



Career and Technical Education: Local Perkins Application Anne Arundel County

Application for the Carl D. Perkins Formula Grant Version 2.0

Office of College and Career Pathways

2024 - 2025

MARYLAND STATE DEPARTMENT OF EDUCATION

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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

LEA Name	Anne Arundel County Public Schools
Superintendent Information	Mark T. Bedell mbedell@aacps.org
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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 Anne Arundel County Public Schools

Mark T. Bedell, Ed.D.
Mark T. Bedell, Ed.D. (Jul 1, 2024 14:46 EDT)

Mark T. Bedell, Ed.D.
 Superintendent of Schools

Jul 1, 2024

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

Jul 1, 2024

Date

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.

Mark T. Bedell, Ed.D.
Mark T. Bedell, Ed.D. (Jul 1, 2024 14:46 EDT)

Superintendent of Schools or Community College President

Jul 1, 2024

Date

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.

Mark T. Bedell, Ed.D.
Mark T. Bedell, Ed.D. (Jul 1, 2024 14:46 EDT)

Superintendent of Schools or Community College President

Jul 1, 2024

Date

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 districts 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 district 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.

The FY25 Perkins Application ensures equitable access to, and participation in Career and Technical Education (CTE) programs of study for underrepresented and underserved students, teachers, and staff. The application aligns with the AACPS Board of Education's policy on Educational Equity (2020) which serves as the cornerstone of our commitment to providing equitable access and participation in educational opportunities. This policy is rooted in the assurance that every student has access to educational rigor, resources, and support designed to maximize academic success and foster social and emotional well-being.

While AACPS focuses on access and equity in the Perkins Application every year, this year's application provides greater emphasis on removing barriers to the equitable access and participation of underrepresented and underserved students/staff while providing additional support to ensure the success of both CTE students and educators. The revised FY25 Perkins Application includes four components with strategies and activities to support each one. Examples of the FY 25 Perkins' strategies and activities are listed below under the four components. (Please note, this is not a complete list.)

Component A: Labor Market Alignment

- Research and acquire certification preparation resources and/or aligned curriculum that leads to student success, including students who are members of underrepresented and special populations.
- Marketing materials targeting members of diverse populations are created, distributed, and posted to recruit CTE Program Advisory Committee (PAC) members. PAC members provide guidance and support for each CTE program of study, mentor students and visit classrooms. They also assist AACPS in the recruitment/retention of students who are members of underrepresented, underserved, and special populations.

Component B: Participation and Persistence

- Engage with multilingual learner communities to understand their interests and needs, and tailor CTE offerings accordingly.
- Inform stakeholders about the value of CTE and target underrepresented and underserved populations:
- Create a communication pipeline using social media, PTA, elementary and middle school newsletters (translated in multiple languages).
- Utilize Career Coaching staff to assist identified student populations with course scheduling.

Component C: Program Performance

- Provide all CTE instructors with flexible professional development consisting of evidence-based strategies to improve their IRC instruction/preparation for ML students and SWDs.
- Offer Sheltered Instruction Observation Protocol (SIOP) Training to teachers.
- Provide professional development and resources to educators on creating a welcoming and inclusive classroom culture.

Component D: Recruiting, Developing and Retaining CTE Educators

- Create marketing materials that resonate with a diverse audience, highlighting the inclusive and supportive environment, career advancement opportunities, and the chance to make a meaningful impact as educators within AACPS.
- Recruit new teachers that reflect the demographic of the student population.
- Pair first and second year CTE teachers with seasoned, highly effective veteran teachers who can serve as mentors to provide resources and guidance.

The implementation of the activities outlined in the FY23 Perkins Application is designed to enhance access and participation in CTE programs. These initiatives aim to foster greater success for underrepresented and underserved students and will create a more inclusive and supportive environment, enabling all students to thrive in CTE programs.

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.

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.

