



Maryland

STATE DEPARTMENT OF EDUCATION

Career and Technical Education: Local Perkins Application Chesapeake College

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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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 <CC 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

 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.

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.

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

WHAT DOES THIS PROVISION REQUIRE?

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

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

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

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

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

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

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

Component A: Labor Market Alignment

OVERVIEW

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

INSTRUCTIONS

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

PRIORITY 1: Over the next three years (FY 25 - FY 27) enroll more/a higher percentage of students from special population groups than in 2023, with a special focus on BMF, EANR, IT, MET, HP/H&B CTE clusters.

S.M.A.R.T.I.E. Goal: Increase number/percentage of Black participants in EANR, IT, MET, BMF and HP/H&B clusters from 124/13.8% (number and percentage represent totals for these clusters combined) to 151/16.8% and number/percentage of Economically Disadvantaged (ED) in these clusters from 204/22.7% to 247/27.5%.

Strategy	Activities	Benchmarks
<p>Continue work of CTE Navigator 1, with refinements necessary to emphasize enrollment of special populations</p>	<ul style="list-style-type: none"> CTE Navigator 1 will focus on HP/H&B cluster enrollment in particular, attending workshops and community events to encourage students to access case management services offered through Perkins (special focus on events/workshops/clubs where special populations may be likely to be present, such as UHURU, a student group on campus that works to promote and preserve the history and culture of African Americans and to encourage culturally diverse students in achieving their goals) 	<ul style="list-style-type: none"> CTE Navigator 1 will attend at least three-five events or gatherings (a class could be a gathering, and these may be internal or external) during the academic year to help students, particularly those from special populations, know/learn about services; results will be reported in monthly reports to Perkins leaders (Dean of Workforce and immediate supervisor, Director of Advising) (3-5 visits total during the academic year) The College will survey students served through Navigators' work, asking how they learned about services (to see if College events were a factor) as well as efficacy of services. Navigators will survey students after first appointment, at each semester midpoint, and end of each semester. This process is referred to as "Navigator Surveys" when listed under priorities below, as this will help measure results for multiple priorities. At or before midterm each semester, the Navigators' list of students seen will be compared to special population groups enrolled for target clusters; Navigators will follow up with students in those groups with whom they have not yet met/who are not served by other programs on campus (such as TRIO SSS), inviting them to access services

Strategy	Activities	Benchmarks
<p>Continue work of CTE Navigator II, with refinements necessary to more effectively emphasize enrollment of special populations</p>	<ul style="list-style-type: none"> • CTE Navigator 2 will focus on BMF, EANR, IT, MET clusters enrollment in particular, attending workshops and community events to encourage students to access case management services offered through Perkins (special focus on events/workshops/clubs where special populations may be likely to be present, such as UHURU, a student group on campus that works to promote and preserve the history and culture of African Americans and to encourage culturally diverse students in achieving their goals) • The College’s satellite campus, Cambridge Center, currently serves a high percentage of minority students (approximately 30% of students enrolled there are Black); ensure that the Navigator offers services/visits students at Cambridge Center to reach special populations 	<ul style="list-style-type: none"> • CTE Navigator 1 will attend at least three-five events or gatherings (a class could be a gathering, and these may be internal or external) during the academic year to help students, particularly those from special populations, know/learn about services; results will be reported in monthly reports to Perkins leaders (Dean of Workforce and immediate supervisor, Director of Advising) (3-5 visits total during the academic year) • Navigator Surveys as shown above • Navigator follow-up to reach special populations as above

PRIORITY 2: Ensure that LEA-CC connections are robust to encourage CTE students, particularly those from underrepresented groups, to enroll in and complete CTE programs

S.M.A.R.T.I.E. Goal: Complete at least one professional development activity/event in conjunction with LEA partners to ensure effective cross-communication and transitions for students from secondary to postsecondary CTE programs as well as effective incorporation of DEI (diversity, equity, inclusion)-related strategies, strengthening all programs in accordance with Maryland Blueprint.

