



Career and Technical Education: Local Perkins Application Baltimore City

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

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	<Name>
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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 Baltimore City Schools



 Sonja Santelises
 Superintendent of Schools

Sep 6, 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

September 6, 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.

	Sep 6, 2024
Superintendent of Schools or Community College President	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.

	Sep 6, 2024
Superintendent of Schools or Community College President	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.

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.

	Sep 6, 2024
Superintendent of Schools or Community College President	Date

Component A: Labor Market Alignment

PRIORITY 1: Continue to Provide Students with Access to High Wage (or High-Skilled) in Demand Pathways.

S.M.A.R.T.I.E. Goal: 100% of City Schools Pathways Are Aligned to High-Wage (or High-Skilled) in Demand Pathways

Strategy	Activities	Benchmarks
<p>Bolster our Industry Partnerships and Advisory Committees <i>(note this also affects our work in component B & C)</i></p>	<ul style="list-style-type: none"> Continue to bolster to ensure labor market alignment and support with the Component B and C through our partnerships with advisory committees and data analysis We will review and share our data about student demand and performance and labor market demand with PACs and LACs to inform their work and guidance to City Schools. 	<ul style="list-style-type: none"> By August 31, 2024: Establish a fully functioning Local Advisory Committee (LAC) By September 30, 2024: Conduct first LAC meeting and establish meeting schedule for the year By October 31, 2024: Ensure 100% of City School Pathways have a functioning Program Advisory Committee (PAC) with full membership By November 15, 2024: Create clear agenda arcs for PAC meetings, scheduling at least 4 meetings per year By December 15, 2024: Complete first round of PAC meetings, sharing data about student demand, performance, and labor market demand By January 31, 2025: Conduct second LAC meeting to review progress and adjust strategies as needed By March 31, 2025: Complete second round of PAC meetings By May 31, 2025: Conduct third LAC meeting to assess yearly progress and plan for next academic year

Strategy	Activities	Benchmarks
<p>Pathway Development and Articulation Agreements through BCCC Summer Boost Certification Program</p>	<ul style="list-style-type: none"> ● Identifying pathways and recruit students to complete the Summer Boost Certification Program ● Designing program with CTE instructors, CTE managers, and BCCC faculty and develop appropriate articulation agreements between K-12 and PS ● City Schools to manage the summer program enrollment process ● City Schools to recruit and provide CTE instructor summer stipend to support program delivery 	<ul style="list-style-type: none"> ● By September 30, 2024: Form a joint City Schools-BCCC committee to oversee program development ● By November 30, 2024: Select pathways for the Summer Boost Certification Program ● By December 31, 2024: Complete articulation agreement with BCCC ● By January 31, 2025: Finalize program curriculum and structure ● By February 28, 2025: Design program with CTE instructors, CTE managers, and BCCC faculty ● By March 15, 2025: Share program details with select schools to support course selection and student rosters for SY25-26 ● By April 30, 2025: Begin student recruitment process ● By May 15, 2025: Recruit 100 students for Summer Boost enrollment ● By June 15, 2025: Finalize enrollment of 80 students in the Summer Boost Program ● By August 15, 2025: Ensure 70 students complete the Summer Boost program Boost program in 2025.

PRIORITY 2: Redesign and Refresh Pathways

S.M.A.R.T.I.E. Goal: Four Pathways will be “redesigned” in SY24-25 and Two pathways will be refreshed in SY24-25 to ensure curricular program are aligned to industry standards and certification requirements and/or Blueprint IRC guidance by June 2025.

Strategy	Activities	Benchmarks
<p>Engage in <u>Curriculum Redesign</u> to ensure curriculum alignment with certification opportunities</p>	<ul style="list-style-type: none"> • Complete curriculum redesign process for (1) Fire / EMT; (2) Cosmetology; (3) Public Safety / Homeland Security; (4) Business (see appendix 1 for City Schools redesign process) 	<ul style="list-style-type: none"> • By August 15, 2024: Form redesign teams for each of the 4 pathways (Fire/EMT, Cosmetology, Public Safety/Homeland Security, Business) • By September 15, 2024: Complete initial assessment of current curriculum and industry standards for each pathway • By October 1, 2024: Kick off redesign process for all 4 pathways • By December 15, 2024: Complete 25% of the redesign process for all 4 pathways • By March 1, 2025: Complete 50% of the redesign process for all 4 pathways • By April 15, 2025: Complete 75% of the redesign process for all 4 pathways • By May 1, 2025: Begin teacher professional development for redesigned pathways • By June 15, 2025: Complete redesign process for all 4 pathways • By August 15, 2025: Complete teacher professional development for redesigned pathways

Strategy	Activities	Benchmarks
<p>Engage in <u>Curriculum Refresh</u> to ensure equipment, materials, and supplies are aligned to industry standards and support students ability to complete certification</p>	<ul style="list-style-type: none"> ● Complete the purchase of materials and supplies for 2 pathways that were in the curriculum redesign process in SY23-24. ● Ensure that required materials and equipment are purchased for SY24-25 for pathways based on gap analysis and refresh cycle. ● Purchase appropriate assessments to support our students certification process. 	<ul style="list-style-type: none"> ● By August 31, 2024: Identify 2 pathways for refresh process ● By September 30, 2024: Complete 100% of gap analysis for pathways requiring refresh ● By October 31, 2024: Purchase 75% of materials for pathways that were redesigned in SY23-24 ● By November 30, 2024: Complete 25% of refresh process for identified pathways ● By January 31, 2025: Complete 50% of refresh process for identified pathways ● By March 31, 2025: Complete 100% inventory update (assuming availability of inventory tags) ● By April 30, 2025: Purchase appropriate assessments to support student certification process ● By May 31, 2025: Complete 75% of refresh process for identified pathways ● By June 30, 2025: Complete purchase of materials and supplies for 2 pathways in the curriculum refresh process ● By August 15, 2025: Finalize refresh process and prepare for implementation in SY25-26

STRETCH PRIORITY (OPTIONAL Develop Infrastructure for Data-Driven Decision-making

S.M.A.R.T.I.E. Goal: By the end of SY24-25, engage in two learning cycles at the central office to improve data-driven decision-making for CTE programs.

Strategy	Activities	Benchmarks
<p>Develop centralized data collection process and infrastructure</p>	<ul style="list-style-type: none"> ● Activity 1 ● Activity 2 ● Activity 3 	<ul style="list-style-type: none"> ● By July 31, 2024: Form a data infrastructure team to oversee the development process ● By August 31, 2024: Complete review of current portfolio of data collection tools/processes and interdependencies ● By September 30, 2024: Develop requirements for new or improved data collection system ● By October 31, 2024: Issue RFP for data collection tool (if necessary) ● By November 30, 2024: Complete customization of existing tools or purchase of new data collection tool ● By January 31, 2025: Begin pilot testing of new data collection system ● By March 31, 2025: Finalize selection/customization of new tool ● By April 30, 2025: Develop training materials for new data system ● By May 31, 2025: Complete communication and training on new tool for relevant staff ● By June 30, 2025: Fully implement new data collection system

