Career and Technical Education: Local Perkins Application Community College of Baltimore County

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

Office of College and Career Pathways

2024 - 2025

Appendix A: Recipient Assurances

INSTRUCTIONS

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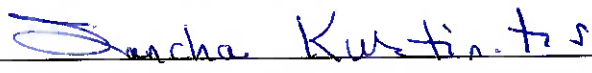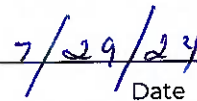
RECIPIENT ASSURANCES

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

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

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

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

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

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

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

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

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

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

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

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

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

_____   ___7/29/24_____
Superintendent of Schools or Community College President   Date

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

INSTRUCTIONS

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

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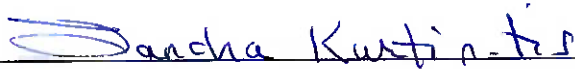
INSTRUCTIONS FOR CERTIFICATION

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.
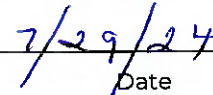
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition 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.

Sandra Kurtinitis   _7/29/24_

Superintendent of Schools or Community College President   Date

Appendix C: General Education Provisions Act (GEPA) Notice

PURPOSE

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

TO WHOM DOES THIS PROVISION APPLY?

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

(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 schools, community colleges or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school community college or other local entity has submitted a sufficient section 427 statement as described below.)

WHAT DOES THIS PROVISION REQUIRE?

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

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

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

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

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

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

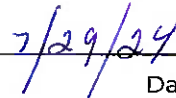# Appendix D: Local Perkins Application Certificate of Compliance

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

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

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

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

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

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

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

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

_____

Superintendent of Schools or Community College President

_7/29/24_____

Date

Local Application for Perkins Funding: Cover Page

MARYLAND STATE DEPARTMENT OF EDUCATION

OFFICE OF COLLEGE AND CAREER PATHWAY

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT
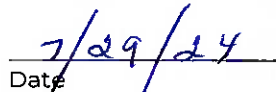
LOCAL APPLICATION FOR FEDERAL FORMULA FUNDS

Community College	**Community College of Baltimore County**
President Information	Dr. Sandra Kurtinitis skurtinitis@ccbcmd.edu
Individual Serving as Career and Technical Education Lead	Candice Grayson HT/MLT Program Director 443-840-1029 cgrayson@ccbcmd.edu
Individual Authorized to Sign Finalized C-125 (Financial Officer)	Phillip Howard Director, Accounting 443-840-3491 phoward@ccbcmd.edu

SIGNATURES

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

On behalf of Community College of Baltimore County

Sandra Kurtinitis   _7/29/24_

Dr. Sandra Kurtinitis   Date
President

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

[signature]   July 29, 2024

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

Component A: Labor Market Alignment

OVERVIEW

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

INSTRUCTIONS

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

PRIORITY 1: Increase accessibility to programs.

S.M.A.R.T.I.E. Goal: Increase access to CTE programs for "economically disadvantaged" students aligned with BCPS initiatives (P-tech) by 12% over the next two years by increasing faculty to teach courses, software access, and equipment for course instruction. MET cluster is currently underrepresented by 33% for "economically disadvantaged" students, in addition to black and female students.

Strategy	Activities	Benchmarks
Utilization of a full-time faculty/program coordinator, industry standard equipment and supplies to facilitate access of CTE (MET Cluster) programs.	• Continued hire and utilization of a full-time faculty/program coordinator. • Incorporate computer software maintenance for student use. • Purchase state of the art equipment and create instructional content on the use and manipulation for job-ready skills.	• A 10% increase in "Economically disadvantaged" student participation in MET cluster programs. • A 10% increase in Black and Female participation in MET cluster programs. • At least 75% of identified populations retained from participant to concentrator in the MET cluster.

PRIORITY 2: Increase the number of CTE participants/concentrators.

S.M.A.R.T.I.E. Goal: Increase the number of students who become CTE participants and eventually concentrators by 15% within the next three years by enhancing efforts in supporting student success.

