



Career and Technical Education: Local Perkins Application Cecil County

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

MARYLAND STATE DEPARTMENT OF EDUCATION

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Local Application for Perkins Funding: Cover Page

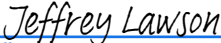
MARYLAND STATE DEPARTMENT OF EDUCATION
 OFFICE OF COLLEGE AND CAREER PATHWAY
 STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT
 LOCAL APPLICATION FOR FEDERAL FORMULA FUNDS

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SIGNATURES

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

On behalf of Cecil County Public Schools



Jeffrey Lawson (Oct 4, 2024 13:59 EDT)

 Dr. Jeffrey Lawson
 Superintendent Cecil County Public Schools

100424

 Date

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


Richard W. Kincaid - MSDE - (Oct 4, 2024 14:19 EDT)

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

October 4, 2024

 Date

Recipient Assurances

INSTRUCTIONS

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

RECIPIENT ASSURANCES

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

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conform with section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

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

<i>Jeffrey Lawson</i> <small>Jeffrey Lawson (Oct 4, 2024 13:59 EDT)</small>	10-04-24
Superintendent of Schools or Community College President	Date

Certification for Debarment, Suspension, Ineligibility, and Voluntary Exclusion

INSTRUCTIONS

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

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

INSTRUCTIONS FOR CERTIFICATION

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

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

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

CERTIFICATION

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

<i>Jeffrey Lawson</i> <small>Jeffrey Lawson (Oct 4, 2024 13:59 EDT)</small>	10-4-24
Superintendent of Schools or Community College President	Date

General Education Provisions Act (GEPA) Notice

PURPOSE

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

TO WHOM DOES THIS PROVISION APPLY?

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

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

WHAT DOES THIS PROVISION REQUIRE?

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

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

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

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

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

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

Local Perkins Application Certificate of Compliance

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

1. Funds received under this title will be used to carry out Career and Technical Education Programs as required under Worksheet 135b of the Strengthening Career and Technical Education for the 21st Century Act.
2. Provide Career and Technical Education programs of such size, scope, and quality to bring about improvement in the quality of Career and Technical Education.
3. Nothing in the Act shall be construed so as to modify or affect any Federal or State law prohibiting discrimination on the basis of race, religion, color, ethnicity, national origin, gender, age, or disability.
4. All funds made available under this Act shall be used in accordance with the requirements of this Act. None of the funds made available under this Act may be used to provide funding under the School-to-Work Opportunities Act of 1994 (20 U.S.C. 6101 et seq.) or to carry out, through programs funded under this Act, activities that were funded under the School-to-Work Opportunities Act of 1994, unless the programs funded under this Act serve only those participants eligible to participate in the programs under this Act.
5. All programs carried out with funds under this title have developed and implemented an evaluation, including an assessment of how the needs of special populations are met.
6. The appropriate secondary and postsecondary partners have collaborated to develop and implement all programs under this title.
7. Articulation agreements are approved annually by the lead administrator.

<i>Jeffrey Lawson</i> <small>Jeffrey Lawson (Oct 4, 2024 13:59 EDT)</small>	10-4-24
Superintendent of Schools or Community College President	Date

Component A: Labor Market Alignment

OVERVIEW

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

INSTRUCTIONS

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

PRIORITY 1: Increase participation in Apprenticeship Maryland Program (AMP)

S.M.A.R.T.I.E. Goal: Increase the number of students participating in the Apprenticeship Maryland Program (5S4b) by 20 students during the school year FY25. Progress will be measured by our ability to achieve the State Determined Performance Levels for 5S4b, with a focus on ensuring a 7% participation of SPED.