Strategy	Activities	Benchmarks
<p>Jointly attend conference such as National Alliance of Concurrent Enrollment Partnerships (NACEP) to focus upon CTE opportunities offered through dual enrollment</p>	<ul style="list-style-type: none"> • Register for and attend conference in coordination with LEAs (Chesapeake College works with 5 LEAs; goal is to coordinate with as many as possible) 	<ul style="list-style-type: none"> • Conference attendance by at least three College administrators/staff/faculty and at least two LEA administrators/staff/faculty, including Navigators for PD if/as appropriate • Conference expected to be held in October 2024

Strategy	Activities	Benchmarks
<p>Complete follow-up activities designed to operationalize next steps generated from professional development learning gains</p>	<ul style="list-style-type: none"> • Meet with LEAs following conference to discuss information gathered and next steps for strengthening partnerships and improving student experience, particularly experiences related to DEI • Meet internally, with College conference attendees sharing information gathered and working as a team to decide upon the College's next steps 	<ul style="list-style-type: none"> • Meeting with LEAs and clearly identified, written “next steps” as well as a plan to meet periodically to review progress—both benchmarks achieved by June 2025 • Internal workshop/meeting and internal written “next steps” that are clearly identified, with progress checks at least twice each year; internal workshop/meeting and “next steps” document complete by June 2025, with progress check schedule set for FY 2026 by June 2025

STRETCH PRIORITY (OPTIONAL): If funds allow, complete professional development for Surgical Technology/Radiologic Sciences faculty/staff focused upon maintaining provision of industry certifications and working with special student populations to encourage student success.

S.M.A.R.T.I.E. Goal: Complete at least one professional development activity that could not otherwise be completed (due to lacking funds) for HP staff/faculty, with a focus on DEI principles and working effectively with special populations.

Strategy	Activities	Benchmarks
<p>Complete professional development activity such as AccredX (for Surgical Technology) or JRCert’s Accreditation Seminar (https://www.jrcert.org/events/)</p>	<ul style="list-style-type: none"> • Register for and attend professional development conference 	<ul style="list-style-type: none"> • Conference attendance by at least two staff/faculty, as/if funds permit

Strategy	Activities	Benchmarks
<p>Share information from professional development internally to operationalize program improvements</p>	<ul style="list-style-type: none"> • Internal meeting to share PD information gained • Complete collaborative, written series of next steps related to program improvement • Evaluate impact of PD within one year of conference attendance 	<ul style="list-style-type: none"> • All FT faculty/staff and administrators supervising those faculty/staff will attend internal sessions to follow up with “lessons learned” during PD • Written “next steps” document will be completed within three months of conference • Evaluation of program impact will be assessed within one year of conference attendance to close the loop • Students will be surveyed prior to conference and one year after to determine their perceptions of program’s perceived achievement of DEI-related measures (Is program welcoming and affirming for special populations?)

FUNDING NOTES

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

- We are requesting Perkins funding for 50% of the CTE Navigator I’s salary and benefits and 75% of the CTE Navigator II’s salary and benefits. This is in keeping with a three-year plan to initiate Navigator employment and work toward sustainability of these positions over time.
- Perkins funding for local mileage/transportation costs for CTE Navigators are also requested to attend regional outreach events.
- The College or other grants (not yet obtained) will provide remaining percentages of salary and fringe benefits costs for CTE Navigators.
- Funds for professional development listed here will be requested from Perkins. The College may contribute additional funds for professional development if feasible.

ADDITIONAL NOTES FOR THIS COMPONENT

- The Registered Nursing program successfully pursued and was awarded \$7,460 to complete professional development for faculty in FY 25 through the Maryland Higher Education Commission/Maryland Health Services Cost Review Commission Nurse Support Program II; that source will support CTE program maintenance and improvement relating to special populations and industry certification.
- Outreach campaign will also be developed and implemented to encourage special populations and other CTE students to enroll in programs; this campaign will be supported with College or, if awarded, other grant dollars.

- The College already emphasizes Advisory Committees, listed as a promising practice below, and uses EMSI LightCast as well as other sources to obtain and review industry and employer information and ensure that the College addresses ongoing employer needs.