Strategy	Activities	Benchmarks
Increase student support services through recruit/hire and train tutors; supplies used in these sessions to support CTE programs	• CCBC (Community College of Baltimore County) is experiencing increased numbers of students seeking tutoring and learning support services within the Student Success Centers (SSCs). Funds are needed to recruit/hire/train tutors to increase and improve the amount of content specific tutoring and learning support. The SSCs' tutoring services provide support to students with specific instructional needs in CTE focused courses such as biology, nursing, and math. • The economically disadvantaged are not progressing proportionately to concentrator, 10% percentage points under-represented in the CTE Licensed Practical Nursing program per the storyboard data. Science lab courses lack the number and types of models and modern equipment/technology that further active and meaningful engagement in course materials which can boost deep learning and retention for students. • Black students are not progressing proportionally from participant to concentrator, 12% percentage points under-represented. Economically disadvantaged students are not progressing proportionally from participant to concentrator, 10% percentage points underrepresented. Students enrolled in science lab courses lack the number and types of models and modern equipment/technology that further active and meaningful engagement in course materials which can boost deep learning and retention for students.	• A 15% increase in student participation/concentration in CTE programs. A Microsoft Forms tutor evaluation survey will be emailed to students after each tutoring session and institutional staff evaluations will be conducted as required by the college. 📖 • The college will compare the FY 2023 success rate data against FY 2024 success rate data for the fall, spring and summer semesters for students enrolled in the prerequisite lab science course BIOL 109 for an improvement of 3% per course. • The college will compare the FY 2023 DWF rate data against FY 2024 DWF rate data for the fall, spring and summer semesters for Black students enrolled in the prerequisite lab science courses including BIOL 110, BIOL 220, BIOL 221 and BIOL 230 for an improvement of 3% per course.

FUNDING NOTES

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

- Perkins Formulary Funding is the primary source for these activities.
- CCBC identifies funding needs for the college's broadly-based student population, including those that participate in our CTE programs. Program support is identified through meetings with deans, faculty, and staff. The college's grant process is inclusive of team members working on the project and adapts according to program needs. Program dollars involved include: a variety of CTE Reserve Funds, which typically support equipment to be purchased; CTE innovation funds for Aviation technology & innovation as well as Cyber; the development of statewide Automotive and Graphic Design curriculum and training; DLLR EARN dollars for IT and Automated Facilities; and P-TECH funds for students at Dundalk High. The college also receives federal funding annually for ESOL and Literacy training, and for training out-of-school youth. CCBC recently was awarded a 2-million-dollar Title III grant to support guided Pathways.

ADDITIONAL NOTES FOR THIS COMPONENT

- Review the attached plan summary for budget breakdown and initiatives.

PROMISING PRACTICES TO CONSIDER

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

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

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

Career Exploration and Counseling: Implement comprehensive career exploration and counseling programs to help students make informed decisions about their education and career paths. This includes providing information on HS/HW/ID careers, labor market trends, and the benefits of pursuing CTE programs. Guidance and counseling programs should also address potential barriers to participation, such as misconceptions about CTE or lack of awareness of available 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 community college As a concluding activity, you were asked to identify any concerning gaps in student participation and persistence, identify strategies you might use to close observed gaps, and develop up to five priorities for how you will address these gaps in the coming year.

INSTRUCTIONS

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

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

PARTICIPATION PRIORITY: Increase the number of 2P1-Industry/Certifications

S.M.A.R.T.I.E. Goal: Increase the overall number of students who complete the recognized industry credential in CTE Programs by 12% over the next two years.

Strategy	Activities	Benchmarks
Removing the financial burden of testing fees and tracking the completion of these exams.	• Program representatives convene from CCBC to establish a system/process for reporting student data on the completion of this industry credential. • Funds will be provided to remove the financial burden of testing fees from students. • Develop and utilize support tools within capstone courses of HB cluster programs to help successfully complete licensure/certification exams.	• At least a 50% increase in student participation in Exam Vouchers in AMC, EANR, CSHT, HB, and TT clusters. • At least a 50% increase in student success on licensure/certification exams within the HB cluster. • Monitoring of the process and licensure/certification exam usage and success rate.

PERSISTENCE PRIORITY: Increase access to CTE program courses.

S.M.A.R.T.I.E. Goal: Expanding class opportunities by 15% on the multiple campuses of CCBC will be inclusive of special populations, including the Economically disadvantaged enrolled and non-traditional student enrollment. Increase opportunities for students who cannot afford to commute (especially after the collapse of the FSK bridge in Baltimore) or who need a closer program for work/life/school balance.