Strategy	Activities	Benchmarks
<p>Conduct mid-year and end-of-year learning opportunities for CTE staff</p>	<ul style="list-style-type: none"> ● Activity 1 ● Activity 2 ● Activity 3 	<ul style="list-style-type: none"> ● By September 15, 2024: Develop curriculum for data analysis training sessions ● By October 31, 2024: Complete assessment survey of staff to determine current knowledge of data tools and skills ● By November 30, 2024: Conduct initial data literacy workshop for CTE managers, WBL leads, and Career Coaches ● By January 15, 2025: Prepare mid-year data reports for review ● By February 28, 2025: Conduct Session 1 PD/meeting to review semester 1 data and associated trainings ● By March 31, 2025: Collect feedback on first learning cycle and adjust approach as needed ● By May 15, 2025: Prepare end-of-year data reports for review ● By June 15, 2025: Conduct Session 2 PD/meeting to review EOY data and develop goals and next steps for SY 25-26 ● By July 15, 2025: Analyze effectiveness of learning cycles and prepare recommendations for SY25-26

FUNDING NOTES

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

- **General Funds:**
 - To provide staffing for over 140 teachers specifically dedicated to teaching in CTE pathways
 - To provide funding to staff ½ the members of our work-based learning (WBL) team.
 - To provide funding for facilities/ capital improvement projects.
 - Local funding to provide 30% salary of CTE Manager of Inventory and Grants.
- **Perkins Funds:**
 - To support some of our WBL staffing and relevant activities to support our industry advisory committees (i.e., PACs and LACs)

- To support the pathway redesign process through teacher stipends and professional development opportunities
- To support the pathway refresh process through the purchase of equipment and materials.
- Perkins to fund 70% of CTE Manager of Inventory and Grants.

ADDITIONAL NOTES FOR THIS COMPONENT

- City Schools offers a school-based management fiscal system, individual schools are responsible for purchase of all consumable goods, equipment maintenance, and services (ie oil removal, routine maintenance).

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 student participation in CTE courses

S.M.A.R.T.I.E. Goal: Increase the number of students enrolled in CTE courses by 450 students by SY25-26.

Strategy	Activities	Benchmarks
<p>Develop Targeted Outreach and Recruitment Opportunities for Students</p>	<ul style="list-style-type: none"> • Develop and execute general outreach strategies (incl. development of materials) aligned with City Schools high school selection process, e.g., choice fair. • Garner student interest in CTE pathways through the development of a robust CTE Month. 	<ul style="list-style-type: none"> • By July 31, 2024: Form a CTE outreach and recruitment team • By August 15, 2024: Develop career coaching scope and sequence, instructional materials, and relevant WBL experiences for middle grades • By September 30, 2024: Create marketing materials for CTE programs • By October 31, 2024: Launch social media campaign to promote CTE programs • By November 30, 2024: Develop Choice Fair resources to inform families of CTE programming by school • By December 15, 2024: Participate in the Choice Fair to promote CTE programs • By January 15, 2025: Analyze Choice Fair data and adjust recruitment strategies as needed • By January 31, 2025: Finalize plans for CTE Month activities • By February 28, 2025: Execute CTE Month Activities • By March 31, 2025: Develop plans for CTE Spring Exposure Event • By April 30, 2025: Conduct CTE Spring Exposure Event • By May 31, 2025: Complete pilot of 9th Grade CTE Choice toolkit and Choice process • By June 30, 2025: Analyze year-end enrollment data and set targets for next academic year

Strategy	Activities	Benchmarks
<p>Provide training to roster chairs/ counselors on CTE pathway program completion requirements to support their efforts to effectively roster students in the appropriate program sequence</p>	<ul style="list-style-type: none"> ● Develop and execute a training program with T&L for counselors and roster chairs related to CTE pathway requirements. ● Provide three trainings to counselors according to the school calendar to support their ability to guide students as well as appropriately roster 	<ul style="list-style-type: none"> ● By July 31, 2024: Develop comprehensive training curriculum for counselors and roster chairs ● By August 15, 2024: Conduct New Counselor Summer Institute ● By September 30, 2024: Schedule all training sessions for the academic year ● By November 15, 2024: Provide first-quarter training on the value of CTE programming ● By December 15, 2024: Deliver second-quarter training on program availability to support the choice process ● By January 31, 2025: Collect and analyze feedback from first semester trainings ● By March 15, 2025: Conduct third-quarter training on CTE course scheduling and implications for student success ● By May 31, 2025: Complete all scheduled trainings for the academic year ● By June 30, 2025: Evaluate effectiveness of training program and plan improvements for next year

PARTICIPATION STRETCH PRIORITY (OPTIONAL): Expand participation through CTSO participation

S.M.A.R.T.I.E. Goal: Expand CTSO participation and implement Career connected WBL/CTE Capstone Course

Strategy	Activities	Benchmarks
<p>Expand CTSO participation</p>	<ul style="list-style-type: none"> ● Landscape analysis of current CTSO participation and CTSO by CTE pathway ● Design framework, processes, and system for CTSOs at City Schools based on state and national evidence based best practices ● Launch of CTSO framework ● Active involvement in CTSO leadership PD ● 	<ul style="list-style-type: none"> ● By August 31, 2024: Complete landscape analysis of current CTSO participation and CTSO by CTE pathway to set program targets for the next three school years ● By September 30, 2024: Form a CTSO expansion team ● By October 31, 2024: Research state and national evidence-based best practices for CTSOs framework, processes, and system ● By December 15, 2024: Develop initial CTSO expansion plan ● By January 31, 2025: Present CTSO expansion plan to stakeholders for feedback ● By March 31, 2025: Co-design City Schools' CTSOs framework with CTE instructors and students ● By April 30, 2025: Finalize CTSO expansion plan ● By May 31, 2025: Begin recruitment for expanded CTSO participation ● By June 30, 2025: Conduct CTSO advisor training ● By August 31, 2025: Launch expanded CTSO framework

PERSISTENCE PRIORITY: Increase the number of students who become concentrators and completer

S.M.A.R.T.I.E. Goal: By June 2027, increase CTE program persistence and completion rates equitably across all student demographics, achieving the following targets:

1. Participant to Concentrator progression:
 - Increase from 35% to 45% by June 2025
 - Further increase from 45% to 55% by June 2026
2. Concentrator to Completer progression:
 - Increase from 15% to 25% by June 2025
 - Further increase from 25% to 35% by June 2026
3. Establish a new Participant to Completer pathway, beginning in the 2024-2025 school year

Strategy	Activities	Benchmarks
<p>Provide training to roster chairs/ counselors on CTE pathway program completion requirements to support their efforts to effectively roster students in the appropriate program sequence</p>	<ul style="list-style-type: none"> Develop and execute a training program with T&L for counselors and roster chairs related to CTE pathway requirements. 	<ul style="list-style-type: none"> By August 15, 2024: Develop comprehensive training curriculum for career coaches By September 30, 2024: Conduct beginning-of-year training on the value of CTE programming By October 31, 2024: Implement monthly check-ins with career coaches to address ongoing concerns By December 15, 2024: Deliver second-quarter training on program availability to support choice process and internship selection By January 31, 2025: Analyze mid-year data on student persistence and adjust strategies as needed By March 15, 2025: Conduct third-quarter training on CTE course scheduling, implications for student success, and summer work opportunities By May 31, 2025: Complete all scheduled trainings for the academic year By June 30, 2025: Evaluate effectiveness of career coach training program and plan improvements for next year
<p>Provide training to career coaches on CTE pathway requirements to support their efforts to guide / support students in program selection.</p>	<ul style="list-style-type: none"> Provide three trainings to career coaches according to the school calendar to support their ability to guide students during their 1:1 and small group discussions. 	<ul style="list-style-type: none"> Beginning of year - value of CTE programming; 2nd quarter - program availability to support with choice process and internship selection (Dec 2024); and 3rd quarter - CTE course scheduling and implications for student success and summer work opportunities (March 2025)