Mark T. Bedell, Ed.D.
Mark T. Bedell, Ed.D. (Jul 1, 2024 14:46 EDT)

Superintendent of Schools or Community College President

Jul 1, 2024

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 in your district, 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 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: Improve Curriculum Alignment and Certification Opportunities

S.M.A.R.T.I.E. Goal 1:

Five of our CTE Programs- Accounting and Finance, Administrative Services Management, Business Management, Marketing, and Computer and Information Sciences- constitute 45% of CTE program participation, yet are not curricularly aligned with an industry recognized certification, or have no identified certification proposed by the CTE Committee ([GWDB CTE Cmte- Industry-Recognized Credential Guidance](#)). To support the Blueprint for Maryland's Future goal of 45%, AACPS will identify industry credentials and/or realign curriculum to approved credentials to support student achievement, including curriculum modifications that support students of traditionally underrepresented populations. By June 2025, AACPS will identify credentials or realign curriculum for each of these five programs.

1. Accounting and Finance
2. Administrative Services Management
3. Business Management
4. Computer and Information Sciences
5. Marketing

Strategy	Activities	Benchmarks
<p>Strategy 1 - Update Curriculum</p>	<ul style="list-style-type: none"> • Purchase/write/update existing curriculum that is culturally responsive and aligned with industry standards. • Acquire MOI resources and equipment to support curriculum alignment with currently identified industry certifications. • Provide professional development for teachers on updated curriculum to include strategies for diverse learners. 	<ul style="list-style-type: none"> • By June 2025, a realigned culturally responsive curriculum is purchased or written for 5 identified programs which is aligned to industry credentials. • By November 2024, 65% of teachers from identified programs of study (POS) have the MOI/equipment aligned to current industry-recognized credentials and/or updated curriculum.
<p>Strategy 2 – Streamline Certification Opportunities</p>	<ul style="list-style-type: none"> • Utilize business partner insights and workforce database research to identify the most in-demand certification opportunities that align with industry needs and prepare students for jobs in the local labor market. • Gather and collect required documentation to submit newly identified IRCs for approval. • Research certification preparation resources that will lead to student success, including students who are members of underserved and special populations. 	<ul style="list-style-type: none"> • By December 2024, 100% of PAC meeting minutes reflect discussions on potential industry certifications. • By April 2025, 100% of PAC minutes for the identified programs include a cross-referenced data analysis of business partner input and workforce database findings for programs lacking an IRC. • By April 2025, five certifications will be identified for MSDE review. • By April 2025, a form for submitting recommended IRCs to the CTE Committee is designed and utilized. • By June 2025, 90% of students have updated resources and preparatory MOI for IRCs to ensure their success.

PRIORITY 2: Improve labor market alignment with CTE programs offered in comprehensive high schools.

S.M.A.R.T.I.E. Goal 2:

AACPS will improve labor market alignment and increase industry specific input by revitalizing Program Advisory Committee (PAC) participation for programs implemented at comprehensive high schools in the 2024-2025 SY. Using targeted marketing strategies and through collaboration with the

Local Workforce Board, Anne Arundel Workforce Development Corporation, we will increase PAC participation by 25% for each program offered at comprehensive high schools. All activities will focus on the recruitment of diverse representation of business partners, and alignment with post-secondary pathways to include transitions to Registered Apprenticeships and institutions of higher education.

Strategy	Activities	Benchmarks
<p>Strategy 1 - Create a streamlined PAC process that values the input of all stakeholders and maximizes engagement before, during, and after the meeting.</p>	<ul style="list-style-type: none"> • Collaborate with AAWDC and representatives from their industry collaboratives in Health Care, IT, Construction, and Hospitality (H.I.T.C.H.) to identify and recruit new PAC members, focusing on recruitment of PAC members representing underrepresented and underserved populations. • Enlist the assistance of WBL coordinators to identify and recruit new PAC members for programs of study (POS) offered at comprehensive high schools. • Partner with new PAC members to solicit their additional input including occupational updates on labor market projections, both short and long term, and the identification of industry valued certifications. 	<ul style="list-style-type: none"> • By August 2024, all PAC meetings in FY25 have an updated meeting structure, leveraging existing partnerships and community engagement between AAWDC and AACPS offices. • By March 2025, PAC correspondence and meeting minutes, for identified PACs, reflects a 75% increase in business/industry (B/I) participation and engagement. • By April 2025, 100% of FY25 PAC meeting minutes reflect labor market updates and/or data presentations.
<p>Strategy 2 - Targeted Advertising</p>	<ul style="list-style-type: none"> • Create PAC marketing materials, testimonials for publication/circulation in company and business association newsletters and in the AACPS Office of School and Family Partnerships publications. Materials will include representatives from a diverse group of PAC members. • Research and develop PAC content for LinkedIn postings. 	<ul style="list-style-type: none"> • By November 2024, each of the PACs for programs that run at comprehensive high schools have recruitment materials- targeting industry representation. • By November 2024, PAC recruitment/marketing materials representing and targeting diverse populations have been distributed to at least 8 local business associations/advisory boards.

