



Maryland

STATE DEPARTMENT OF EDUCATION

Career and Technical Education: Local Perkins Application Caroline County

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

Office of College and Career Pathways

2024 - 2025

MARYLAND STATE DEPARTMENT OF EDUCATION

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July 1, 20

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

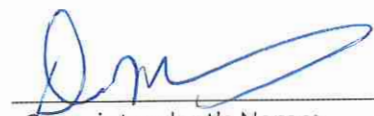
LOCAL APPLICATION FOR FEDERAL FORMULA FUNDS

LEA Name	Caroline County Public School
Superintendent Information	Dr. Derek Simmons simmons.derek@ccpsstaff.org
Individual Serving as Director of Career and Technical Education	Lindsey McCormick Director of College and Career Readiness 410-479-1460 mccormick.lindsey@ccpsstaff.org
Individual Authorized to Sign Finalized C-125 (Financial Officer)	Erin Thornton Chief Financial Officer 410-479-1460 thornton.erin@ccpsstaff.org


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 <LEA Name>




 <Superintendent's Name>
 Superintendent of Schools



 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

July 1, 2024

 Date

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.



Superintendent of Schools or Community College President

6/17/24

Date

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

INSTRUCTIONS

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

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

INSTRUCTIONS FOR CERTIFICATION

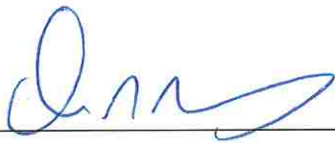
1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that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

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

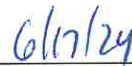
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition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

CERTIFICATION

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.



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. 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.

CCPS GEPA Statement:

We are working to identify and eliminate systemic barriers in all district processes and procedures. This is an on-going process that requires us to re-examine everything through an equity lens. The CCPS Strategic plan includes an Equity goal and objectives.

Equity- Create equitable opportunities to learn by providing resources according to each student's unique needs.

Objective 1: Recruit and retain effective and diverse educators and staff.

Objective 2: Identify areas of disproportionality, and identify root causes and actionable steps to address them.

Objective 3: Promote positive student outcomes through the integration of cultural responsiveness.

We have begun asking the following questions when making all decisions

Who are the underrepresented groups?

Does the practice or decision or action deepen the disparity or produce other consequences? Have we involved stakeholders?

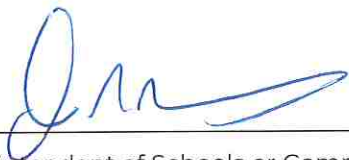
What are the barriers around equity?

How do we address the barriers?

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



Date

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

ORIGINAL GRANT BUDGET	\$ 250,000	AMENDED BUDGET #		REQUEST DATE	05/28/24
GRANT NAME	FY25 Perkins Formula Grant	GRANT RECIPIENT NAME			
M SDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Caroline County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/24	6/30/25	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						4,753.00	4,753.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.	68,800.00	5,400.00	30,199.00	89,480.00	7,600.00		201,479.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction 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		16,700.00					16,700.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				27,068.00			27,068.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	68,800.00	22,100.00	30,199.00	116,548.00	7,600.00	4,753.00	250,000.00

Finance Official Approval	Erin Thornton		5/28/24	410-479-1460
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Derek L. Simmons, Ed.D.		6/17/24	410-479-1460
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	Richard Kincaid		July 1, 2024	
	Name	Signature	Date	Telephone #

Component A: Labor Market Alignment

OVERVIEW

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

INSTRUCTIONS

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

PRIORITY 1: Increase IRC opportunities

S.M.A.R.T.I.E. Goal: Increase the number of Industry Recognized Credentials offered by CCPS by 10% by the 2025 - 2026 school year by aligning CCPS Program of Studies with Industry Recognized Credentials approved by the GWDB CTE Committee and aligned to local, regional and state labor market data, enhancing the relevance and effectiveness of our educational programs in preparing students for successful careers in their chosen fields.