Strategy	Activities	Benchmarks
<p>Scaling Clinical Hour Partners</p>	<ul style="list-style-type: none"> ● Inventory and landscape on current clinical hour partners by pathway ● Documentation on requirements and scheduling for clinical hours by pathway ● Targeting and recruiting clinical hour partners ● Clinical hour agreements for clinical hour programs and pathways 	<ul style="list-style-type: none"> ● By July 31, 2024: Complete inventory and landscape on current clinical hour partners by pathway ● By August 15, 2024: Document requirements and scheduling for clinical hours by pathway ● By September 15, 2024: Identify gaps in clinical hour partnerships ● By September 30, 2024: Begin targeting and recruiting new clinical hour partners ● By October 31, 2024: Finalize clinical hour agreements for clinical hour programs and pathways ● By November 30, 2024: Develop a database of clinical hour partners and opportunities ● By January 15, 2025: Conduct mid-year review of clinical hour partnerships and student placements ● By March 31, 2025: Assess effectiveness of clinical hour partnerships and identify areas for improvement ● By May 31, 2025: Begin planning for next year's clinical hour partnerships and expansions ● By June 30, 2025: Finalize clinical hour partnership plan for the next academic year

Strategy	Activities	Benchmarks
<p>Create and execute a coherent internship partnership approach</p>	<ul style="list-style-type: none"> ● Curate summer Youth Works program to be better aligned with CTE pathways ● Curate company internship programs to fill gaps to ensure alignment with CTE pathways 	<ul style="list-style-type: none"> ● By July 31, 2024: Hire consultant to lead the re-design of the district's internship course ● By August 31, 2024: Conduct training with internship course instructors ● By September 30, 2024: Develop a comprehensive internship partnership strategy ● By October 31, 2024: Engage MOED/Youthworks and Career Coaches in regularly occurring meetings to place summer interns in relevant internships ● By December 15, 2024: Establish partnerships with at least 10 new companies for internships ● By January 31, 2025: Finalize summer internship opportunities ● By February 28, 2025: Pilot and learn from virtual internship program with Work-Based Learning Alliance ● By March 31, 2025: Complete Youthworks application process for summer internships ● By April 30, 2025: Match students with summer internships ● By May 31, 2025: Conduct pre-internship orientation for students and employers ● By June 30, 2025: Launch summer internship program

Strategy	Activities	Benchmarks
<p>Create and execute a coherent strategy to grow apprenticeship programs and opportunities for students.</p>	<ul style="list-style-type: none"> • Inventory apprenticeship opportunities for students during the school year vs. summer. • Leverage partnership with BCCC Summer BOOST program and Mayors Office of Employment Development (MOED) to determine rate of expansion and/or other approaches to supporting student apprenticeship • Explore industry partnerships with PACs and LACs to create apprenticeship opportunities • Create appropriate MOUs and legal documentation to formalize partnerships and manage risks. 	<ul style="list-style-type: none"> • By August 31, 2024: Work with system partners to implement employer engagement strategy • By September 30, 2024: Launch ABC pilot on IRC and apprenticeships that expand CTE through apprenticeships at schools without CTE programming • By September 30, 2024: Complete inventory of employer apprenticeship partners by CTE pathway to determine critical gap areas • By October 31, 2024: Develop action plan to address identified gaps in apprenticeship opportunities • By November 30, 2024: Establish partnerships with at least 5 new employers for apprenticeship programs • By January 31, 2025: Review and refine apprenticeship program structures based on initial feedback • By March 31, 2025: Conduct information sessions for students about apprenticeship opportunities • By April 30, 2025: Begin matching students with apprenticeship opportunities for the coming year • By May 31, 2025: Ensure LACs and PACs have secured 100-400 paid apprenticeship slots and 100-200 paid internship slots for the 24-25 SY • By June 30, 2025: Finalize all legal paperwork for internship and apprenticeship employers paperwork on file

PERSISTENCE STRETCH PRIORITY (OPTIONAL): Expand CTSO participation

S.M.A.R.T.I.E. Goal: Expand CTSO participation and implement Career connected WBL/CTE Capstone Course

Strategy	Activities	Benchmarks
<p>Expand CTSO participation</p>	<ul style="list-style-type: none"> ● Landscape analysis of current CTSO participation and CTSO by CTE pathway ● Design framework, processes, and system for CTSOs at City Schools based on state and national evidence based best practices ● Launch of CTSO framework ● Active involvement in CTSO leadership PD 	<ul style="list-style-type: none"> ● By August 31, 2024: Complete landscape analysis of current CTSO participation and CTSO by CTE pathway to set program targets for the next three school years ● By September 30, 2024: Form a CTSO expansion team ● By October 31, 2024: Research state and national evidence-based best practices for CTSOs framework, processes, and system ● By December 15, 2024: Develop initial CTSO expansion plan ● By January 31, 2025: Present CTSO expansion plan to stakeholders for feedback ● By March 31, 2025: Co-design City Schools' CTSOs framework with CTE instructors and students ● By April 30, 2025: Finalize CTSO expansion plan ● By May 31, 2025: Begin recruitment for expanded CTSO participation ● By June 30, 2025: Conduct CTSO advisor training ● By August 31, 2025: Launch expanded CTSO framework

Strategy	Activities	Benchmarks
<p>Career connected WBL/CTE Capstone Course</p>	<ul style="list-style-type: none"> ● Research state and national evidence based best practices on career connected learning within CTE capstone model ● Co-Design career connected standard capstone that integrates employer partners through: Industry-sponsored projects, school-based enterprises, stackable credentials etc. with CTE instructors, students, and industry and community partners ● Implement career connected CTE/WBL Capstone 	<ul style="list-style-type: none"> ● By August 31, 2024: Hire consultant to support with research and design of evidence-based best practices career connected capstone model ● By September 30, 2024: Form a capstone course development team ● By October 31, 2024: Co-design with CTE instructors, students, and industry and community partners ● By November 30, 2024: Develop initial draft of capstone course curriculum ● By December 31, 2024: Present draft curriculum to stakeholders for feedback ● By January 31, 2025: Begin trainings with CTE instructors on implementing career connected CTE/WBL capstone ● By March 31, 2025: Pilot capstone course in select programs ● By May 31, 2025: Evaluate pilot and make necessary adjustments ● By June 30, 2025: Finalize capstone course curriculum and implementation plan ● By August 31, 2025: Implement career connected CTE/WBL capstone across all relevant programs

FUNDING NOTES

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

- Blueprint - Funding of Career Coaches and Apprenticeship Coordinator
- Local - Funding of central office staff and CTE teachers
- Maryland Works Grant - Funds allocated to development of Apprenticeship framework and intermediary
- Philanthropy / Non-Profit Partnerships - Baltimore’s Promise / Career Bound to support with development of apprenticeship opportunities and wrap around supports for apprentices.

ADDITIONAL NOTES FOR THIS COMPONENT

- We have not added stretch priorities in participation and persistence but have focused more on program performance (see section C) as we believe that improving program performance will improve our participation and persistence rates.

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: Provide training and professional development to teachers.