Strategy	Activities	Benchmarks
Facilitate access to instructional supplies, equipment, and materials.	• Expanding classroom facilities/laboratory equipment to offer courses on multiple campuses. • Install models, equipment and other current industry needs in the classroom spaces of CTE programs in various CCBC campuses.	• A 15% increase in CTE program participation and completion for students who are economically disadvantaged and non-traditional. • A 50% increase in student progression due to access to course materials.

FUNDING NOTES

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

- Perkins Formulary Funding is the primary source for these activities.
- CCBC identifies funding needs for the college's broadly-based student population, including those that participate in our CTE programs. Program support is identified through meetings with deans, faculty, and staff. The college's grant process is inclusive of team members working on the project and adapts according to program needs. Program dollars involved include: a variety of CTE Reserve Funds, which typically support equipment to be purchased; CTE innovation funds for Aviation technology & innovation as well as Cyber; the development of statewide Automotive and Graphic Design curriculum and training; DLLR EARN dollars for IT and Automated Facilities; and P-TECH funds for students at Dundalk High. The college also receives federal funding annually for ESOL and Literacy training, and for training out-of-school youth. CCBC recently was awarded a 2-million-dollar Title III grant to support guided Pathways.

ADDITIONAL NOTES FOR THIS COMPONENT
- Review the attached plan summary for budget breakdown and initiatives.

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; post-program placement into advanced education, training, or employment; nontraditional program concentration, and the attainment of recognized postsecondary credentials and technical skills.

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

INSTRUCTIONS

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

PRIORITY 1: Developing Job Ready Professional Skills

S.M.A.R.T.I.E. Goal: Increase the degree and credential completion of black students, who are not represented well in credential and degree completion. Indicators suggest that economically disadvantaged students are underrepresented and lacking resources to complete certification/licensure exams. Faculty and our Advisory Boards have noted that our content-expert faculty lack training/equipment access for current workforce development and support from the program in certification/licensure exams. Increase 2P1 by 12% in the next two years.

Strategy	Activities	Benchmarks
Modernize and facilitate access to job ready equipment and work-based skills.	• Existing equipment has exceeded its usable life span, new equipment is necessary to incorporate the current model year industry technology. • Develop and create course content on the utilization and familiarity with industry standards in CTE program clusters.	• At least 75% of CTE students will report knowledge of current industry technology/tools for their respective program of study that is required for use. • Increase the students' skills and validate learning through application and hands-on affirmation for apprenticeships/work-based learning.

PRIORITY 2: Close gaps in CTE participation to concentrators

S.M.A.R.T.I.E. Goal: Based on feedback from the clinical CTE laboratory programs' clinical sites, advisory boards, clinical liaisons, and graduate surveys students need more preparation in transitioning to certified professionals and prepared to meet the current industry standards. Although instrumentation varies from hospital to hospital, student preparation skills that are transferable are needed. Students consistently perform above the targets for completion of certificates (2P1) and job placement (1P1). This could be attributed to access to study tools and support throughout the program, but COVID has made addressing student mental health important, and professional development is needed for this. Increase program concentrators of CTE programs by 12% in two years.

Strategy	Activities	Benchmarks
Increase awareness and support for students within CTE programs	• The programs will purchase software and attend professional development conferences necessary for faculty members to provide learning activities which will foster critical thinking skill required by the profession and utilized in new state of the art laboratories to mimic industry standards. • Professional development for faculty to aid in addressing students' needs.	• Increase by 75% in student performance on course assessments (formative and summative) and board examination.; Number of degrees and/or certificates awarded. • A 10% increase in faculty awareness of student support services and tools.

FUNDING NOTES

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

- Perkins Formulary Funding is the primary source for these activities.
- CCBC identifies funding needs for the college's broadly-based student population, including those that participate in our CTE programs. Program support is identified through meetings with deans, faculty, and staff. The college's grant process is inclusive of team members working on the project and adapts according to program needs. Program dollars involved include: a variety of CTE Reserve Funds, which typically support equipment to be purchased; CTE innovation funds for Aviation technology & innovation as well as Cyber; the development of statewide Automotive and Graphic Design curriculum and training; DLLR EARN dollars for IT and Automated Facilities; and P-TECH funds for students at Dundalk High. The college also receives federal funding annually for ESOL and Literacy training, and for training out-of-school youth. CCBC recently was awarded a 2-million-dollar Title III grant to support guided Pathways.