Strategy	Activities	Benchmarks
<p>Strategy 1</p> <p>Align POSs to IRCs approved by the GWDB CTE Committee and labor market.</p>	<ul style="list-style-type: none"> Develop a CCPS CTE multi-year plan to update local POS to state-approved POS (Once State Frameworks are completed) Determine needs to either support existing teachers in updating their certifications in new fields, hire new CTE teachers with requisite skills, and explore other hiring options as needed. Identify POS that require updated curriculum to align with the competencies and skills required for the chosen industry-recognized credentials. 	<ul style="list-style-type: none"> By the end of 24-25 SY, 100% of CCPS POSs will align with Industry Recognized Credentials or a plan will be in place to. 100% of teachers will be aware of the qualifications needed for them to teach updated curriculum as measured by a survey

Strategy	Activities	Benchmarks
<p>Strategy 2</p> <p>Sunset programs that are no longer preparing students for high-skill, high-wage in-demand careers or do not have Industry Recognized Credentials.</p>	<ul style="list-style-type: none"> Determine checkpoints, timelines and responsibilities of stakeholders for sunsetting a program(s) including internal and external communication plans. 	<ul style="list-style-type: none"> By the end of 24-25 SY, 100% of CCPS POS will have a plan to have an approved Industry Recognized Credential.

PRIORITY 2: Increase Data Analysis

- S.M.A.R.T.I.E. Goal:** By the end of the 2024-2025 school year, CCPS will enhance the frequency and depth of workforce data analysis to ensure alignment with Career and Technical Education (CTE) programs. This will improve systemic CTE programming for future years. This goal will be achieved through enhanced data analysis processes, staff training, and stakeholder feedback integration. Progress will be measured quarterly.

Strategy	Activities	Benchmarks
<p>Strategy 1</p> <p>Review HS/HW/ID data on a quarterly basis</p>	<ul style="list-style-type: none"> Receive Data from MSDE Quarterly: <ul style="list-style-type: none"> Ensure timely receipt of workforce data (resources: LightCast - per Maryland State Department of Education (MSDE) each quarter). Other Sources Data: <ul style="list-style-type: none"> Receive quarterly workforce data from Chesapeake College and the Workforce Investment Board (WIB). Training on Data Interpretation: <ul style="list-style-type: none"> Provide training for staff on how to interpret and utilize data effectively. Share Data: <ul style="list-style-type: none"> Ensure that 100% of our faculty and partners work from the same data. And ensure that our stakeholders have opportunity to share ideas, questions and comments from analysis (feedback loop). 	<ul style="list-style-type: none"> By Q1: Establish a baseline for current data analysis frequency and depth. By Q2: Conduct initial training sessions on Lightcast data interpretation for staff. By Q3: Implement quarterly data review sessions, incorporating stakeholder feedback. By Q4: Achieve an increase in the depth and application of data analysis activities and ensure all data is shared with stakeholders.

Strategy	Activities	Benchmarks
<p>Strategy 2</p> <p>Improve note taking at PAC meetings</p>	<ul style="list-style-type: none"> Review and revise if needed the CCPS PAC handbook/minute collection document 	<ul style="list-style-type: none"> 100% of CTE teachers will use at least 1 strategy identified during a PAC meeting during the next school year.

STRETCH PRIORITY (OPTIONAL): Apprenticeship

- S.M.A.R.T.I.E. Goal:** CCPS will increase awareness of the high school-level registered apprenticeship program by developing and implementing a comprehensive outreach campaign for the 24-25 SY, ensuring engagement from at least 85% of 10th and 11th grade students, with targeted efforts to reach underrepresented groups.