Strategy	Activities	Benchmarks
<p>Strategy 3 - Leverage post-secondary and apprenticeship training programs</p>	<ul style="list-style-type: none"> Identify and align programs with community colleges and/or apprenticeships to promote these tracks as potential paths towards completion and certification, increasing the opportunities for students to experience career related activities beyond the traditional classroom. 	<ul style="list-style-type: none"> By February 2025, five programs allowing students to earn college credit and industry credentials in a post-CCR partnership including dual enrollment and CTE programs have been established. By February 2025, five programs, leading straight into a Registered Apprenticeship after one credit of classroom instruction, are initiated and promoted to 9th and 10th graders.

FUNDING NOTES

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

- Perkins
- Local LEA funds
- Career Coaching MOU with AAWDC

ADDITIONAL NOTES FOR THIS COMPONENT

- H.I.T.C.H.- Acronym for five key growth industries in AA County: HEALTHCARE, INFORMATION TECHNOLOGY, TRANSPORTATION, CONSTRUCTION, HOSPITALITY. These industries provide a range of employment opportunities for county residents.

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.

Pathway Development and Articulation Agreements: Develop clear career pathways that guide students from secondary education to post-secondary credentials or degrees and into the workforce. Establish articulation agreements with post-secondary institutions to ensure seamless transitions for students, allowing them to earn credits towards higher education while still in high school.

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. Counseling should also address potential barriers to participation, such as misconceptions about CTE or lack of awareness of available programs.

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 district. 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; you will need one strategic plan for each of the priorities chosen.

PARTICIPATION PRIORITY: Increase the enrollment and rates of underrepresented student groups through targeted outreach and recruitment.

S.M.A.R.T.I.E. Goal 3:

AACPS has previously been unsuccessful in recruiting Multilingual Learners (ML) to CTE programs. While MLs comprise almost 10% of our total student population, they represent less than 5% of total enrollment in the AMC, BMF, EANR, HBS, and MET career clusters. AACPS will increase the enrollment rate of ML students in each of these clusters by 5% over the next two years.

Strategy	Activities	Benchmarks
<p>Strategy 1 - Inform stakeholders about the value of CTE targeting underrepresented and underserved populations</p>	<ul style="list-style-type: none"> Utilize input from AACPS community outreach groups and Office of School and Family Partnership to create a communication pipeline using social media, PTA, school newsletters (translated in multiple languages). Collaborate with community colleges to create a visual pathway from AACPS POS to post-secondary programs including workforce development courses and certifications, to help students and parents see a trajectory to entrance into the workforce. Facilitate student participation in events sponsored by community colleges, businesses/non-profit organizations e.g., Maritime Expo, Engineering Expo, ACE, Women in Manufacturing. Create/design Mobile Media Kit to promote CTE awareness and student recruitment at various events. Collaborate with Career Coaching staff to strategize on targeting specific student populations, review ongoing activities, and provide feedback. 	<ul style="list-style-type: none"> As a result of community outreach, at least 65% of ML students surveyed in middle and high school report an awareness of CTE opportunities. By December 2024, AACC and AACPS' 10 visual pathways are targeted to all middle school and ninth grade students. By February 2025, Mobile Media Kits are created and ready for distribution at 14 student recruitment and community events. By February 2025, CTE staff participate in at least ten middle school career fairs/scheduling night events. By the end of the 2024-2025 SY, at least 25 ML students participate in events sponsored by AACPS, Anne Arundel Community College, businesses and non-profit organizations. During the 2024-2025 SY, quarterly meetings with the career coaching manager results in a 10% increase of ML students enrolling in CTE.