PROMISING PRACTICES TO CONSIDER

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

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

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

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

Component B: Student Participation and Persistence

OVERVIEW

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

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

INSTRUCTIONS

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

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

PARTICIPATION PRIORITY: Engage students from diverse and special populations in College CTE programs to increase participation rates, with a special focus on Health Professions/Health and Biosciences (HP/H&B) clusters

S.M.A.R.T.I.E. Goal: Increase the number of Black and Hispanic participants in CTE from 218 to 228 students overall. **Students may elect not to report race/ethnicity information as well as other demographic information.*

Strategy	Activities	Benchmarks
<p>Launch marketing and outreach campaign with emphasis on diverse and special population groups</p>	<ul style="list-style-type: none"> • Ensure that website materials and CTE-related outreach materials show diverse student representation • CTE Navigators, as mentioned in Section A, will attend at least 3 outreach (either internal or external) events, with at least two of these being events related to programs that typically attract large populations of diverse students (such as UHURU, FOCUS, etc.) • Working with partners in Admissions and others, expand campus outreach events to include information sessions at high schools (such as, but not limited to, career events), CTE events, and Open Houses, focusing upon diverse and special population students in particular • Working with partners in Admissions and other internal/external partners, offer at least four campus outreach events per year that showcase CTE programs and engage diverse/special populations in particular • Ensure that Navigators have an active presence at Cambridge Center and that CTE students studying there can access Navigator services 	<ul style="list-style-type: none"> • Workforce Dean and CTE program leads will review marketing/outreach website and printed outreach materials with Marketing during the first three months of the grant to ensure that program guidelines are clear, all links are updated, and materials depict diverse student representation • At least annually (with the first survey taking place prior to June 30, 2025), surveys will be conducted to assess the efficacy of campus events related to or involving CTE; the majority of surveys will be offered as part of events or with a day after each event's completion. Events will occur at least every three months throughout the academic year • Course evaluations will be offered for students to complete before the end of each class or within 30 days following class completion; classes will run each academic term, so surveys will be completed during Fall for Fall classes and during Spring for Spring classes • The College's graduating student survey will include a question about students' perception of how DEI principles are incorporated into their College experiences • Survey results will be used to inform CTE-related activities in the coming year • Navigator surveys (as referred to under Component A)

PARTICIPATION STRETCH PRIORITY (OPTIONAL): N/A

S.M.A.R.T.I.E. Goal: N/A (Chesapeake College's Perkins grant is relatively small and it is best to focus upon main goals).

Strategy	Activities	Benchmarks
Strategy 1	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A
Strategy 2	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A

PERSISTENCE PRIORITY: Increase persistence and completion rates of special and diverse populations, focusing upon economically disadvantaged students in particular.

S.M.A.R.T.I.E. Goal: Increase number/percentage of ED CTE graduates in HP/H&B and IT clusters from 57/17.8% to 69/21.3%.

Strategy	Activities	Benchmarks
<p>Provide case management services for CTE students, with a special focus upon economically disadvantaged students</p>	<ul style="list-style-type: none"> • CTE Navigator 1 will focus on HP/H&B persistence in particular, focusing on programs such as Surgical Technology and Nursing with highest enrollments in particular, but not exclusively to allow them to serve all CTE students when needed • CTE Navigator 2 will focus on IT persistence in particular, serving other CTE students as needed as well • Navigators will assess persistence of students served at enrollment (check midterm performance, whether they have pre-registered for next semester, etc.) and will follow up with students served at least twice after enrollment (some CTE courses are short-term) and coordinate with faculty advisors and/or TRIO Student Support Services to avoid duplication of services • CTE Navigators will ensure that all students served are aware of financial aid/scholarship opportunities for students and understand career trajectory for their chosen CTE fields • CTE Navigators will ensure that CTE students receive information about programs and supports to help address basic needs of economically disadvantaged students, such as the Corner of Care and external partners who offer food and other supplies needed • Coordinate CTE Navigator work with work of others on campus who serve special populations, such as TRIO Student Support Services staff, supplementing but not supplanting efforts 	<ul style="list-style-type: none"> • Navigator Surveys (see Component A)