S.M.A.R.T.I.E. Goal: 80% of CTE teachers will participate in at least four professional development sessions during the 24-25 and 25-25 school years.

Strategy	Activities	Benchmarks
<p>Better train teachers on how to translate the curriculum into relevant activities for students by ensuring teachers have the full set of curriculum resources against which to modify / adjust their instruction.</p> <p><i>Identified by: Arts, Media and Communications; Cosmetology and Cosmetic Services; AOHP; Culinary</i></p>	<ul style="list-style-type: none"> ● CTE managers will create an arc of learning across the full year to support the implementation of the CTE curriculum. This includes but is not limited to: (1) developing (or supporting teachers to develop) a scope and sequence for a subset of pathways; (2) developing lessons plans; (3) provide training on how to deliver the lesson plans (e.g., instructional strategies) and (4) and assess student progress against curriculum. ● CTE managers will identify and secure relevant partnerships ● CTE managers will support teachers' efforts to engage in opportunities that advance our teachers' ability to implement the curriculum, e.g., pedagogy. ● CTE managers will work with Teaching and Learning to ensure consistency and access in support between core content teachers and CTE teachers with regard to high quality instructional practices. 	<ul style="list-style-type: none"> ● By July 15, 2024: Form a CTE curriculum implementation team ● By August 15, 2024: Complete CTE Teacher Arc of learning development ● By August 31, 2024: Conduct first quarter CTE Teacher PD session ● By September 30, 2024: Develop (or support teachers to develop) a scope and sequence for a subset of pathways ● By October 31, 2024: Conduct second quarter CTE Teacher PD session ● By November 30, 2024: Develop lesson plans for first semester courses ● By December 15, 2024: Conduct mid-year review of curriculum implementation progress ● By January 31, 2025: Conduct third quarter CTE Teacher PD session ● By February 28, 2025: Develop lesson plans for second semester courses ● By March 31, 2025: Conduct fourth quarter CTE Teacher PD session ● By April 30, 2025: Provide training on how to assess student progress against curriculum ● By May 31, 2025: Conduct end-of-year review of curriculum implementation ● By June 30, 2025: Plan for next year's curriculum implementation and PD sessions

Strategy	Activities	Benchmarks
<p>Develop partnerships, identify, and provide teachers access to programs / activities / learning to obtain updated and additional certification(s) and pedagogical and technical skills.</p>	<ul style="list-style-type: none"> ● CTE managers will identify and secure relevant partnerships and opportunities for additional certifications. ● CTE managers will support teachers' efforts to engage in opportunities that advance teachers' ability to implement the curriculum, e.g., pedagogy. ● CTE managers will work with T&L to ensure consistency and access in support between core content teachers and CTE teachers. 	<ul style="list-style-type: none"> ● By August 31, 2024: Conduct first quarter UMES Information Session ● By September 30, 2024: Identify industry partners for teacher externships ● By October 31, 2024: Hold first quarterly meeting with the Professional Development Office to review PD feedback ● By November 30, 2024: Conduct first quarterly PAC/LAC meeting to bolster industry partnerships ● By December 31, 2024: Conduct second quarter UMES Information Session ● By January 31, 2025: Hold second quarterly meeting with the Professional Development Office ● By February 28, 2025: Conduct second quarterly PAC/LAC meeting ● By March 31, 2025: Organize spring break teacher externships with industry partners ● By April 30, 2025: Hold third quarterly meeting with the Professional Development Office ● By May 31, 2025: Conduct third quarterly PAC/LAC meeting ● By June 30, 2025: Evaluate effectiveness of partnerships and plan improvements for next year

PRIORITY 2: Ensure student have access to updated equipment and materials

S.M.A.R.T.I.E. Goal: 75% of equipment and material purchases will be completed by November 2024; 80% of student exposure and teacher PD funds encumbered by April 2025.

Strategy	Activities	Benchmarks
<p>Ensure students and teachers have access to the necessary materials, resources, and equipment to complete course requirements.</p> <p><i>Identified by: Culinary; AHOP; Dental; Cosmetology; Arts, Media, and Communication; ECE / TAM; Biomedical Sciences; Information Technology; Transportation Technologies;</i></p>	<ul style="list-style-type: none"> • Update cosmetology and IT/computer labs with most updated equipment • Ensure traditional school budgets includes funding for consumables • CTE leads provide clear guidance and monitor schools on purchase of consumable goods. • Ensure teachers have access to curricular resources through an LMS. 	<ul style="list-style-type: none"> • By July 31, 2024: Complete inventory of current equipment and materials • By August 31, 2024: Complete 40% of equipment spend • By September 30, 2024: Complete 60% of equipment spend • By October 31, 2024: Update cosmetology and IT/computer labs with most updated equipment • By November 30, 2024: Complete 75% of equipment spend • By December 31, 2024: Ensure traditional school budgets includes funding for consumables • By January 31, 2025: Provide clear guidance to schools on purchase of consumable goods • By February 28, 2025: Conduct mid-year review of equipment and material needs • By March 31, 2025: Encumber 60% of PD funds • By April 30, 2025: Ensure teachers have access to curricular resources through an LMS • By May 31, 2025: Conduct end-of-year inventory and needs assessment for next academic year • By June 30, 2025: Develop equipment and material acquisition plan for next academic year

Strategy	Activities	Benchmarks
<p>Engage with PACs and teachers to ensure that equipment and materials are updated (esp. for pathways in refresh category)</p>	<ul style="list-style-type: none"> ● WBL & CTE Leads meet with teachers and PAC to ensure equipment ● WBL & CTE leads create list of essential equipment for each pathway ● CTE leads and the facilities teams to conduct space visits to ensure that there is the necessary infrastructure, and if not, provide develop plan for facilities improvement 	<ul style="list-style-type: none"> ● By August 31, 2024: Form equipment and materials update team ● By September 30, 2024: Complete supplemental equipment analysis for refreshed pathways ● By October 31, 2024: Complete supplemental equipment verification with teachers for refreshed pathways ● By November 30, 2024: WBL & CTE Leads meet with teachers and PAC to ensure equipment needs are met ● By December 31, 2024: WBL & CTE leads create list of essential equipment for each pathway ● By January 31, 2025: CTE leads and facilities teams conduct space visits to ensure necessary infrastructure ● By February 28, 2025: Develop plan for facilities improvement based on space visit findings ● By March 31, 2025: Present facilities improvement plan to leadership for approval ● By April 30, 2025: Begin implementation of approved facilities improvements ● By May 31, 2025: Conduct final equipment and materials review for the academic year ● By June 30, 2025: Finalize equipment and materials update plan for next academic year

Strategy	Activities	Benchmarks
<p>Remove technical and process barriers to certification</p>	<ul style="list-style-type: none"> ● Improve our funding approval process to ensure that certification is purchased in time for students to take the exams in a timely fashion. ● Work with IT and testing to ensure IT compatibility, i.e., CTE coordinator to work with CTE leads to determine on-line assessments requirements and work with IT to ensure that there are no firewalls that would prevent students from accessing the assessment. ● CTE leads to work with schools to determine testing schedule and student access to computers 	<ul style="list-style-type: none"> ● By August 31, 2024: Form a certification process improvement team ● By September 30, 2024: Identify assessment-related contracts and begin approval process ● By October 31, 2024: Provide IT with updated testing requirements and computer specifications ● By November 30, 2024: Improve funding approval process for timely certification purchases ● By December 31, 2024: CTE Managers to develop a "Pathway to Assessment" plan with each CTE teacher ● By January 31, 2025: Implement streamlined funding approval process ● By February 28, 2025: Conduct mid-year review of certification process improvements ● By March 31, 2025: Adjust certification processes based on mid-year review findings ● By April 30, 2025: Conduct teacher training on updated certification processes ● By May 31, 2025: Implement final adjustments to certification processes for the academic year ● By June 30, 2025: Evaluate effectiveness of certification process improvements and plan for next year