Strategy	Activities	Benchmarks
<p>Strategy 2 - Student Representation</p>	<ul style="list-style-type: none"> • Create CTE Student Ambassador program to promote CTE programs/benefits and provide peer support/mentoring using exemplar CTE students. • Identify and engage ML communities to understand their needs and tailor CTE program offerings and communication accordingly. • Record/gather population specific student testimonials for publications and postings. 	<ul style="list-style-type: none"> • By November 2024, 10 students, including students who are members of diverse populations, are recruited and trained for the Student Ambassador program. • By February 2025, student ambassadors participate in 10 MS visits and HS school scheduling nights. • By October 2024, CTE staff will partner with AACPS community liaisons to survey members of the ML community at 4 or more community events. • By February 2025, a plan, based on the fall ML survey results, is created to address the specific needs of the ML community. At least 50% of the attendees complete the survey. • By June 2025, a repository of 25 student testimonials is ready for posting/publishing.

PERSISTENCE PRIORITY: Student Persistence, Community Inclusion, and Industry Engagement

S.M.A.R.T.I.E. Goal 4:

Of the 51 CTE Completer Programs running in AACPS, 21 have a persistence rate of less than 20% reaching concentrator status. The highest rates of attrition, which include the most students, exist in the BMF and HRS clusters. While there are many factors that lead to student attrition, we have identified a lack of awareness of the value of these CTE programs to students, a lack of industry engagement, and a lack of community involvement as the top three root causes. We will increase the retention of students so that at least 20% of all students who start a program persist to reach concentrator status in the BMF and HRS clusters in the 2024-25 SY, focusing on students who represent traditionally under-represented populations.

Strategy	Activities	Benchmarks
<p>Strategy 1 - Increase community involvement and awareness of CTE opportunities</p>	<ul style="list-style-type: none"> • Host parent/student interactive workshops to showcase the value of CTE programs thus increasing student persistence through the completer pathway. • Leverage Career Coaches to align student high school schedules with demonstrated interests (mock high school schedules presented to middle school students based on career interests). • Hold quarterly meetings with School Counselors to ensure awareness and understanding of programs and benefits. 	<ul style="list-style-type: none"> • By June 2025, five interactive workshops are facilitated in partnership with Signature programs and Career Coaches. At least 75% of all attendees report an understanding of the benefits of completing a CTE POS. • By February 2025, mock schedules for BMF and HRS cluster programs are shared by Career Coaches with at least 75% of all MS students. • By September 2024, quarterly CTE update meetings with all school counselors are established. As a result, student persistence in BMF and HRS POS will increase by 10% into the 2025-2026 SY.
<p>Strategy 2 - Increase industry engagement</p>	<ul style="list-style-type: none"> • Recruit business partners willing to host job shadowing experiences. • Encourage and engage diverse business, parent, and student involvement/participation in CTSO's and career awareness activities (i.e. job shadowing and career fairs). 	<ul style="list-style-type: none"> • By November 2024, targeted marketing materials for potential business mentors and parent volunteers results in a 20% student increase in job shadowing, CTSO involvement and career awareness activities. • During the 2024-2025 SY, a minimum of 20 diverse business, and parent volunteers are recruited to assist with CTSOs and career awareness activities.
<p>Strategy 3 - Flexible Program Scheduling</p>	<ul style="list-style-type: none"> • Provide opportunities for students to participate in CTE programs in the Evening High School. • Identify and promote alternate program schedule formats that lead to program completion to school administrative teams for 2025-2026 SY. 	<ul style="list-style-type: none"> • By August 2024, CTE staff conduct research to determine how flexible scheduling can improve the percentage of students persisting in CTE by 10%. • By October 2024, stakeholders strategize possible flexible schedule changes for the 2025-2026 SY that will increase the percentage of students persisting in CTE by 10%.

FUNDING NOTES

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

- Perkins
- Local funds
- Career Coaching MOU
- ESSER- closes Sept. 30, 2024
- Title 3 grant funds

ADDITIONAL NOTES FOR THIS COMPONENT

- **Signature Schools-** A Signature is a theme, chosen by a school and its surrounding community, to connect classroom instruction with real- world situations and workforce-relevant skills. A Signature brings together educators with local business and community leaders to make classroom instruction relevant, interesting and challenging for students. With a unique theme at each high school, Signature Programs are designed to excite, engage and prepare students for college and careers.

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 careers.

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; high school graduation; 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 districtwide performance data when conducting your CLNA. It is important that your overall district 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: Increase the pass rate for Multilingual Learners and Students with Disabilities earning industry-recognized Credentials (IRCs).