Strategy	Activities	Bench marks
<p>Inform all staff and the public of AMP benefits to include:</p> <ul style="list-style-type: none"> ○ The steps to sign up as a student or a business ○ The amount of businesses in our local program ○ The available IRCs and current job listings ○ The hour requirement, the wages, and the option to leave school during the day <p>Hire a AMP coach to help increase the AMP participation.</p>	<ul style="list-style-type: none"> ● Prepare students to enter work-based learning opportunities by updating programs to reflect local workforce practices <ul style="list-style-type: none"> ○ CTE Coordinator will facilitate Professional Development with PAC Members currently in AMP informing teachers of the benefits of AMP ○ CTE Coordinator will attend Chamber of Commerce Roundtable Events and inform the public about AMP ○ CTE Coordinator will work with each high school counselor to create individual student schedules for AMP ○ CTE Coordinator will use Professional Development in conjunction with the Counseling Coordinator to inform counselors of how AMP works and how to talk to students about it ○ CTE Coordinator will create graphics to inform staff how to talk to students about the AMP program so every teacher has the ability to talk about AMP ○ CTE Coordinator will create a brochure and posters with a QR code for easy access to sign up for AMP so any student walking down the hall has the option to join AMP ○ CTE Coordinator will present information to all SPED personnel. ○ CTE Coordinator will create an informational video to be distributed online to explain the benefits of AMP to ensure that every student is aware of AMP benefits ○ CTE Coordinator will facilitate events throughout the year to promote AMP such as: AMP Signing Day and AMP Graduation Day 	<ul style="list-style-type: none"> ● 5% of CTE Concentrators will participate in an Apprenticeship Opportunity by June 30, 2025. ● 7% of AMP students are from SPED. <p>All events will be facilitated by June 30, 2024.</p>

Strategy	Activities	Benchm arks
<p>Offer professional development to assist CTE educators in upgrading their industry contacts</p>	<ul style="list-style-type: none"> Consult with local business to offer workplace tours or externships for instructors during professional development days 	<ul style="list-style-type: none"> 100% of teachers will become informed as to the apprenticeship opportunities within their program of study by January 1, 2025. Information will be gathered by a digital survey sent out by the CTE Coordinator to teachers by January 1, 2025

PRIORITY 2: Align Programming with current Industry Recognized Credentials

S.M.A.R.T.I.E. Goal: Increase the number of students attaining industry recognized credentials (5S1) to 11.25% of CTE student concentrators by the end of FY25 by aligning the CTE curriculum with industry standards and certifications that are recognized and valued. Progress will be measured by our IRC attainment for 5S1 for FY25, with a focus on ensuring diversity in participation that reflects our school’s demographic composition.

Strategy	Activities	Benchm arks
Engage industry experts to examine current Blueprint requirements and offer recommendations to strengthen offerings from industry to students	<ul style="list-style-type: none"> Meet with Professional Advisory Committees to determine relevant IRC for each industry that aligns with current IRC list from MSDE 	<ul style="list-style-type: none"> 12% of CTE concentrators as listed as the State Determined Performance Level IRC attainment by June 30, 2025.
Update program standards, curriculum, assessments, certifications, and links to postsecondary programs	<ul style="list-style-type: none"> Determine curricula is progressing towards students attaining current IRC’s CTE Coordinator will add or take away programs to increase available IRCs. CTE Coordinator will oversee the implementation of JROTC 	<ul style="list-style-type: none"> 100% of programs have a curricula geared towards attaining an IRC from the updated list from MSDE. Successful implementation of JROTC with 100 student participants by September 2027.

FUNDING NOTES

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

- Updates are funded by the Perkins Grant
- Curricula is split between local funds and the Perkins Grant, with the Perkins Grant covering training and updates.

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1
- Note 2
- Note 3

PROMISING PRACTICES TO CONSIDER

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

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

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

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

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

Component B: Student Participation and Persistence

OVERVIEW

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

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

INSTRUCTIONS

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

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

PARTICIPATION PRIORITY: Increase the number of English Language learners and Special Education Students in CTE Program of Study

S.M.A.R.T.I.E. Goal: Increase the number of English Language learners and Special Education Students 10% by the end of FY25 through the targeted outreach efforts of personalized marketing and guidance/career counselor opportunities for these students. Progress will be measured by tracking ELL and Sped enrollment numbers and the percentage increase, with a focus on ensuring diversity in enrollment that reflects our school's demographic composition.