Strategy	Activities	Benchmarks
<p>Offer “real world” hands-on learning experiences for HP/H&B students through the work of standardized patients</p>	<ul style="list-style-type: none"> • Employ standardized patients, with a focus on attracting as diverse a group as possible, with whom students will interact as part of their training • Ensure that students’ standardized patient encounters include attention to DEI-related concerns (such as avoiding microaggressions, etc.) 	<ul style="list-style-type: none"> • Course evaluations (offered after each class completed, in Fall and in Spring terms) will allow students to indicate whether work with standardized patients was helpful to them • Hire at least two standardized patients whose experiences are likely to be similar to those of underrepresented populations (i.e., minority status or other special population status); by hiring these standardized patients, the goal is for students to experience working with more than one race/ethnicity for patients and practice DEI-related principles; purpose is also for students of color to feel a greater sense of belonging due to seeing SPs who share their lived experience as members of underrepresented groups • Prior to end of academic year, as part of end of year survey or other survey, evaluate impact of SPs, including impact of hiring those from diverse racial/ethnic groups; do students perceive that working with the SPs positively affected their program performance?
<p>CTE Course/Program Schedule Review</p>	<ul style="list-style-type: none"> • For each CTE cluster, review scheduling of courses and programs and adjust to meet needs of students who work FT, to the extent possible 	<ul style="list-style-type: none"> • As part of end of year survey administered by Academics, determine the extent to which course scheduling met student needs • Use survey data to inform multi-year scheduling plans; funds available will impact how much accommodation can be offered

PERSISTENCE STRETCH PRIORITY (OPTIONAL): N/A

S.M.A.R.T.I.E. Goal: N/A (Chesapeake College's Perkins grant is relatively small and it is best to focus upon main goals).

Strategy	Activities	Benchmarks
Strategy 1	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A
Strategy 2	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A

FUNDING NOTES

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

- We are requesting Perkins funding for 50% of the CTE Navigator I's salary and benefits and 75% of the CTE Navigator II's salary and benefits. This is in keeping with a three-year plan to initiate Navigator employment and work toward sustainability of these positions over time.
- Perkins funding for standardized patients is also requested.
- The College or other grants (not yet obtained) will provide remaining percentages of salary and fringe benefits costs for CTE Navigators.
- Scholarships for CTE students include (for credit programs) Pell grants and scholarships from other/private sources.

ADDITIONAL NOTES FOR THIS COMPONENT

- Student persistence and graduation rates can be positively or negatively affected by a number of complex factors. For example, the majority (more than 70%) of Chesapeake College students attend classes part-time, with most working in addition to attending school.

PROMISING PRACTICES TO CONSIDER

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

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

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

Integration of Academic and CTE Curriculum: Enhance the integration of academic and CTE curriculum to demonstrate the relevance of CTE to traditional academic subjects and vice versa. This

can help students see the value in their CTE courses as part of their overall education, leading to increased engagement and persistence.

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

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

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

Component C: Program Performance

OVERVIEW

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

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

INSTRUCTIONS

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

PRIORITY 1: Increase enrollment and completion of Black students in Health Professions and Computer programs

S.M.A.R.T.I.E. Goal: Increase Black student performance rates as measured by the 3PI indicator from 7.1%/2 (out of 28 total) to 17.6%/7 (out of 39 total) in Health Professions and Computer Science programs and courses by June 30, 2025.

Strategy	Activities	Benchmarks
<p>Continue work of CTE Navigators 1 and 2, with refinements necessary to emphasize enrollment of special populations/nontraditional program completers</p>	<ul style="list-style-type: none"> Recruitment and outreach activities listed for priorities under Section A support achievement of this strategy CTE Navigator 2 will focus on BMF, EANR, IT, MET, IT clusters and CTE Navigator 1 will focus on HP/H&B persistence in particular, focusing on programs such as Surgical Technology and Nursing with highest enrollment CTE Navigators will monitor student progress and initiate contact if high-risk status appears imminent (course dropped, low grades, low performance at midterm, low attendance, CARE team referral, etc.) 	<ul style="list-style-type: none"> At midterm (Fall and Spring midpoints), Navigators will assess progress of students in clusters specified at left and initiate contact with students who seem to be at risk (i.e., low grades, low attendance, etc.), particularly students from diverse and special populations student groups Within one month of completion of each academic term, Dean of Workforce, Navigators, and other internal stakeholders will assess status of nontraditional program students/special population groups Navigator surveys as described under Component A

PRIORITY 2: Increase non-traditional program enrollment (i.e., male vs. female) in selected CTE fields

S.M.A.R.T.I.E. Goal: Increase male participation in Health Professions/H&B from 20 to 25 and female participation in IT from 8 to 11 while maintaining persistence rates equal to or better than overall College persistence rates for CTE.