STRETCH PRIORITY (OPTIONAL): Developing Infrastructure for Data-Driven Decision-making

S.M.A.R.T.I.E. Goal: By the end of SY24-25, engage in two learning cycles at the central office

Strategy	Activities	Benchmarks
<p>Develop centralized data collection process and infrastructure to support with data-informed decision-making</p>	<ul style="list-style-type: none"> ● Develop structure and integrate WBL data collection into our centralized student management platform, Infinite Campus. ● Develop data collection and management process and train relevant stakeholders, e.g., teachers, coaches, etc. ● 	<ul style="list-style-type: none"> ● By July 31, 2024: Form a data infrastructure development team ● By August 31, 2024: Review current portfolio of data collection tools/processes and interdependencies ● By September 30, 2024: Develop requirements for new or improved data collection system ● By October 31, 2024: Issue RFP for data collection tool (if necessary) ● By November 30, 2024: Complete customization of existing tools or purchase of new data collection tool ● By January 31, 2025: Begin pilot testing of new data collection system ● By March 31, 2025: Complete selection/customization of new tool ● By April 30, 2025: Develop training materials for new data system ● By May 31, 2025: Complete communication and training of new tool ● By June 30, 2025: Fully implement new data collection system

Strategy	Activities	Benchmarks
<p>Conduct a mid-year and end-of-year learning opportunities for CTE managers, WBL leads, and Career Coaches</p>	<ul style="list-style-type: none"> Develop a series of data-centric PDs/meetings for CTE managers, WBL leads, and Career Coaches to analyze data, review data processes and timelines, and data analysis techniques/skills. 	<ul style="list-style-type: none"> By September 30, 2024: Develop curriculum for data analysis training sessions By October 31, 2024: Complete assessment survey of staff to determine current knowledge of data tools and skills By November 30, 2024: Conduct initial data literacy workshop By December 31, 2024: Prepare mid-year data reports By February 28, 2025: Conduct Session 1 PD/meeting to review semester 1 data and associated trainings By March 31, 2025: Collect feedback on first learning cycle and adjust approach as needed By April 30, 2025: Prepare end-of-year data reports By June 15, 2025: Conduct Session 2 PD/meeting to review EOY data and develop goals and next steps for SY 25-26 By June 30, 2025: Analyze effectiveness of learning cycles and prepare recommendations for SY25-26

FUNDING NOTES

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

- Blueprint funding (through our general funds) will be used to support our career coaches and all in-house professional development training.
- General funds are used to improve facilities
- Perkins funding will be used to purchase equipment and materials as well as provide off-site training opportunities for our teachers.

ADDITIONAL NOTES FOR THIS COMPONENT

- The Mayor’s Office of Economic Development is also dedicating staff time and resources to supporting career coaches, paying for summer programming (e.g. Youth Works), as well as engaging in our PACs and LACs.

- Our stretch goal regarding data-driven decision-making will start off as a central office goal in SY24-25 while we build out our data collection infrastructure to meet Blueprint requirements, but by SY25-26, we anticipate being able to use these same data to lead discussion with our teachers.

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: Early Career CTE Teacher PD

S.M.A.R.T.I.E. Goal: 70% of all early career CTE teachers (1-3 years' experience) will participate in at least 5 professional development opportunities.

Strategy	Activities	Benchmarks
<p>Develop and implement early career CTE teacher arc of learning (cohort model)</p>	<ul style="list-style-type: none"> ● New Educator Summer Institute ● Collection of all early career CTE teachers from HC ● Plan and develop arc of learning based upon needs assessment (teacher survey of skills) ● New teacher learning walks and targeted outreach 	<ul style="list-style-type: none"> ● By July 31, 2024: Form an early career CTE teacher support team. Develop comprehensive early career CTE teacher support plan ● By August 15, 2024: Conduct New Educator Summer Institute ● By August 31, 2024: Receive updated new educator list from HC ● By August 31, 2024: Finalize new teacher handbook ● By September 15, 2024: Assign mentors to all new CTE teachers ● By September 30, 2024: Complete plan and development of arc of learning based on needs assessment (teacher survey of skills) ● By October 31, 2024: Conduct first quarter New Educator workshop ● By December 15, 2024: Complete first round of new teacher learning walks ● By January 31, 2025: Conduct second quarter New Educator workshop ● By March 31, 2025: Conduct third quarter New Educator workshop ● By May 15, 2025: Complete second round of new teacher learning walks ● By June 30, 2025: Conduct end-of-year New Educator workshop and program evaluation

Strategy	Activities	Benchmarks
<p>Develop and distribute a new CTE teacher resource guide</p>	<ul style="list-style-type: none"> ● Compile list of curriculum resource for each pathway ● Compile best practices resources for classroom management ● Compile best practices for literacy and math integration ● Compile best practices for assessment 	<ul style="list-style-type: none"> ● By June 30, 2024: Form a CTE teacher resource guide development team ● By July 15, 2024: Compile list of curriculum resources for each pathway ● By July 31, 2024: Compile best practices resources for classroom management ● By August 15, 2024: Compile best practices for literacy and math integration ● By August 31, 2024: Compile best practices for assessment ● By September 15, 2024: Draft initial version of CTE teacher resource guide ● By September 30, 2024: Review draft with experienced CTE teachers and get feedback ● By October 15, 2024: Revise resource guide based on feedback ● By October 31, 2024: Finalize CTE teacher resource guide ● By November 15, 2024: Distribute new CTE teacher resource guide to all CTE teachers ● By January 31, 2025: Collect initial feedback on resource guide usage ● By April 30, 2025: Conduct mid-year review and update of resource guide ● By June 30, 2025: Plan updates for next year's resource guide

PRIORITY 2: Improve Teacher Recruitment and Teacher Pipeline

S.M.A.R.T.I.E. Goal: 100% of our teacher vacancies will be posted by May before the academic year, new vacancies will be posted within 2 weeks of the vacancy notice, and we will have an 80% teacher fill rate

for our CTE pathways program by August 1.