S.M.A.R.T.I.E. Goal 5:

There are two student groups that consistently underperform their peers on industry-recognized credential assessments, Multilingual Learners (ML) and Students with Disabilities (SWD). The root causes contributing to this lack of achievement have been identified as lack of targeted professional development and lack of student preparation due to misaligned curriculum. AACPS will increase student performance (5S1) for ML by 10%, and SWD by 10%, by June 2025.

Strategy	Activities	Benchmarks
<p>Strategy 1- Teacher Professional Development</p>	<ul style="list-style-type: none"> • Provide all CTE instructors with flexible professional development consisting of evidence-based strategies to improve their IRC instruction/preparation for ML and SWD learners. • Partner with the English Language Development Office to identify strategies effective in engaging ML students. Facilitate PD's by ELD Office staff. 	<ul style="list-style-type: none"> • By June 2025, 75% of CTE staff participates in PD focusing on evidence-based teaching strategies. As a result, IRC pass rates will increase by 10% for SWD and by 23% for MLs. • By January 2025, training for all middle and high school CTE department chairs and lead teachers is conducted on effective strategies for teaching ML students. As a result of this training, IRC pass rates for MLs will increase by 23%.
<p>Strategy 2- Incorporate AVID learning and instructional strategies into CTE Courses</p>	<ul style="list-style-type: none"> • Hire staff to develop and deliver professional development on AVID strategies. • Hire curriculum writers to support inclusion of AVID strategies in CTE courses 	<ul style="list-style-type: none"> • By September 2024, 1 CTE staff member is hired to implement AVID strategies to increase the IRC pass rates by 10%. • By January 2025, curriculum writers begin to include AVID strategies in CTE courses to contribute to an increase in IRC pass rates, by 10%.
<p>Strategy 3- Integrate academic content into CTE programming offered at all levels.</p>	<ul style="list-style-type: none"> • Conduct professional development in reading informational text and technical vocabulary strategies. • Incorporate reading technical manuals, industry-related texts, and project-based assignments that require critical thinking and communication skills. 	<ul style="list-style-type: none"> • By November 2024, 75% of CTE teacher leaders will participate in professional development focused on reading strategies for technical text to improve IRC pass rates. • By November 2024, an accessible repository of reading and vocabulary strategies is available for all CTE teachers. Dedicated incorporation of the strategies will contribute to a 10% increase in IRC pass rates. • During the 2024-2025 SY, the inclusion of at least one project-based assignment per semester by each CTE teacher will contribute to a 10% increase in IRC pass rates.

PRIORITY 2: Nontraditional Enrollment

S.M.A.R.T.I.E. Goal 6:

While AACPS met all 2023 State identified performance goals, there is room for improvement with respect to non-traditional representation at the “concentrator” level in the following career clusters: Construction and Development (6.1%), Health and Biosciences (11.4%), Human Services (19.2%), and Transportation Technology (11.9%). In each of these clusters, non-traditional enrollment represented less than 20%. AACPS will grow non-traditional enrollment in each of these clusters at the in the first course by 5% or to at least 20% of total first course enrollment by the 2025-2026 school year.

Strategy	Activities	Benchmarks
<p>Strategy 1- Student exposure to non-traditional industry experts.</p>	<ul style="list-style-type: none"> Collaborate with business partners to identify diverse employees who can provide career exploration experiences for students. 	<ul style="list-style-type: none"> By the end of the 2024-2025 SY, non-traditional business partners participate in career activities at 14 high schools. At least 40% of participating students report an understanding of the benefits of choosing a non-trad career. By November 2024, a list of 15 non-traditional business partners interested in speaking with students is circulated to all CTE instructors.
<p>Strategy 2- Develop a range of student recruitment tactics to inform students and parents about the benefits of careers in non-traditional occupations.</p>	<ul style="list-style-type: none"> Provide professional development and access to labor market tools that empower school counselors, Career Coaches, and CTE teachers to deliver career guidance that supports nontraditional learners to pursue high skill, high wage, or in-demand fields. Leverage Career Coaches at the middle and high schools to promote CTE programs to non-traditional student populations. 	<ul style="list-style-type: none"> By December 2024, 50% of school counselors, CTE teachers and Career Coaches receive PD on non-traditional careers and how to utilize labor market tools. By November 2024, a repository of at least 20 effective student recruitment strategies for non-trad programs is available to all teachers and counselors. By November 2024, CTE staff and the Career Coaching Office create a series of three CTE non-traditional career awareness lessons. At least 50% of all students receiving the non-trad instruction report an awareness of the benefits of working in a non-trad field.