Strategy	Activities	Benchmarks
<p>Strategy 1</p> <p>Develop Marketing Materials for High School Level Registered Apprenticeship</p>	<ul style="list-style-type: none"> Create informational brochures, posters, and presentations to promote registered apprenticeship opportunities to students and parents. Provide professional development to school counselors, career coaches and staff to ensure their understanding of STA. Ensure related instruction is available to all Apprenticeship students by use of multiple sources. 	<ul style="list-style-type: none"> By the end of 24 – 25 SY, 100% of 10th/11th grade students will have knowledge of Apprenticeship 100% of eligible students interested in a specific career cluster will know when an Apprenticeship opportunity in that field becomes available
<p>Strategy 2</p> <p>Collaborate with Department of Labor</p>	<ul style="list-style-type: none"> Meet with current Youth Apprenticeship partners to explain STA Create a shared progress monitoring tracker with Dept of Labor Meet monthly with CCPS Labor Navigator 	<ul style="list-style-type: none"> By end of October 2024, tracker will be created By end of December 2024, all current YA partners will be introduced to Dept. of Labor Ongoing Minutes will be kept from monthly Labor meetings

FUNDING NOTES

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

July 1, 2024

- **PERKINS**

ADDITIONAL NOTES FOR THIS COMPONENT

- Although we are exploring a variety of opportunities or pathways, no decisions will be executed until the GWDB/CTE Committee finalizes the Industry Recognized Credentials criteria/approved list and the new CTE Framework.

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: Expand student participation in CTE programming

S.M.A.R.T.I.E. Goal: Increase non-traditional/special population enrollment during the 25 - 26 school year by 10% in order to diversity the enrollment of CCPS CTE programs.

Strategy	Activities	Benchmarks
<p>Strategy 1</p> <p>Increase enrollment of Non-trad students into CTE programs</p>	<ul style="list-style-type: none"> • Provide professional development to School Counselors and career coaches regarding career guidance and advisement services provided to students prior to enrolling in a CTE POS • Explore middle school career exploration opportunities • Implement comprehensive career exploration and counseling programs to help non-traditional students make informed decisions about their education and career paths. • Analyze credit amounts for each program of study to see if there are scheduling opportunities to enhance CTE electives with our current staffing. This would ensure our CTE participant data does not include students who are taking a CTE as an elective credit. 	<ul style="list-style-type: none"> • By January 2025, a Non Trad enrollment projection log will be created • By the end of the 24-25 SY, all 8th grade students will have a chosen career major • Each semester the projection data to track progress towards increasing the participation of non-traditional students in CTE programs will be added to the tracker • Evaluate the final enrollment data to determine if the target for increasing non-traditional student participation in CTE programs has been met

Strategy	Activities	Benchmarks
<p>Strategy 2</p> <p>Increase enrollment of special population students into CTE programs</p>	<ul style="list-style-type: none"> Review and update enrollment criteria for CCPS over enrollment Provide professional development to School Counselors and career coaches regarding career guidance and advisement services provided to students prior to enrolling in a CTE POS Promote CTE programs with Marketing Materials Explore middle school career exploration opportunities Implement comprehensive career exploration and counseling programs to help special education students make informed decisions about their education and career paths. Analyze credit amounts for each program of study to see if there are scheduling opportunities to enhance CTE electives with our current staffing. This would ensure our CTE participant data does not include students who are taking a CTE as an elective credit. 	<ul style="list-style-type: none"> By January 2025, a Special Population Projection tracker will be created By the end of the 24-25 SY, all 8th grade special population students will have a chosen career major aligned with their transition plan goal Each semester the enrollment data to track progress towards increasing the participation of special population students in CTE programs will be added to the tracker Evaluate the final enrollment data to determine if the target for increasing special population participation in CTE programs has been met

PERSISTENCE PRIORITY: Reduce participation and/or persistence gaps among students

S.M.A.R.T.I.E. Goal: All CTE programs of study will have a 90% or higher persistence rate by the end of the 25-26 school year in order to increase the participation and persistence of traditionally underrepresented students in CTE programs.