Strategy	Activities	Benchmarks
<p>Better alignment with Human Capital on recruitment and hiring processes</p>	<ul style="list-style-type: none"> ● Audit of job postings and descriptions. ● Virtual information sessions for job postings - targeted for industry professionals ● Media campaign to advertise CTE teaching opportunities 	<ul style="list-style-type: none"> ● By April 30, 2024: Form a CTE teacher recruitment task force ● By May 31, 2024: Review vacancy reports and job descriptions ● By June 30, 2024: Revise job descriptions as needed ● By July 31, 2024: Develop targeted recruitment strategy for CTE teachers ● By August 31, 2024: Create marketing materials for CTE teaching opportunities ● By September 30, 2024: Launch media campaign to advertise CTE teaching opportunities ● By October 31, 2024: Complete audit of job postings and descriptions ● By November 30, 2024: Conduct first virtual information session for job postings targeted for industry professionals ● By January 31, 2025: Conduct first CTE teacher hiring fair ● By March 31, 2025: Conduct second virtual information session ● By May 15, 2025: Ensure all known vacancies for next academic year are posted ● By June 30, 2025: Evaluate effectiveness of recruitment strategies and plan for next year

Strategy	Activities	Benchmarks
<p>Research and develop a partnerships and co-teaching model to support hard to fill positions. (potential pilot semester 2 of SY24-25 or begin in SY25-26)</p>	<ul style="list-style-type: none"> Explore and develop co-teaching model to ensure qualified instructors for hard to fill CTE teacher vacancies. 	<ul style="list-style-type: none"> By September 30, 2024: Form a co-teaching model development team By October 31, 2024: Begin research on promising co-teaching models locally and nationally By December 31, 2024: Complete research on co-teaching models By January 31, 2025: Develop initial co-teaching model proposal By February 28, 2025: Present co-teaching model proposal to leadership for feedback By March 31, 2025: Engage Baltimore Teachers Union and HC on co-teaching policy By April 30, 2025: Revise co-teaching model based on feedback By May 31, 2025: Engage community college and other training providers on co-teaching models By June 30, 2025: Finalize co-teaching model and implementation plan By July 31, 2025: Develop training materials for co-teaching model By August 15, 2025: Conduct training for pilot co-teaching teams By August 31, 2025: Launch pilot of co-teaching model in select programs

Strategy	Activities	Benchmarks
<p>Create a grow your own model and create new pipelines strategy (for implementation in SY25-26)</p>	<ul style="list-style-type: none"> • Research and develop CTE teacher pipeline using existing teacher population (example Math to PLTW Engineering; Bio / Science to PLTW Bio Med; etc • Research opportunities for new skill development of existing teaching staff (CTE Teacher Apprenticeship) • Work closely with UMES to develop on-ramps for CTE teacher certification and WBL endorsements through information sessions and cohort support model 	<ul style="list-style-type: none"> • By September 30, 2024: Form a "grow your own" strategy development team • By October 31, 2024: Begin research on successful "grow your own" models in other districts • By November 30, 2024: Complete initial research and develop draft strategy • By December 31, 2024: Research and develop CTE teacher pipeline using existing teacher population • By January 31, 2025: Research opportunities for new skill development of existing teaching staff (CTE Teacher Apprenticeship) • By February 28, 2025: Develop draft "grow your own" implementation plan • By March 31, 2025: Present draft plan to leadership and stakeholders for feedback • By April 30, 2025: Revise "grow your own" plan based on feedback • By May 31, 2025: Finalize "grow your own" implementation plan for SY25-26 • By June 30, 2025: Develop marketing materials for "grow your own" program • By July 31, 2025: Begin recruitment for "grow your own" program • By August 31, 2025: Conduct orientation for first cohort of "grow your own" participants

FUNDING NOTES

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

- Local funds used in district-wide professional development, NESI, and over 140 locked CTE positions
- Leverage our LAC and philanthropy for resources to recruit and retain instructors

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; 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%	87%
2S1: Academic Proficiency in Reading / Language Arts	52.30%	47.07%	36%
2S2: Academic Proficiency in Mathematics	48.00%	43.2%	24%
2S3: Academic Proficiency in Science	-	-	7%
3S1: Post-Secondary Placement	76.50%	68.85%	77%
4S1: Non-traditional Program Concentration	28.72%	25.85%	34%
5S1: Program Quality Attained Recognized Credential	78.41%	70.57%	50%
5S4: Program Quality: Other (TSA Attainment)	78.41%	70.57%	51%

MISSED INDICATOR 1: 2S1 Academic Proficiency in Reading / Language Arts

S.M.A.R.T.I.E. Goal: We will increase 2S1 performance from 36% to 40% by the 2025 data collection.

Strategy	Activities	Benchmarks
<p>Increased PD supports for CTE teachers to reinforce literacy skills using CTE content.</p>	<ul style="list-style-type: none"> ● CTE Managers to develop and implement PD series on literacy and Math strategies in CTE. ● Instructional learning walks for CTE teachers in math and language arts classrooms. 	<ul style="list-style-type: none"> ● By July 15, 2024: Form a literacy in CTE task force ● By August 15, 2024: Complete CTE Teacher Arc of learning development focused on literacy integration ● By August 31, 2024: Conduct CTE Teacher PD – Quarter 1 (August session) ● By September 30, 2024: Develop literacy-focused lesson plan templates for CTE courses ● By October 31, 2024: Conduct CTE Teacher PD – Quarter 1 (October session) ● By November 30, 2024: Complete first round of instructional learning walks for CTE teachers in language arts classrooms ● By December 15, 2024: Analyze data from first semester literacy integration efforts ● By January 31, 2025: Conduct CTE Teacher PD – Quarter 2 ● By February 28, 2025: Develop literacy-focused project-based learning units for CTE courses ● By March 31, 2025: Conduct CTE Teacher PD – Quarter 3 ● By April 30, 2025: Complete second round of instructional learning walks ● By May 31, 2025: Analyze year-end data on literacy integration in CTE courses ● By June 30, 2025: Develop literacy integration plan for next academic year

Strategy	Activities	Benchmarks
<p>Purchase updated CTE textbooks and supplemental resources for special populations (MLL, Special Education, etc)</p>	<ul style="list-style-type: none"> ● Develop regular collaboration within T&L (CTE, MLL, Special Education) to identify best practices and resources to supplement CTE instruction. ● Cross curriculum review of skills / gap analysis to determine areas of improvement. ● Review of supplemental online resources specifically for CTE programming. ● PLC / PD for MLL 	<ul style="list-style-type: none"> ● By July 31, 2024: Form a resource selection committee including CTE, MLL, and Special Education representatives ● By August 31, 2024: Engage T&L in regularly occurring meetings to identify areas (skills) for improvement ● By September 30, 2024: Complete needs assessment for updated textbooks and supplemental resources ● By October 31, 2024: Complete cross-curriculum review of skills / gap analysis to determine areas of improvement ● By November 30, 2024: Identify potential textbooks and supplemental resources for review ● By December 31, 2024: Review supplemental online resources specifically for CTE programming ● By January 31, 2025: Conduct pilot testing of selected resources in sample classrooms ● By February 28, 2025: Analyze results of pilot testing ● By March 31, 2025: Purchase supplemental resources based on pilot results and analysis ● By April 30, 2025: Conduct PLC / PD for MLL and Special Education integration in CTE courses ● By May 31, 2025: Distribute new textbooks and supplemental resources to schools ● By June 30, 2025: Provide training to teachers on using new resources

Strategy	Activities	Benchmarks
<p>Explore tutoring and remediation resources for CTE students in language art and mathematics (potential Pilot)</p>	<ul style="list-style-type: none"> Explore and potentially implement, out of school time tutoring opportunities for CTE students. 	<ul style="list-style-type: none"> By September 30, 2024: Form a tutoring and remediation program development team By October 31, 2024: Research effective tutoring and remediation models for CTE students By November 30, 2024: Identify pilot school and students By December 31, 2024: Recruit teachers and students to participate in the pilot program By January 31, 2025: Develop curriculum and materials for tutoring and remediation program By February 28, 2025: Train tutors and teachers involved in the pilot program By March 1, 2025: Begin 6-week tutoring session 1 By April 15, 2025: Complete 6-week tutoring session 1 and collect data By April 30, 2025: Analyze data from first tutoring session and make necessary adjustments By May 1, 2025: Begin 6-week tutoring session 2 By June 15, 2025: Complete 6-week tutoring session 2 and collect data By June 30, 2025: Analyze full pilot program data and develop recommendations for full implementation

MISSED INDICATOR 2: 2S1 - Academic Proficiency in Mathematics

S.M.A.R.T.I.E. Goal: We will increase 2S1 performance from 24% to 30% by the 2025 data collection.