Strategy	Activities	Benchmarks
<p>Launch marketing and outreach campaign with emphasis on nontraditional program participation</p>	<ul style="list-style-type: none"> As part of marketing/outreach plan specified in Section A to help attract diverse students and special populations, ensure that nontraditional enrollment is represented (i.e., males in Health Professions and females in IT) 	<ul style="list-style-type: none"> Workforce Dean and CTE program leads will review marketing/outreach website and printed outreach materials with Marketing during the first three months of the grant to ensure that program guidelines are clear, all links are updated, and materials depict non-traditional student representation

Strategy	Activities	Benchmarks
CTE Navigators: Case Management	<ul style="list-style-type: none"> As part of case management activities outlined earlier in this proposal, ensure that self-identified “nontraditional” students in clusters identified earlier as part of their caseloads meet at least once each term (Fall and Winter) with CTE Navigators 	<ul style="list-style-type: none"> Within one month of Fall term end and Spring term end, Navigators will report on interactions with non-traditional program concentrators By end of January, Perkins team will assess progress toward increasing % of non-traditional program concentrators

STRETCH PRIORITY (OPTIONAL): N/A

S.M.A.R.T.I.E. Goal: N/A		
Strategy	Activities	Benchmarks
Strategy 1	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A
Strategy 2	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A

FUNDING NOTES

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

- As described earlier in this proposal, Perkins funding is requested to support work of CTE Navigators.
- The College will fund salary/fringe benefits for CTE Navigators not covered by grant.
- Marketing materials, including website, will be funded by the College and/or other grants.

ADDITIONAL NOTES FOR THIS COMPONENT

- Since Chesapeake College is smaller than most of its sister colleges in Maryland, for some CTE programs, enrollment is small enough that even adding or subtracting a student or two can significantly change percentage gains. Therefore, we have focused upon some high enrollment programs or CTE as a whole in particular.

PROMISING PRACTICES TO CONSIDER

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

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

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

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

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

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

Component D: Recruiting, Developing, and Retaining CTE Educators

OVERVIEW

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

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

INSTRUCTIONS

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

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

PRIORITY 1: Attract faculty/staff whose characteristics match that of CTE students

S.M.A.R.T.I.E. Goal: Increase percentage of faculty/staff from underrepresented populations from 8% to 10%.

Strategy	Activities	Benchmarks
<p>When recruiting for open positions, ensure that Equal Opportunity Employment (EOE) status and DEI priorities are listed in recruitment materials and that candidates from underrepresented populations are specifically welcomed</p>	<ul style="list-style-type: none"> Ensure that hiring practices emphasize qualifications including ability of prospective faculty/staff to relate to “lived experience” of students, particularly students from special populations and underrepresented groups (posts emphasize DEI) Ensure that prospective job announcements are shared via channels that are likely to reach diverse populations (for example, if a community is mostly White, announcement would be shared in venues beyond local news) 	<ul style="list-style-type: none"> Assess percentage of Black and Hispanic faculty/staff and faculty prior to FY 25 final report to determine whether goal was achieved

Strategy	Activities	Benchmarks
Strategy 2 (N/A)	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A

PRIORITY 2: Increase professional development opportunities for faculty and staff, particularly those that emphasize diversity, equity, and inclusion (DEI), with an emphasis on retaining faculty/staff from underrepresented populations

S.M.A.R.T.I.E. Goal: Through DEI Committee, offer at least two events, meetings, or workshops each year designed to address DEI principles and help faculty/staff effectively employ these principles in their work, both in approach to students and in their relationships with colleagues, to ensure that the College remains a welcoming environment for all.

Strategy	Activities	Benchmarks
Offer DEI Workshops	<ul style="list-style-type: none"> Invite all faculty/staff to attend workshops and, when feasible, give professional credit for attendance (i.e., counted as professional development required for advancement/maintaining professional standards) 	<ul style="list-style-type: none"> Track workshop offerings and attendance by taking attendance at each workshop (at least one per year) Survey workshop attendees (surveys launched and completed immediately after each workshop or at each workshop) to determine perceived efficacy/relevance of content and learning gains
Prioritize individual DEI goals	<ul style="list-style-type: none"> Require faculty/staff to include annual goal related to DEI for their performance evaluations 	<ul style="list-style-type: none"> Were goals included? Yes/no Set goals in August 2024; evaluate at end of year (no later than June 2025)

STRETCH PRIORITY (OPTIONAL): N/A

S.M.A.R.T.I.E. Goal: N/A

Strategy	Activities	Benchmarks
Strategy 1:N/A	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A

FUNDING NOTES

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

- The funding for the DEI Committee is provided by the College. Very limited funding is available at this time, but the College seeks to increase funds via pursuing competitive grants.