Strategy	Activities	Bench marks
<p>Remove obstacles to success for students who need additional support to persist.</p> <p>Inform targeted students of CTE POS opportunities</p>	<ul style="list-style-type: none"> ● CTE Coordinator will build an ELL textbook and workbook library in CTE Coordinators office with common language options. Textbooks would be available for checkout use and if needed, have more than one copy available. ● CTE Coordinator will survey industry to find Special Education Friendly businesses to encourage AMP participation of Special Education Students. ● CTE Coordinator will work with the Special Education Department to add additional support including: digital materials, chunked lessons, and weekly check-ins from Special Education professionals for progress reports. ● CTE Coordinator will visit ELL and Sped Classrooms to inform both the students and teachers of CTE POS opportunities 	<ul style="list-style-type: none"> ● 10 %Increase of English Language Learners and Special Educations student enrollment by June 30, 2025. ● CTE Textbook and workbook library complete by June 30th, 2025 with log of checked out books.
<p>Targeted Outreach and Recruitment</p>	<ul style="list-style-type: none"> ● CTE Coordinator will attend Career Fairs and give out information on CTE POS to include AMP ● CTE Coordinator will have posters made for information about future careers available. These posters will include industry requirements and salary ● Secondary counselors will meet with the CTE Coordinator and students to expose students to CTE POS options 	<ul style="list-style-type: none"> ● 100 % of the student population will be informed of CTE Opportunities to attend these activities by January 1, 2025. Digital survey will be sent to teachers to distribute to students by November 1, 2024. ● Career Fairs will have a log of people who visited table with information on student intention of participating in CTE POS ● Creation of CTE guidance request forms by November 30, 2024.

PERSISTENCE PRIORITY: Increase the Number of CTE Participants Who Become CTE Concentrators

S.M.A.R.T.I.E. Goal: Increase the number of concentrator enrollment by 10% by the end of FY25 through full implementation of our programs of study, such as Advanced Technology III, HTMP, and Apprenticeship pathways throughout our comprehensive high schools. Progress will be measured by tracking enrollment numbers and the percentage increase of concentrators, with a focus on ensuring diversity in enrollment that reflects our school’s demographic composition.

These programs are implemented on a sequential course sequence. Year one of implementation was FY23. We do this because each is a prerequisite for the other. This will be our first year offering the concentrator courses for these pathways, we feel 10% is an attainable goal.

Strategy	Activities	Bench marks
Offer students mentors and real-world workplace experiences to inform them of the economic benefits of completing advanced coursework and entering the field.	<ul style="list-style-type: none"> ● Use AMP to offer mentors in each field ● CTE Coordinator will visit each of the three pathway classes that are in the second concentrator course throughout the year to inform them of the benefits of completing the sequence and of AMP ● CTE Coordinator will include available mentors in events such as: AMP Signing Day, teacher Professional Development, and AMP Graduation. During these events, mentors will inform teachers and families of how they interact with our CTE POS. 	<ul style="list-style-type: none"> ● 10 % Increase of concentrator enrollment by June 30, 2025. ● 100 % of CTE students in concentrator courses will be informed of CTE POS and AMP Completer opportunities through digital survey by January 1, 2025.
	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ●

FUNDING NOTES

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

- All marketing for informational sessions is funded by the Perkins Grant.
- Expanding programs is funded by Perkins

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: Develop Specialized Scheduling Options

S.M.A.R.T.I.E. Goal: Develop and implement specialized scheduling options within the next academic year to allow 100% of CTE students to participate in work-based learning opportunities, specifically AMP 5S4b, without conflict with their academic commitments. Success will be measured by the percentage of CTE students who are able to enroll in and complete work-based learning experiences. Efforts will be made to ensure equitable access to these opportunities, particularly for students who have historically faced barriers to participation due to scheduling conflicts or other challenges.

Strategy	Activities	Bench marks
<p>Develop Specialized Scheduling Options to include: Options for Cecil County School of Technology and the five comprehensive high schools.</p>	<ul style="list-style-type: none"> ● CTE Coordinator and Technology will work together to add specialized rosters in PowerSchool to specifically address scheduling for every student in each CTE POS ● CTE Coordinator will work with guidance to create Apprenticeship I, II, and III descriptions in the Education Planning Guide. ● CTE Coordinator will work with secondary counselors to create the guidelines for scheduling a full AMP schedule (AMP I, II, and III) versus a completer AMP schedule (Ex. Welding AMP Completer) 	<ul style="list-style-type: none"> ● Each program will have an additional roster for work-based opportunities completers by June 30, 2025. ● AMP will have a separate SCED Code, roster, and teacher with a pass/fail grade by June 30, 2025. ● CTE Coordinator will share screenshots of PowerSchool to show example schedules and Education Planning Guide descriptions by June 30, 2025.