Strategy	Activities	Benchmarks
<p>Strategy 3- Create a district-wide culture of inclusivity in CTE programs.</p>	<ul style="list-style-type: none"> Provide professional development and resources to educators on creating a welcoming and inclusive classroom culture for all learners. 	<ul style="list-style-type: none"> By August 2024, 50% of CTE instructors receive professional development focused on inclusive classroom culture strategies: at least 80% of the students report feeling welcomed in their classrooms. By November 2024, content-specific equipment, materials and resources aimed at increasing inclusiveness and sense of belonging in the classroom are purchased for 20 classrooms.

FUNDING NOTES

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

- Perkins
- Local Funds
- Career Coaching MOU
- Reserve Fund Grant

ADDITIONAL NOTES FOR THIS COMPONENT

- N/A

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 local school systems and community colleges work 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: Retaining & Training Conditional Teachers

S.M.A.R.T.I.E. Goal 7:

In the past three years, Anne Arundel County Public Schools (AACPS) has, on average, hired 24 new Career and Technical Education (CTE) teachers. Of these 24 teachers, on average, 21 (87.5%) will be hired with a “conditional” certificate. This presents a challenge of supporting educators who have very little preparation in delivering engaging classroom content. To address this shortcoming, AACPS will

increase the support provided- mentoring, coaching, flexible professional development, and other needed supports- so that 75% of new teachers return for the 2025-2026 SY.

Strategy	Activities	Benchmarks
<p>Strategy 1 - Offer targeted professional development to support new CTE instructors in strengthening their teaching skills.</p>	<ul style="list-style-type: none"> • Develop and implement an annual New Teacher CTE Boot camp the week before the official teaching assignments begin. • Provide professional development opportunities for new teachers that are individualized to their specific needs. • Facilitate networking events, conferences, and workshops where CTE educators can connect with colleagues, share best practices, and collaborate on innovative teaching strategies. 	<ul style="list-style-type: none"> • Achieve 75% participation of new hires in the CTE Teacher Boot Camp in August 2024. • Ensure 50% of all newly hired teachers participate in an individualized PD session and/or attend a networking event.
<p>Strategy 2 - Utilize existing teacher talent to grow new CTE teachers.</p>	<ul style="list-style-type: none"> • Identify a teacher leader who will provide new teachers with weekly teaching and classroom management tips. • Provide professional development on coaching and mentoring practices and strategies for veteran teachers. • Facilitate cross school-collaborative planning sessions. 	<ul style="list-style-type: none"> • Partner every first and second year CTE teacher with a highly effective mentor teacher by September 2024. • Create a digital collection of shared tips and classroom strategies by October 2024. • Implement a cross school-collaborative planning session by September 2024. • Identify and facilitate Praxis or other certification related professional developments by December 2024.

PRIORITY 2: Recruitment of Diverse CTE Educators & Staff

S.M.A.R.T.I.E. Goal 8:

Anne Arundel County Public Schools (AACPS) has made considerable efforts to recruit a diverse teaching staff across the district. This extends to Career and Technical Education (CTE) teachers, yet less than 3% of the CTE teaching staff identifies as Hispanic. In pursuit of hiring highly qualified candidates, AACPS will increase the number of Hispanic teachers hired to 10% of all new CTE hires by the start of the 2025-2026 school year.