ADDITIONAL NOTES FOR THIS COMPONENT

- Review the attached plan summary for budget breakdown and initiatives.

PROMISING PRACTICES TO CONSIDER

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

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

Integrated Academic and Technical Curriculum: Strengthen the integration of core academic content within CTE programs to support the attainment of academic proficiency. This could include project-based learning that applies academic concepts in real-world CTE contexts, enhancing relevance and understanding for students.

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

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

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

Component D: Recruiting, Developing, and Retaining CTE Educators

OVERVIEW

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

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

INSTRUCTIONS

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

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

PRIORITY 1: Increasing support for special populations.

S.M.A.R.T.I.E. Goal: Close the gap for non-traditional and black students in CTE programs by 15% in all CTE programs by increasing awareness and access to support, faculty, and CTE programs.

Strategy	Activities	Benchmarks
Increase awareness and support for students within CTE programs	• Attendance and participation in national, regional, and local conferences and professional development training will enable Student Support staff to learn the most current research based best practices working with special populations. • Information learned at conferences and professional training will be used by SSC staff to improve the in-person and online delivery of course subject matter to CTE students. • Supervisors will train tutors staff in national best practices to deliver direct support services to students which will contribute to increased retention, credentialing, and completion.	• Increase by 75% in student performance on course assessments (formative and summative) and board examination.; Number of degrees and/or certificates awarded. • A 10% increase in faculty awareness of student support services and tools. • A 10% increase in student participation in support programs each semester.

PRIORITY 2: Developing Current Program Resources

S.M.A.R.T.I.E. Goal: Increase faculty attendance in CTE-focused professional development opportunities to provide current methodologies for their programs measured by the amount of required CEU credits earned by CTE faculty.

Strategy	Activities	Benchmarks
Enhance CEU earned by CTE faculty for instruction within CTE programs.	• To stay current in a constantly changing work environment it is important for faculty to attend workshops and conferences so they can keep their class lectures and labs current in accordance with new and improved methods and practices. • In addition, many programs have an external accreditation that require continuing education of the teaching professionals.	• Participation in continuing education by faculty in programs. • Maintenance of high external accreditation standards.

FUNDING NOTES

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

- Perkins Formulary Funding is the primary source for these activities.
- CCBC identifies funding needs for the college's broadly-based student population, including those that participate in our CTE programs. Program support is identified through meetings with deans, faculty, and staff. The college's grant process is inclusive of team members working on the project and adapts according to program needs. Program dollars involved include: a variety of CTE Reserve Funds, which typically support equipment to be purchased; CTE innovation funds for Aviation technology & innovation as well as Cyber; the development of statewide Automotive and Graphic Design curriculum and training; DLLR EARN dollars for IT and Automated Facilities; and P-TECH funds for students at Dundalk High. The college also receives federal funding annually for ESOL and Literacy training, and for training out-of-school youth. CCBC recently was awarded a 2-million-dollar Title III grant to support guided Pathways.

ADDITIONAL NOTES FOR THIS COMPONENT

- Review the attached plan summary for budget breakdown and initiatives.

PROMISING PRACTICES TO CONSIDER

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

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

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

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

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

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

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

Component E: State Determined Performance Level Attainment

OVERVIEW

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

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

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

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

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

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

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

INSTRUCTIONS

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

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

TABLE: STATE DETERMINED PERFORMANCE LEVELS AND ACTUAL LOCAL PERFORMANCE

Indicator	Performance Target	Performance Target (90%)	Actual Local Performance
1P1: Post-Secondary Retention and Placement	71.33%	64.20%	83%
2P1: Earned Recognized Post-Secondary Credential	44.40%	39.96%	**32%**
3P1: Non-Traditional Program Enrollment	24.85%	22.37%	23%

MISSED INDICATOR 1: 2P1 Earned Recognized Post-Secondary Credential

S.M.A.R.T.I.E. Goal: Increase the overall number of students who complete the recognized industry credential in CTE Programs by 12% over the next two years by tracking completion and removing the financial burden of testing fees.