Strategy	Activities	Benchmarks
<p>Strategy 1</p> <p>Ensure processes are in place to recruit and retain CTE students</p>	<ul style="list-style-type: none"> Examine how scheduling impacts participation/persistence including how programs are scheduled Revise the CCPS 5 year plan process Provide professional development for Secondary staff on CTE opportunities/POS Reduce barriers by addressing staff beliefs and expectations. Introduce Skills USA to all CTE teachers 	<ul style="list-style-type: none"> By the end of the 24-25 SY, 100% of courses will be properly coded in PowerSchool By the end of the 24-25 SY, 100% of secondary administrators, career coaches and CTE teachers will attend trainings. 75% of CTE teachers will use Skills USA curriculum (skills competition, soft skills/leadership handbook, etc.) as measured through classroom walkthroughs and observations
<p>Strategy 2</p> <p>Expand WBL continuum to improve opportunities for engaging hands on and work-based learning experiences using national best practices through ACTE or Advanced CTE.</p>	<ul style="list-style-type: none"> Explore possibilities of hiring new staff to oversee the WBL continuum. Attend National WBL/CTE conferences Create a WBL continuum handbook Provide WBL continuum training for all necessary staff 	<ul style="list-style-type: none"> Monitor enrollment data each semester to track progress towards the target. 100% of necessary staff will be trained in new WBL continuum Walkthroughs will be utilized to ensure strategies from PD are being implemented.

FUNDING NOTES

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

- Perkins
- Title IV- Middle School Career Exploration Platform
- Local- Naviance

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1
- Note 2
- Note 3

PROMISING PRACTICES TO CONSIDER

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

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

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

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

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

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

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

Component C: Program Performance

OVERVIEW

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

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

INSTRUCTIONS

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

PRIORITY 1: Increase Math and ELA MCAP

S.M.A.R.T.I.E. Goal: By May 2026, CCPS will increase the % of all students who are first time test-takers of the MCAP ELA-Literacy 10 assessment and the MCAP Algebra I assessment who achieve a performance level score of 3 or 4, by 10%.

Strategy	Activities	Benchmarks
<p>Strategy 1</p> <p>Provide academic support in Tier 2 for students in grades 9 and 10 who are not on track for proficiency, according to the MCAP ELA-Literacy assessment, at the end of eighth grade.</p>	<ul style="list-style-type: none"> • Intentionally schedule students for Essentials English 9 and Essentials English 10 (new pilot courses for the 24 - 25 SY) • Embed reading and writing modules in the course to address gaps • Progress monitor students through the Individualized Learning Plan • Best practices PD for all Math teachers every fall. • Problem of the week/month MCAP style tasks • Tier 2 small group instruction supports using Math 180 series in Algebra courses. 	<ul style="list-style-type: none"> • By May of each school year, plan with school teams to use student reading data to intentionally schedule students for the following semester. • Reteach reading and writing standards weekly (60 minutes/week) during English class • Progress monitor students in reading quarterly using district English common assessments. • Quarterly Learning Walks focused on Curriculum, Assessment and Instruction • Informal and Formal observations • Common district unit assessments in all math courses • Collaborative planning Math Data Protocol- evidence of reteaching • Student data on common formative assessments

PRIORITY 2: 5S1: Program Quality Attained Recognized Credential

S.M.A.R.T.I.E. Goal: Increase the percentage of CTE students obtaining an Industry Recognized Credential from 77% to 85% by implementing targeted support programs, fostering partnerships with local industries, and utilizing innovative approaches, with progress monitored quarterly and adjustments made as necessary to ensure attainment within the next academic year.

Strategy	Activities	Benchmarks
<p>Strategy 1</p> <p>Develop high-quality curriculum with built-in common assessments, formative and summative assessments and reteaching/extension activities.</p>	<ul style="list-style-type: none"> • Train CTE lead teachers on Performance Matters (Train the trainer model) • Provide designated time during PD sessions for Collaborative Planning 	<ul style="list-style-type: none"> • By the end of the 24-25SY, a tracker will be created containing classes, Units, Common assessments (Guidance Manual) • Surveys from PD sessions will be collected to inform future PD