Strategy	Activities	Benchmarks
<p>Increased PD supports for CTE teachers to reinforce literacy skills using CTE content.</p>	<ul style="list-style-type: none"> ● CTE Managers to develop and implement PD series on literacy and Math strategies in CTE. ● Instructional learning walks for CTE teachers in math and language arts classrooms 	<ul style="list-style-type: none"> ● By July 15, 2024: Form a mathematics in CTE task force ● By August 15, 2024: Complete CTE Teacher Arc of learning development focused on math integration ● By August 31, 2024: Conduct CTE Teacher PD - Quarter 1 (August session) ● By September 30, 2024: Develop math-focused lesson plan templates for CTE courses ● By October 31, 2024: Conduct CTE Teacher PD - Quarter 1 (October session) ● By November 30, 2024: Complete first round of instructional learning walks for CTE teachers in math classrooms ● By December 15, 2024: Analyze data from first semester math integration efforts ● By January 31, 2025: Conduct CTE Teacher PD - Quarter 2 ● By February 28, 2025: Develop math-focused project-based learning units for CTE courses ● By March 31, 2025: Conduct CTE Teacher PD - Quarter 3 ● By April 30, 2025: Complete second round of instructional learning walks ● By May 31, 2025: Analyze year-end data on math integration in CTE courses ● By June 30, 2025: Develop math integration plan for next academic year

Strategy	Activities	Benchmarks
<p>Purchase updated CTE textbooks and supplemental resources for special populations (MLL, Special Education, etc)</p>	<ul style="list-style-type: none"> • Develop regular collaboration within T&L (CTE, MLL, Special Education) to identify best practices and resources to supplement CTE instruction. • Cross curriculum review of skills / gap analysis to determine areas of improvement. • Review pf supplemental • Online resources specifically for CTE programming /Professional Development for Supporting MLL 	<ul style="list-style-type: none"> • Engage T&L in regularly occurring meetings to identify areas (skills) for improvement- August 2024 • Cross curriculum review of skills / gap analysis to determine areas of improvement - October 2024 • Purchase supplemental resources - March 2025
<p>Explore tutoring and remediation resources for CTE students in language art and mathematics (potential Pilot)</p>	<ul style="list-style-type: none"> • Explore and potentially implement, out of school time tutoring opportunities for CTE students. 	<ul style="list-style-type: none"> • Identify pilot school and students - November 2024 • Recruit teachers and students to participate - December 2024 • 6-week tutoring session 1 to begin - March 2025

MISSED INDICATOR 3: 5S1: Program Quality Attained Recognized Credential

S.M.A.R.T.I.E. Goal: We will increase 5S1 performance from 50% to 70% by the 2025 data collection.

Strategy	Activities	Benchmarks
<p>Remove technical and process barriers to certification</p>	<ul style="list-style-type: none"> • Improve our funding approval process to ensure that certification is purchased in time for students to take the exams in a timely fashion. • Work with IT and testing to ensure IT compatibility, i.e., CTE coordinator to work with CTE leads to determine on-line assessments requirements and work with IT to ensure that there are no firewalls that would prevent students from accessing the assessment. • CTE leads to work with schools to determine testing schedule and student access to computers. 	<ul style="list-style-type: none"> • Identification of assessment related contracts and begin approval process by September 2024. • Provide IT updated testing requirements and computer specifications by October 2024. • CTE Managers to develop “Pathway to Assessment” plan with each CTE teacher to allow for testing, bootcamps, and retesting.

Strategy	Activities	Benchmarks
<p>Better train teachers on how to translate the curriculum into relevant activities for students by ensuring teachers have the full set of curriculum resources against which to modify / adjust their instruction.</p> <p><i>Identified by: Arts, Media and Communications; Cosmetology and Cosmetic Services; AOHP; Culinary</i></p>	<ul style="list-style-type: none"> ● CTE managers will create an arc of learning across the full year to support the implementation of the CTE curriculum. ● (1) developing (or supporting teachers to develop) a scope and sequence for a subset of pathways; ● (2) developing lessons plans; ● (3) provide training on how to deliver the lesson plans (e.g., instructional strategies) and ● (4) and assess student progress against curriculum. ● CTE managers will identify and secure relevant partnerships ● CTE managers will support teachers' efforts to engage in opportunities that advance our teachers' ability to implement the curriculum, e.g., pedagogy. ● CTE managers will work with Teaching and Learning to ensure consistency and access in support between core content teachers and CTE teachers with regard to high quality instructional practices. 	<ul style="list-style-type: none"> ● By August 31, 2024: Form a certification process improvement team ● By September 30, 2024: Complete identification of assessment-related contracts and begin approval process ● By October 31, 2024: Provide IT with updated testing requirements and computer specifications ● By November 30, 2024: Develop streamlined funding approval process for certification purchases ● By December 31, 2024: CTE Managers to develop "Pathway to Assessment" plan with each CTE teacher ● By January 31, 2025: Implement new funding approval process ● By February 28, 2025: Conduct mid-year review of certification process improvements ● By March 31, 2025: Make necessary adjustments to certification processes based on mid-year review ● By April 30, 2025: Provide training to teachers on updated certification processes ● By May 31, 2025: Implement final adjustments to certification processes for the academic year ● By June 30, 2025: Evaluate effectiveness of certification process improvements and plan for next year

Strategy	Activities	Benchmarks
<p>Scaling Clinical Hour Partners</p>	<ul style="list-style-type: none"> ● Hiring of Internship / Apprenticeship director to secure and manage partners. ● Inventory and landscape on current clinical hour partners by pathway ● Documentation on requirements and scheduling for clinical hours by pathway ● Targeting and recruiting clinical hour partners ● Clinical hour agreements for clinical hour programs and pathways 	<ul style="list-style-type: none"> ● By July 31, 2024: Complete inventory and landscape on current clinical hour partners by pathway ● By August 31, 2024: Hire and onboard Internship / Apprenticeship Director ● By September 30, 2024: Complete targeting and recruiting of new clinical hour partners ● By October 31, 2024: Finalize clinical hour agreements for clinical hour programs and pathways ● By November 30, 2024: Develop a database of clinical hour partners and opportunities ● By December 31, 2024: Conduct training for teachers on managing clinical hour partnerships ● By January 31, 2025: Begin placing students in clinical hour opportunities ● By February 28, 2025: Conduct mid-year review of clinical hour partnerships ● By March 31, 2025: Make necessary adjustments to clinical hour program based on mid-year review ● By April 30, 2025: Begin planning for next year's clinical hour partnerships ● By May 31, 2025: Collect feedback from students and partners on clinical hour experiences ● By June 30, 2025: Evaluate effectiveness of clinical hour program and plan improvements for next year

MISSED INDICATOR 4: 5S4: Program Quality: Other (TSA Attainment)

S.M.A.R.T.I.E. Goal: We will increase 5S4 performance from 50% to 70% by the 2025 data collection.