Strategy	Activities	Benchmarks
Increase successful attainment of an earned recognized post-secondary credential by removing the financial burden of testing fees and access to support in preparation for these tests/exams.	• Program representatives from CCBC will establish a system for reporting student data on the completion of this industry credential. Funds will be provided to remove the financial burden of testing fees from students. • Develop and utilize support tools within capstone courses of HB cluster programs to help successfully complete licensure/certification exams.	• At least a 50% increase in student participation in Exam Vouchers in AMC, EANR, CSHT, HB, and TT clusters. • At least a 50% increase in student success on licensure/certification exams within the HB cluster.

Component F: Budget

INSTRUCTIONS

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

REQUIRED USES OF PERKINS FUNDING

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

EXAMPLES OF BUDGET ITEM EXPENDITURES

- 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: $1,335,384.00

Required Uses of Perkins Funds (See List for Details)	Salaries / Wages	Contract Services	Equipment	Supplies and Materials	Other
1	$117,435.00	$0.00	$20,040.00	$45,242.00	$0.00
2	$215,619.00	$0.00	$10,333.00	$105,670.00	$0.00
3	$.00	$0.00	$0.00	$73,665.00	$0.00
4	$0.00	$0.00	$165,215.00	$111,987.00	$0.00
5	$0.00	$0.00	$139,072.00	$111,987.00	$0.00
6	$0.00	$0.00	$0.00	$0.00	$169,083.00
7	$0.00	$0.00	$0.00	$0.00	$50,036.00
8	$0.00	$0.00	$0.00	$0.00	$0.00
9	$0.00	$0.00	$0.00	$0.00	$0.00
Total	$333,054.00	$0.00	$334,660.00	$448,551.00	$219,119.00

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.

		MARYLAND STATE DEPARTMENT OF EDUCATION	Grant Number

Recipient Agency Name
Community College of Baltimore County

Revenue Source Name
Perkins Formula

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Career and College Readiness
PROPOSED BUDGET
POSTSECONDARY/OTHER RECIPIENTS/AGENCIES

Fiscal Year _____ **2025**

Grant Number

Grant Period

Fund Source Code

USE OF FUNDS	SOURCE OF FUNDS			TOTAL BUDGET
	Federal	State/Local	Other (Specify)	
PERSONNEL				
Fringe Benefits	$ 69,696.00			$69,696.00
Salaries	$ 263,358.00			$263,358.00
MATERIALS &SUPPLIES	$ 448,551.00			$448,551.00
EQUIPMENT	$ 334,660.00			$334,660.00
CONTRACTUAL SERVICES				
Consultants				$0.00
TRAVEL				
Lodging				$0.00
Meals				$0.00
Miles				$0.00
Registration Fees/Other	$ 169,083.00			$169,083.00
OTHER RELATED COSTS				
Child Care				$0.00
Instructional Costs				$0.00
Instructional Materials				$0.00
Mail				$0.00
Printing				$0.00
Telephone				$0.00
Transportation				$0.00
Tuition				$0.00
				$0.00
ADMINISTRATION/INDIRECT COSTS				
Administration	$ 50,036.00			$50,036.00
Indirect Costs				$0.00
TOTAL	**$1,335,384.00**	**$0.00**	**$0.00**	**$1,335,384.00**

Budget Approved by: _____ Date: 5/6/2024   _____ Date: July 29, 2024
(Signature & Date)   FINANCE OFFICER   MSDE OFFICIAL
Budget proposed ps Revised 2/10

POSTSECONDARY FINANCIAL COMPLIANCE WORKSHEET

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

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

Formula Award Amount		$ 1,335,384
Total Administrative Cost Allowed	5%	$ 66,769
Allowable Indirect Cost Calculation		
Total Grant Award		$ 1,335,384
Subtract Amount of Equipment Purchases		$ 334,660
Indirect Cost Subtotal		$ 1,000,724
Local Indirect Cost Rate		$ -
Administrative Cost Calculation		
Indirect Cost Amount Taken		$ -
Administation Cost Taken		$ 66,769
Total (Indirect/Direct) Administrative Cost		$ 66,769
Totals		
Grant Subtotal		$ 1,268,615
Total (Indirect/Direct) Administrative Cost		$ 66,769
Total Grant Award		$ 1,335,384
Maintenance of Effort Local/State		
FY 2023 Reported Expenditures (See FY 2023 Annual Financial Report)		$ 8,655,028
FY 2024 Estimated Expenditures		$ 8,656,326