FUNDING NOTES

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

- Perkins
- Local/ARP/ESSR

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1
- Note 2
- Note 3

PROMISING PRACTICES TO CONSIDER

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

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

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

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

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

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

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

Component D: Recruiting, Developing, and Retaining CTE Educators

OVERVIEW

Offering high-quality CTE programs requires a skilled instructional workforce. Ideally, all members of your educational team, including secondary teachers, support staff, paraeducators, and guidance counselors, will have the knowledge and training necessary to realize positive student outcomes. You should strongly consider how your 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: Professional Development

S.M.A.R.T.I.E. Goal: By the end of the 24-25SY, CCPS will build CTE collaboration through comprehensive professional development for teachers, administrators, counselors and career coaches, enhancing collaboration and retention.

Strategy	Activities	Benchmarks
<p>Strategy 1</p> <p>Establish a comprehensive PD program for CTE teachers.</p>	<ul style="list-style-type: none"> CTE Administrators and Teachers will attend high quality professional development focused on the latest industry trends, educational technology, pedagogical strategies, and student engagement techniques. 	<ul style="list-style-type: none"> By Q1, research best practice for each POS By Q2, survey staff to determine their perceived professional development needs and areas for growth By the end of 24-25 SY, ensure that 100% of CTE teachers have access to relevant PD opportunities and resources.

Strategy	Activities	Benchmarks
<p>Strategy 2</p> <p>Design and implement a career development program for CTE teachers</p>	<p>Educate on Career-Connected Learning:</p> <p>Train teachers, career coaches, and counselors on the importance and implementation of career-connected learning.</p> <p>Train on New Career Readiness Curriculum:</p> <ul style="list-style-type: none"> • Deliver training sessions on the new career readiness curriculum, including: • Introduction to the RIASEC model. • Methods to integrate RIASEC into instruction. <p>Develop a Research-Based Language of Strengths and Interests.</p> <ul style="list-style-type: none"> • Create materials and training focused on strengths, interests, and workplace values to enhance self-awareness, engagement, performance, and success outcomes. 	<p>Introduce RIASEC to Staff: By September 2024: Ensure that all relevant staff are introduced to the RIASEC model and understand its application in career readiness.</p> <p>Include Career Connections in Instruction: October - December 2024: Support teachers in incorporating (team teaching and co-planning) career connections into their lesson plans and instructional strategies.</p> <p>Classroom Walkthroughs and Observations: January - June 2025: Conduct classroom walkthroughs and observations to verify that career connections are being effectively integrated into instruction.</p>

PRIORITY 2: CTE Teacher Retention

S.M.A.R.T.I.E. Goal: By the end of the 2026-2027 school year, maintain two-way communication between district and school-based administrators and CTE teachers through regular visits, feedback sessions, and exit surveys, ensuring 100% CTE teacher retention and fostering an inclusive, equitable professional environment.

Strategy	Activities	Benchmarks
<p>Strategy 1</p> <p>Maintain two-way communication between district and school based administrators and CTE teachers.</p>	<ul style="list-style-type: none"> Administrators (school based/Central office based) will schedule quarterly visits to schools and CTE classrooms. Administrators will document interactions and feedback through informal nonevaluative feedback to encourage growth and development. At least 2 times per year, provide a formal opportunity for CTE teachers to provide comment/feedback to CTE administrators 	<ul style="list-style-type: none"> Collect data on teacher departures from 23-24SY Track PD attendance from 24-25 SY through sign in sheets Conduct Exit surveys on teachers leaving CTE after the 24-25 SY Encourage PD together in contents with more than 1 teacher

