$0.00
Tuition				$0.00
				$0.00
ADMINISTRATION/INDIRECT COSTS				
Administration				$0.00
Indirect Costs	$ 11,074.00			$11,074.00
TOTAL	**$221,471.00**	**$0.00**	**$0.00**	**$221,471.00**

Budget Approved by: _Judith Mills_____ Date:__Jul 1, 2024__   _____Date:_____

(Signature & Date)   FINANCE OFFICER   MSDE OFFICIAL

Budget proposed ps Revised 2/10