Strategy	Activities	Benchmarks
<p>Remove technical and process barriers to certification</p>	<ul style="list-style-type: none"> ● Improve our funding approval process to ensure that certification is purchased in time for students to take the exams in a timely fashion. ● Work with IT and testing to ensure IT compatibility, i.e., CTE coordinator to work with CTE leads to determine on-line assessments requirements and work with IT to ensure that there are no firewalls that would prevent students from accessing the assessment. ● CTE leads to work with schools to determine testing schedule and student access to computers. 	<ul style="list-style-type: none"> ● Identification of assessment related contracts and begin approval process by September 2024. ● Provide IT updated testing requirements and computer specifications by October 2024. ● CTE Managers to develop “Pathway to Assessment” plan with each CTE teacher to allow for testing, bootcamps, and retesting.
<p>Better train teachers on how to translate the curriculum into relevant activities for students by ensuring teachers have the full set of curriculum resources against which to modify / adjust their instruction.</p> <p><i>Identified by: Arts, Media and Communications; Cosmetology and Cosmetic Services; AOHP; Culinary</i></p>	<ul style="list-style-type: none"> ● CTE managers will create an arc of learning across the full year to support the implementation of the CTE curriculum. ● (1) developing (or supporting teachers to develop) a scope and sequence for a subset of pathways; ● (2) developing lessons plans; ● (3) provide training on how to deliver the lesson plans (e.g., instructional strategies) and ● (4) and assess student progress against curriculum. ● CTE managers will identify and secure relevant partnerships ● CTE managers will support teachers’ efforts to engage in opportunities that advance our teachers’ ability to implement the curriculum, e.g., pedagogy. ● CTE managers will work with Teaching and Learning to ensure consistency and access in support between core content teachers and CTE teachers with regard to high quality instructional practices. 	<ul style="list-style-type: none"> ● CTE Teacher Arc of learning development; August 2024 ● CTE Teacher PD - Quarter 1 (August and October 2024) ● CTE Teacher PD - Quarter 2 (Date TBD) ● CTE Teacher PD - Quarter 3 (Date TBD)

Strategy	Activities	Benchmarks
<p>Scaling Clinical Hour Partners</p>	<ul style="list-style-type: none"> • Hiring of Internship / Apprenticeship director to secure and manage partners. • Inventory and landscape on current clinical hour partners by pathway • Documentation on requirements and scheduling for clinical hours by pathway • Targeting and recruiting clinical hour partners • Clinical hour agreements for clinical hour programs and pathways 	<ul style="list-style-type: none"> • Hiring and on-boarding of Internship / Apprenticeship Director - September 2024 • Inventory and landscape on current clinical hour partners by pathway - July 2024 • Documentation on requirements and scheduling for clinical hours by pathway - July 2024 • Targeting and recruiting clinical hour partners - September 2024 • Clinical hour agreements for clinical hour programs and pathways - October 2024

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: \$1,777,065.00

	Salaries / Wages	Contract Services	Equipment	Supplies and Materials	Other
OTHER - Professional Development Conferences (ACTE) fees	0	0	0	0	\$15000.00
Large Equipment Upgrades (Equipment over \$5K)	0	0	\$45000.00	0	0
Post Secondary Apprenticeship Manager and Student Placement (G2C)	\$125000.00	0	0	0	0
Teacher Stipends for OST PD and Tutoring	\$33000.00	0	0	0	0
Manager - CR/CTE PD Development and Support	\$152366.90	0	0	0	0
Manager - Grants, Procurement, and Inventory (0.7)	\$106656.83	0	0	0	0
Staff Specialist-WBL	\$115691.58	0	0	0	0
Staff Specialist - WBL	\$121705.07	0	0	0	0
Manager - CR/CTE PD Development and Support	\$148076.62	0	0	0	0
Contract Services (Transportation Contracts, Software Contracts, Consulting, PD Contracts, etc)	0	0	512000.00	0	0

	Salaries / Wages	Contract Services	Equipment	Supplies and Materials	Other
Director - Apprenticeship, Internships, and Partnerships	\$180000.00	0	0	0	0
Supplies and Materials (textbooks, computer upgrades, industry approved equipment upgrades)	0	0	0	\$222,568.00	0
Total	\$982497.00	\$512000.00	\$45000.00	\$222568.00	\$15000.00

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](#).

ORIGINAL GRANT BUDGET	\$ 1,777,065.00	AMENDED BUDGET #		REQUEST DATE	6/14/24
GRANT NAME	Career and Technology Local Perkins Grant	GRANT RECIPIENT NAME	Baltimore City Public Schools		
MS DE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME	Baltimore City Public Schools		
FUND SOURCE CODE		GRANT PERIOD			

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 2 1 General Support							0.00
Prog 2 2 Business Support						46,528.01	46,528.01

Prog . 2 3	Centralized Support							0.00
202 Mid-Level Administration								
Prog . 1 5	Office of the Principal							0.00
Prog . 1 6	Inst. Admin. & Supv.							0.00
203-205 Instruction Categories								
Prog . 0 1	Regular Prog.							0.00
Prog . 0 2	Special Prog.							0.00
Prog . 0 3	Career & Tech Prog.	687,035.0 0	512,000.0 0	176,039.9 9	15,000.00	45,000.00		1,435,074. 99
Prog . 0 4	Gifted & Talented Prog.							0.00
Prog . 0 7	Non Public Programs							0.00
Prog . 0 8	School Library Media							0.00
Prog . 0 9	Instructional Staff Dev.							0.00
Prog . 1 0	Guidance Services							0.00
Prog . 1 1	Psychological Services							0.00
Prog . 1 2	Adult Education							0.00
206 Special Education								
Prog . 0 4	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								0.00
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					295,462.00			295,462.00
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 3 6 Remodeling							0.00
Total Expenditures By Object	687,035.0 0	512,000.0 0	176,039.9 9	310,462.0 0	45,000.00	46,528.01	1,777,065. 00

Finance Official
Approval

CHRISTOPHER J. DOHERTY *Christopher J. Doherty*

Jul 23, 2024

Name Signature Date Telephone #

Supt./Agency Head
Approval

SONJA B. SANTELSES

Sonja Santelses

Sep 6, 2024

Name Signature Date Telephone #

MSDE Grant Manager
Approval

Richard Kincaid

Richard Kincaid

September 10, 2024

Name Signature Date Telephone #

The total amount for Administrative Costs (Indirect and Direct) may not exceed 5% of the total grant award. The total amount of eq
 Use the following worksheet by putting in the formula award amount (Cell C3), the local indirect cost rate (Cell B4), and the total ar

Formula Award Amount		\$1,777,065
Local Indirect Cost Rate		\$3.28
Allowable Indirect Cost Calculation		
Total Grant Award		\$1,777,065
Subtract Amount of Equipment Purchases		\$45,000
Indirect Cost Subtotal		\$1,732,065
Indirect Cost Amount Taken		\$46,428
Subtotals		
Grant Subtotal with Allowable Indirect		\$1,732,065
Total Allowable Indirect Cost		\$46,528
Indirect Cost Taken		\$46,528
Totals		
Grant Subtotal with Actual Indirect		\$1,730,537
Total Grant Award		\$1,777,065
Maintenance of Effort Local/State		
FY 2023 Reported Expenditures (See FY 2023 Annual Financial Report)		\$51,730,379
FY 2024 Estimated Expenditures		52,764,987