Strategy	Activities	Benchmarks
<p>Strategy 1 - Identify non-traditional pathways for teachers to earn the necessary credentials to become a CTE educator.</p>	<ul style="list-style-type: none"> Assist prospective teachers focusing on minority candidates with industry experience but lack teaching credentials in exploring alternative pathways to certification. 	<ul style="list-style-type: none"> Ensure that 95% of new hires have a documented pathway to certification by June 2025.
<p>Strategy 2 - Develop a range of teacher recruitment strategies that motivate individuals to pursue a CTE teaching career.</p>	<ul style="list-style-type: none"> Work with the AACPS Human Resources Office to recruit candidates who are members of diverse populations. Consult with employer advisory groups to explore prospective teacher candidates who possess relevant industry experience, expertise, and a passion for education, ensuring alignment with the needs and values of AACPS. Create a marketing campaign that resonates with a diverse audience, highlighting the inclusive and supportive environment, career advancement opportunities, and the chance to make a meaningful impact as educators within AACPS. Participate in AACPS multigenerational hiring events that focus on both student and adult job seekers. Attend relevant community events to market teaching opportunities to prospective teachers. 	<ul style="list-style-type: none"> Include an item on each PAC meeting agenda to request candidate recommendations for available CTE positions. Implement marketing campaign tailored to diverse audiences by November 2024. Participate in Human Resources recruitment activities during the 2024-25 SY. Identify three Hispanic community organizations and become regular attendees, marketing teaching opportunities, by September 2024. Create recruiting materials, in multiple languages, for prospective teacher candidates.

FUNDING NOTES

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

- Perkins
- Local LEA Funds

ADDITIONAL NOTES FOR THIS COMPONENT

- N/A

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

NOTE: AACPS MET ALL SEVEN 2023 STATE PERFORMANCE TARGETS; SIX OF THE SEVEN TARGETS WERE EXCEEDED. THE PERFORMANCE OF SUBGROUPS (SWD AND ML) NOT MEETING THE 2023 TARGET FOR 5S1 ARE ADDRESSED IN COMPONENT C.

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; you will need one strategic plan for each of the priorities chosen.

TABLE: STATE DETERMINED PERFORMANCE LEVELS AND ACTUAL LOCAL PERFORMANCE

Indicator	Performance Target	Performance Target (90%)	Actual Local Performance
1S1: Four-Year Graduation Rate	89.97%	80.97%	98%
2S1: Academic Proficiency in Reading / Language Arts	52.30%	47.07%	63%
2S2: Academic Proficiency in Mathematics	48.00%	43.2%	80%
2S3: Academic Proficiency in Science	-	-	26%
3S1: Post-Secondary Placement	76.50%	68.85%	81%
4S1: Non-traditional Program Concentration	28.72%	25.85%	28%
5S1: Program Quality Attained Recognized Credential	78.41%	70.57%	86%
5S4: Program Quality: Other (TSA Attainment)	78.41%	70.57%	80%

While AACPS met all performance goals, a review of the data demonstrated a need to focus on ML enrollment and performance (5S1), SWD performance (5S1), and Non-traditional enrollment in the Construction and Development, Health and Biosciences, Human Services, and Transportation Technology career clusters.

Each of these targeted groups were addressed in previous SMARTIE goals.

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. 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

- Salaries / Wages: 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.
- Contract Services: Contracted Consultants, Contracted Evaluators, Curriculum Consultants, Counselors, Professional Development Trainers, etc.
- Equipment: Machinery, Furniture, Fixtures, Technology-related Hardware
- Supplies and Materials: General Supplies, Textbooks, Instructional Aids, Instructional Software, Internet Fees-Site License
- Other: 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: \$720,393.00

Required Uses of Perkins Funds (See List for Details)	Salaries / Wages	Contract Services	Equipment	Supplies and Materials	Other
1	\$0.00	\$0.00	\$0.00	\$58,470	\$0.00
2	\$0.00	\$2,400	\$0.00	\$0.00	\$1,500
3	\$0.00	\$24,000	\$0.00	\$8,000	\$0.00
4	\$0.00	\$0.00	\$53,195	\$104,795	\$0.00
5	\$34,050	\$0.00	\$0.00	\$0.00	\$65,324
6	\$100,000	\$25,000	\$0.00	\$0.00	\$37,628
7	\$0.00	\$25,000	\$39,359	\$61,681	\$0.00
8	\$13,857	\$0.00	\$0.00	\$11,379	\$1,147
9	\$0.00	\$7,500	\$0.00	\$27,821	\$0.00
Total	\$147,907.00	\$83,900.00	\$92,554.00	\$272,146.00	\$105,599.00

Total from Table= \$702,106 + Admin Fee (\$18,287) = \$720,393


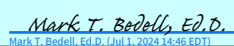

FINANCIAL COMPLIANCE WORKSHEET AND BUDGET FORM C-125

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](#).