FUNDING NOTES

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

- Perkins

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1
- Note 2
- Note 3

PROMISING PRACTICES TO CONSIDER

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

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

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

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

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

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

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

Component E: State Determined Performance Level Attainment

OVERVIEW

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

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

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

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

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

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

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

INSTRUCTIONS

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

For each indicator where the actual local performance level is less than the 90% performance target, the school system is required to complete a S.M.A.R.T.I.E. goal related to the missed indicator, as well as a strategic plan to address the tasks and expected outcomes. Use the example on page 8 as a guide for this work; 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%	99%
2S1: Academic Proficiency in Reading / Language Arts	52.30%	47.07%	45%
2S2: Academic Proficiency in Mathematics	48.00%	43.2%	22%
2S3: Academic Proficiency in Science	-	-	24%
3S1: Post-Secondary Placement	76.50%	68.85%	79%
4S1: Non-traditional Program Concentration	28.72%	25.85%	17%
5S1: Program Quality Attained Recognized Credential	78.41%	70.57%	77%
5S4: Program Quality: Other (TSA Attainment)	78.41%	70.57%	69%

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

S.M.A.R.T.I.E. Goal: By May 2026, 70% of students in grade 10 who are first time test-takers of the MCAP ELA-Literacy 10 assessment will achieve a performance level score of 3 or 4, which represents a 25% increase from 2022-2023 results.

Strategy	Activities	Benchmarks
<p>Strategy 1</p> <p>Provide academic support in Tier 2 for students in grades 9 and 10 who are not on track for proficiency, according to the MCAP ELA-Literacy assessment, at the end of eighth grade.</p>	<ul style="list-style-type: none"> Intentionally schedule students for Essentials English 9 and Essentials English 10 (new pilot courses for the 24 - 25 SY) Embed reading and writing modules in the course to address gaps Progress monitor students through the Individualized Learning Plan 	<ul style="list-style-type: none"> By May of each school year, plan with school teams to use student reading data to intentionally schedule students for the following semester. Reteach reading and writing standards weekly (60 minutes/week) during English class Progress monitor students in reading quarterly using district English common assessments.

MISSED INDICATOR 2: 2S2: Academic Proficiency in Mathematics

S.M.A.R.T.I.E. Goal: By May 2026, 50% of students in grade 9 who are first-time test-takers of the MCAP Algebra I assessment will achieve a performance level score of 3 or 4, which represents a 28% increase from 2022-2023 results.

Strategy	Activities	Benchmarks
<p>Strategy 1</p> <p>Teachers will utilize the Mathematics Best Practices expectations to effectively organize their math block and implement high-quality, equitable instructional practices.</p>	<ul style="list-style-type: none"> Best practices PD for all Math teachers every fall. 	<ul style="list-style-type: none"> Quarterly Learning Walks focused on Curriculum, Assessment and Instruction Informal and Formal observations Common district unit assessments in all math courses
<p>Strategy 2</p> <p>Students will participate in MCAP release tasks.</p>	<ul style="list-style-type: none"> Problem of the week/month MCAP style tasks 	<ul style="list-style-type: none"> Student performance on tasks based on a rubric score Common district unit assessments in all math courses
<p>Strategy 3</p> <p>Teachers will utilize tier II instruction during core math and/or math workshop as required by the Best Practices models for small group instruction and the math workshop block</p>	<ul style="list-style-type: none"> Tier 2 small group instruction supports using Math 180 series in Algebra courses. 	<ul style="list-style-type: none"> Quarterly Learning Walks focused on Curriculum, Assessment and Instruction Informal and Formal observations Collaborative planning Math Data Protocol- evidence of reteaching Student data on common formative assessments

MISSED INDICATOR 3: 4SI: Non-traditional Program Concentration

S.M.A.R.T.I.E. Goal: By the end of the 2026 school year, CCPS will increase the enrollment of non-traditional students in CTE programs by 10%. This will be achieved through a targeted outreach campaign, the development of partnerships with local community organizations, and the provision of tailored support services such as mentorship programs.