PRIORITY 2: Increase the number of students in nontraditional fields

S.M.A.R.T.I.E. Goal: Increase the number of females who enroll in nontraditional fields 4S1 by 25% within the next three years by enhancing recruitment efforts through targeted outreach programs, career fairs, and parent information sessions, and by improving the visibility of CTE success stories in student and parent communications. Progress will be measured by tracking enrollment numbers and the percentage increase of females in nontraditional occupations, with a focus on ensuring diversity in enrollment that reflects our school's demographic composition.

Strategy	Activities	Benchm arks
Increase PD for teachers for nontraditional options within programs for females	<ul style="list-style-type: none"> ● CTE Coordinator will work with Susquehanna Workforce Network to plan career fairs. ● CTE Coordinator will facilitate a Girls in STEM Event where women in industry introduce activities to girls. ● CTE Coordinator will give PD on reaching out to nontraditional students. 	<ul style="list-style-type: none"> ● Increase female enrollment by 5% by June 20, 2025

FUNDING NOTES

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

- Digital programs and exams are funded through Perkins.
- All Marketing for AMP is funded through Perkins
- Local Trade School funding is dependent on receiving extra grants from MSDE.
- Nontraditional college options are funded through Blueprint funds for dual enrollment.

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: Expose students to a diverse group of mentors in AMP

S.M.A.R.T.I.E. Goal: Increase the diversity of AMP mentors by 10% by searching out employers with more diversity. Progress will be measured by an industry survey indicating the diversity of mentors in industry.

Strategy	Activities	Bench marks
Recruitment of Highly Qualified Mentors in AMP	<ul style="list-style-type: none"> ● Reach out to local and surrounding areas to find industries who have a diverse staff and who are willing to take on apprentices. <ul style="list-style-type: none"> ● Send out a digital survey to measure the amount of diversity in mentors. 	<ul style="list-style-type: none"> ● Complete digital survey by Jan. 1, 2025 ● 10% new diverse mentors will be recruited by June 30, 2025.

PRIORITY 2: Grow your Own: Expand apprenticeship opportunities within our TAM program of study so that CCPS can set up an initiative to recruit instructors for AMP opportunities.

S.M.A.R.T.I.E. Goal: Increase the percentage of CTE students interested in teaching as a career by 5% over the next two years. This will be a benchmark data point since we have not been tracking this information as of now. Progress will then be measured by student interest/exit surveys upon graduation. AMP hiring practices within CCPS will be consistent with an Equal Opportunity Employer

Strategy	Activities	Benchmarks
Develop CTE Educators and Staff (Grow Your Own)	<ul style="list-style-type: none"> • CCPS Hiring of 17 TAM Teacher Aids for AMP Opportunities, specifically to work alongside teachers in our Pre K programs located at each of the 17 elementary schools in the district. • CTE Coordinator will work to expand this opportunity to more programs 	<ul style="list-style-type: none"> • 100% of TAM students will be aware of AMP employment opportunities within our school system through a digital survey by January 1, 2025 • 5% increase Exit/Interest Survey of CTE students in the education field by June 30, 2025

FUNDING NOTES

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

- All students hired are funded through local funds.

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%	98%
2S1: Academic Proficiency in Reading / Language Arts	52.30%	47.07%	52%
2S2: Academic Proficiency in Mathematics	48.00%	43.2%	43%
2S3: Academic Proficiency in Science	-	-	6%
3S1: Post-Secondary Placement	76.50%	68.85%	75%
4S1: Non-traditional Program Concentration	28.72%	25.85%	30%
5S1: Program Quality Attained Recognized Credential	78.41%	70.57%	79%
5S4: Program Quality: Other (TSA Attainment)	78.41%	70.57%	80%

MISSED INDICATOR 1: Provide support to teachers and students to help increase pass rates in indicator S2 - Academic Proficiency in Mathematics

S.M.A.R.T.I.E. Goal: Increase the number of students passing districtwide performance indicator S2 – Academic Proficiency in Mathematics through providing professional development opportunities for instructional support within the mathematics discipline. Progress will be measured by tracking statewide performance data S2 – Academic Proficiency in Mathematics.