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$720,393.00	AMENDED BUDGET #	0	REQUEST DATE	6/11/2024
GRANT NAME	FY25 Perkins	GRANT RECIPIENT NAME	Anne Arundel County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	5080		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Anne Arundel County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2024	6/30/2025	
			FROM	TO	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						18,287.00	18,287.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.				9,000.00			9,000.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.	147,907.00	57,500.00	272,146.00	57,182.00	92,554.00		627,289.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Programs							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instructional Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 06 Educ. Prog. In State Institution							0.00
Prog. 07 Non Public Programs							0.00
Prog. 09 Instructional Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation		26,400.00					26,400.00
210 Operation of Plant							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Maintenance of Plant							0.00
212 Fixed Charges				39,417.00			39,417.00
213 Food Services							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	147,907.00	83,900.00	272,146.00	105,599.00	92,554.00	18,287.00	720,393.00

Finance Official Approval	Joshua Abe		Jul 1, 2024	410-222-5204
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Mark T. Bedell, Ed.D.		Jul 1, 2024	410-222-5304
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	Richard W. Kincaid		Jul 1, 2024	
	Name	Signature	Date	Telephone #

Secondary Financial Compliance Worksheet Template

	A	B	C	D
1	Administrative (Indirect and Direct) Cost The total amount for Administrative Cost (Indirect and Direct) may not exceed 5% of the total Grant Award. The total amount of equipment purchased must be subtracted from the total grant award in order to determine the maximum amount allowable from which to calculate indirect cost.			
2	Total Grant Award			\$720,393
3	Total Perkins Proposed Budget From Plans of Action		\$702,624	
4	Allowable Indirect Cost Calculation			
5	Plans of Action Equipment Purchases (subtracted from Total Grant Award)	(-)		\$92,554
6	Subtotal	(=)		\$627,839
7	Multiply by Restricted Local Indirect Cost Rate Factor*	(x)	\$ 0.0300	
8	Subtotal	(=)	\$18,835	
9	Divide by Indirect Cost Adjustment	/(1+Rate)	\$ 1.0300	
10	Allowable Indirect Cost Amount	(=)	\$18,287	
11	Administrative Cost Calculation			
12	Actual Indirect Cost Amount Taken (cannot exceed row 10)		\$18,287	
13	Administrative (Direct) Cost Taken	(+)	\$0	
14	Total (Indirect/Direct) Administrative Cost Taken	(=)		\$18,287
15	Total Budget Amount (Rows 3+14 must equal row 2 amount)			\$720,911
16				
17	Maintenance of Effort Local/State			
18			FY 2023 Reported Expenditures	\$15,458,136
19			FY 2025 Estimated Expenditures	\$18,141,522
20	*NOTE: An indirect cost rate factor listed in the table as a percentage must be converted into a number. Ex: 2.63% = .0263			











AACPS Carl D. Perkins Local Application: Signatures for Final Approval


Final Audit Report

2024-07-01


Created:	2024-06-28
By:	Richard Kincaid -MSDE- (richard.kincaid@maryland.gov)
Status:	Signed
Transaction ID:	CBJCHBCAABAA56tm1h82CRKy0BpAjZsEQmenExh2fVui

"AACPS Carl D. Perkins Local Application: Signatures for Final Approval" History

-  Document created by Richard Kincaid -MSDE- (richard.kincaid@maryland.gov)
2024-06-28 - 8:28:45 PM GMT
-  Document emailed to jabe@aacps.org for signature
2024-06-28 - 8:35:06 PM GMT
-  Email viewed by jabe@aacps.org
2024-07-01 - 6:12:58 PM GMT
-  Signer jabe@aacps.org entered name at signing as Joshua Abe
2024-07-01 - 6:14:51 PM GMT
-  Document e-signed by Joshua Abe (jabe@aacps.org)
Signature Date: 2024-07-01 - 6:14:53 PM GMT - Time Source: server
-  Document emailed to mbedell@aacps.org for signature
2024-07-01 - 6:14:55 PM GMT
-  Email viewed by mbedell@aacps.org
2024-07-01 - 6:42:25 PM GMT
-  Signer mbedell@aacps.org entered name at signing as Mark T. Bedell, Ed.D.
2024-07-01 - 6:46:32 PM GMT
-  Document e-signed by Mark T. Bedell, Ed.D. (mbedell@aacps.org)
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 Agreement completed.

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