ADDITIONAL NOTES FOR THIS COMPONENT

- Demographics of communities surrounding the College should be considered in assessing progress toward achieving this objective. Chesapeake College's service region is rural, with less population density and percentage of minority residents than more urban and suburban areas of the state.

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
1PI: Post-Secondary Retention and Placement	71.33%	64.20%	74%
2PI: Earned Recognized Post-Secondary Credential	44.40%	39.96%	46%
3PI: Non-Traditional Program Enrollment	24.85%	22.37%	15%

MISSED INDICATOR 1: 3PI – Non-Traditional Program Enrollment

S.M.A.R.T.I.E. Goal: Target recruitment and case management services to support enrollment and completion of non-traditional students in particular, increasing percentage of non-traditional program enrollment from 13.9% to 18.2% (from 87 to 114).

Strategy	Activities	Benchmarks
<p>Continue work of CTE Navigators 1 and 2, with refinements necessary to emphasize enrollment of nontraditional program completers</p>	<ul style="list-style-type: none"> CTE Navigator 2 will focus on BMF, EANR, IT, MET, IT clusters enrollment in particular, attending workshops and community events to encourage students to access case management services offered through Perkins (special focus on events/workshops/clubs where nontraditional program completers may be likely to be present CTE Navigator 1 will focus on HP/H&B cluster enrollment in particular, attending workshops and community events to encourage students to access case management services offered through Perkins (special focus on events/workshops/clubs where nontraditional program students may be likely to be present 	<ul style="list-style-type: none"> Navigator Surveys (see Component A)

Strategy	Activities	Benchmarks
<p>Launch marketing and outreach campaign with emphasis on nontraditional program participation*</p>	<ul style="list-style-type: none"> As part of marketing/outreach plan specified in Section A to help attract diverse students and special populations, ensure that nontraditional enrollment is represented (i.e., males in nursing and females in IT/other traditionally male fields such as skilled trades) 	<ul style="list-style-type: none"> Workforce Dean and CTE program leads will review marketing/outreach website and printed outreach materials with Marketing during the first three months of the grant to ensure that program guidelines are clear, all links are updated, and materials depict non-traditional student representation
<p>Investigate/determine student experience when it comes to nontraditional program enrollment</p>	<ul style="list-style-type: none"> As part of end of term/end of year survey work (through College or Navigator Surveys), survey students to determine, to the extent possible, answers to these questions: How welcome and supported do nontraditional CTE students feel at the College? What supports do they see as most integral to their success? 	<ul style="list-style-type: none"> As this is a new practice, results may be limited in Year 1. Goal after two years is that at least 90% of student survey respondents indicate that the college supports nontraditional program enrollment in ways that are effective. Survey has not yet been developed, so more concrete measurements will be set within first six months of grant period.

***This strategy, which is also listed under Component C, supports this priority as well, as the College elected to focus upon this missed indicator via more than one Component of its Perkins application.**

MISSED INDICATOR 2: N/A

S.M.A.R.T.I.E. Goal: N/A		
Strategy	Activities	Benchmarks
<p>Strategy 1:N/A</p>	<ul style="list-style-type: none"> Activity 1 Activity 2 Activity 3 	<ul style="list-style-type: none"> Benchmark 1 Benchmark 2 Benchmark 3
<p>Strategy 2</p>	<ul style="list-style-type: none"> Activity 1 Activity 2 Activity 3 	<ul style="list-style-type: none"> Benchmark 1 Benchmark 2 Benchmark 3

Component F: Budget

INSTRUCTIONS

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

REQUIRED USES OF PERKINS FUNDING

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

EXAMPLES OF BUDGET ITEM EXPENDITURES

- Salaries / Wages: Administrators, Site Coordinators, Career Counselors, Teachers, etc., as long as the role is directly related to the administration of the CTE program and/or delivery of CTE program instruction.
- Contract Services: Contracted Consultants, Contracted Evaluators, Curriculum Consultants, Counselors, Professional Development Trainers, etc.
- Equipment: Machinery, Furniture, Fixtures, Technology-related Hardware
- Supplies and Materials: General Supplies, Textbooks, Instructional Aids, Instructional Software, Internet Fees-Site License
- Other: Dues and Fees, Approved Conference/Training Fees

Refer to MSDE's full CTE allowability chart for a detailed account of Perkins-related expenditures.