Strategy	Activities	Benchmarks
Integrate academic content into CTE programming offered at all levels.	<ul style="list-style-type: none"> Under the guidance of the Math Coordinator, all 9th graders will be enrolled in a Math Lab to help with math scores in all areas. The math lab initiative will not be funded by CTE funds. <ul style="list-style-type: none"> Math scores will be reported by June 30th, 2025. 	<ul style="list-style-type: none"> Increase to meet the 90% performance target by June 30, 2025 Bring state scores in line with state determined targets within 3 years. Report ran June 30, 2027.

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 C-125 ATTACHED

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	\$2,780.00
2	\$0.00	\$0.00	\$0.00	\$0.00	\$15,000.00
3	\$0.00	\$35,961.00	\$45,570.00	\$35,822.00	\$27,859.00
4	\$63,078.00	\$0.00	\$0.00	\$0.00	\$0.00
5	\$0.00	\$0.00	\$0.00	\$0.00	\$10,130.00
6	\$0.00	\$0.00	\$0.00	\$0.00	\$13,800.00
7	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$63,078.00	\$35,961.00	\$45,570.00	\$35,822.00	\$69,569.00

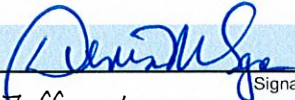
FINANCIAL COMPLIANCE WORKSHEET AND BUDGET FORM C-125

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 BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$250,000.00	AMENDED BUDGET #	n/a	REQUEST DATE	09/11/24
GRANT NAME	Carl D. Perkins Career & Technology Education Title IC FY25	GRANT RECIPIENT NAME	Cecil County Public Schools		
MSDE GRANT #	n/a	RECIPIENT GRANT #	11325		
REVENUE SOURCE	n/a	RECIPIENT AGENCY NAME	Cecil County Public Schools		
FUND SOURCE CODE	n/a	GRANT PERIOD	7/1/2024	6/30/2025	
			FROM	TO	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						2,780.00	2,780.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.				15,000.00			15,000.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.	63,078.00	35,961.00	35,822.00		45,570.00		180,431.00
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.				13,800.00			13,800.00
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. 07 Non Public Transfers							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				10,130.00			10,130.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				27,859.00			27,859.00
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	63,078.00	35,961.00	35,822.00	66,789.00	45,570.00	2,780.00	250,000.00

Finance Official Approval	Denise M. Sopa		9/11/24	410-996-5497
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Jeffrey A. Lawson, Ed. D.		10-4-24	410-996-5499
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	Richard Kincaid -MSDE-		October 4, 2024	
	Name	Signature	Date	Telephone #

The total amount for Administrative Costs (Indirect and Direct) may not exceed 5% of the total grant award. The total amount of 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 C3**), the local indirect cost rate (**Cell B4**), and the total amount of equipment purchases (**Cell C7**). If no equipment is purchased, then leave the cell blank. If your indirect cost is less than the allowable amount, then enter the amount in **Cell C13**.

Formula Award Amount		\$ 250,000
Local Indirect Cost Rate	1.36%	
Allowable Indirect Cost Calculation		
Total Grant Award		\$ 250,000
Subtract Amount of Equipment Purchases		\$ 45,570
Indirect Cost Subtotal		\$ 204,430
Indirect Cost Amount Taken		\$ 2,743
Subtotals		
Grant Subtotal with Allowable Indirect		\$ 247,257
Total Allowable Indirect Cost		\$ 2,743
Indirect Cost Taken		\$ 2,743
Totals		
Grant Subtotal with Actual Indirect		\$ 247,257
Total Grant Award		\$ 250,000
Maintenance of Effort Local/State		
FY 2023 Reported Expenditures <i>(See FY 2023 Annual Financial Report)</i>		\$ 7,441,097
FY 2024 Estimated Expenditures		\$ 7,469,910