Strategy	Activities	Benchmarks
<p>Strategy 1</p> <p>CCPS will research and begin implementing best practices to increase non-trad enrollment and persistence.</p>	<ul style="list-style-type: none"> • Perform a non-trad programmatic “NTO Scale of Adoption Assessment” from the National Alliance for Partnerships in Equity (NAPE) • Utilize “Nontraditional Career Preparation Root Causes and Strategies” from NAPE to identify best evidence-based strategies to support non-trad students. • CTE administration will utilize professional development opportunities to learn best practices 	<ul style="list-style-type: none"> • 24-25 SY, projection tracker created and utilized • 24-25 SY, professional development on ways to support students • 25-26 SY track strategies used to increase enrollment and persistence
<p>Strategy 2</p> <p>CCPS staff will provide more intentional career guidance at all levels.</p>	<ul style="list-style-type: none"> • Professional development for elementary school counselors on non-trad designation, performance and promotion. • Professional development for middle school counselors on non-trad designation, performance and promotion. • Maintain connection, support and interest to non-trad students between 9th grade and beginning participation in CTE programs of study. 	<ul style="list-style-type: none"> • By the end of 24-25 SY, all school counselors will receive the information • By the end of 25-26 SY, track strategies used to increase enrollment and persistence

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

S.M.A.R.T.I.E. Goal: By the end of the academic year, increase the percent of students who earned a TSA (Technical Skills Attainment) credential in our CTE (Career and Technical Education) programs from 69% to 75%.

Strategy	Activities	Benchmarks
<p>Strategy 1</p> <p>Staff will establish appropriate testing expectations and environments to optimize student performance.</p>	<ul style="list-style-type: none"> Establish appropriate expectations and testing environment for all students. Present information to CTE staff to share with students about articulation agreements and transcribed credits. 	<ul style="list-style-type: none"> By the end of the 24 -25 SY, all CTE teachers will present information to their students prior to testing. Log that staff enter date information was shared

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: **\$250,000**

Required Uses of Perkins Funds (See List for Details)	Salaries / Wages	Contract Services	Equipment	Supplies and Materials	Other
1	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	\$0.00	\$850.00	\$0.00	\$0.00	\$0.00
3	\$80,350.00	\$11,050.00	\$0.00	\$0.00	\$0.00
4	\$0.00	\$0.00	\$0.00	\$6,050.00	\$19,354.00
5	\$8,000.00	\$5,000.00	\$0.00	\$0.00	\$31,747.00
6	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7	\$0.00	\$0.00	\$0.00	\$16,741.00	\$1990.00
8	\$450.00	\$5,200.00	\$7,600.00	\$6908.00	\$0.00
9	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$93,800.00	\$22,100.00	\$7,600.00	\$29,699.00	\$96,801.00

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](#).

Secondary Financial Compliance Worksheet Template

	A	B	C	D
1	Administrative (Indirect and Direct) Cost The total amount for Administrative Cost (Indirect and Direct) may not exceed 5% of the total Grant Award. The total amount of equipment purchased must be subtracted from the total grant award in order to determine the maximum amount allowable from which to calculate indirect cost.			
2	Total Grant Award			\$250,000
3	Total Perkins Proposed Budget From Plans of Action		\$250,000	
4	Allowable Indirect Cost Calculation			
5	Plans of Action Equipment Purchases (subtracted from Total Grant Award)	(-)		\$7,600
6	Subtotal	(=)		\$242,400
7	Multiply by Restricted Local Indirect Cost Rate Factor*	(x)	\$ 0.0678	
8	Subtotal	(=)	\$16,435	
9	Divide by Indirect Cost Adjustment	/(1+Rate)	\$ 1.0678	
10	Allowable Indirect Cost Amount	(=)	\$15,391	
11	Administrative Cost Calculation			
12	Actual Indirect Cost Amount Taken (cannot exceed row 10)		\$4,753	
13	Administrative (Direct) Cost Taken	(+)	\$0	
14	Total (Indirect/Direct) Administrative Cost Taken	(=)		\$4,753
15	Total Budget Amount (Rows 3+14 must equal row 2 amount)			\$254,753
16				
17	Maintenance of Effort Local/State			
18	FY 2023 Reported Expenditures		\$1,707,342	
19	FY 2025 Estimated Expenditures		\$1,741,489	
20	*NOTE: An indirect cost rate factor listed in the table as a percentage must be converted into a number. Ex: 2.63% = .0263			