BUDGET ALLOCATION TABLE

Total Formula Award: \$118,749.00

Required Uses of Perkins Funds (See List for Details)	Salaries / Wages	Contract Services	Equipment	Supplies and Materials	Other
1	\$0.00	\$0.00	\$0.00	\$0.00	\$2,207
2	\$0.00	\$0.00	\$0.00	\$0.00	\$2,207
3	\$7,000	\$0.00	\$0.00	\$0.00	\$573
4	\$0.00	\$0.00	\$0.00	\$0.00	\$2,207
5	\$0.00	\$0.00	\$0.00	\$0.00	\$2,207
6	\$36,289	\$0.00	\$0.00	\$0.00	\$9,859
7	\$0.00	\$0.00	\$0.00	\$0.00	\$2,206
8	\$0.00	\$0.00	\$0.00	\$0.00	\$1,908
9	\$36,289	\$0.00	\$0.00	\$0.00	\$9,859
\$118,749*	\$79,578	\$0.00	\$0.00	\$0.00	\$33,234

(Total of \$118,749 includes \$5,937 in indirect costs that are not shown in the allocation table, though these funds will be used to support College operations that ultimately make CTE programs possible.)

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](#).

Recipient Agency Name
Chesapeake College
Revenue Source Name

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

Grant Number
Grant Period
Fund Source Code

Fiscal Year _____ 2025

USE OF FUNDS	SOURCE OF FUNDS			TOTAL BUDGET
	Federal	State/Local	Other (Specify)	
PERSONNEL				
Fringe Benefits	\$ 20,292.00			\$20,292.00
Salaries	\$ 79,577.00			\$79,577.00
MATERIALS & SUPPLIES				\$0.00
EQUIPMENT				\$0.00
CONTRACTUAL SERVICES				
Consultants				\$0.00
TRAVEL				
Lodging	\$ 3,135.00			\$3,135.00
Meals	\$ 820.00			\$820.00
Miles	\$ 1,908.00			\$1,908.00
Registration Fees/Other	\$ 4,330.00			\$4,330.00
OTHER RELATED COSTS				
Child Care				\$0.00
Instructional Costs				\$0.00
Instructional Materials				\$0.00
Mail				\$0.00
Printing				\$0.00
Telephone				\$0.00
Transportation	\$ 2,750.00			\$2,750.00
Tuition				\$0.00
				\$0.00
ADMINISTRATION/INDIRECT COSTS				
Administration				\$0.00
Indirect Costs	\$ 5,937.00			\$5,937.00
TOTAL	\$118,749.00	\$0.00	\$0.00	\$118,749.00

Budget Approved by: _____ **Date:** _____

(Signature & Date) FINANCE OFFICER

Budget proposed ps Revised 2/10

_____ **Date:** _____

MSDE OFFICIAL

POSTSECONDARY FINANCIAL COMPLIANCE WORKSHEET

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

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

Formula Award Amount		\$ 118,749
Total Administrative Cost Allowed	5%	\$ 5,937
Allowable Indirect Cost Calculation		
Total Grant Award		\$ 118,749
Subtract Amount of Equipment Purchases		
Indirect Cost Subtotal		\$ 118,749
Local Indirect Cost Rate		\$ -
Administrative Cost Calculation		
Indirect Cost Amount Taken		\$ 5,937
Administration Cost Taken		\$ -
Total (Indirect/Direct) Administrative Cost		\$ 5,937
Totals		
Grant Subtotal		\$ 112,812
Total (Indirect/Direct) Administrative Cost		\$ 5,937
Total Grant Award		\$ 118,749
Maintenance of Effort Local/State		
FY 2023 Reported Expenditures <i>(See FY 2023 Annual Financial Report)</i>		\$ 2,453,575
FY 2024 Estimated Expenditures		\$ 2,453,575