



Maryland

STATE DEPARTMENT OF EDUCATION

Career and Technical Education: Local Perkins Application College of Southern Maryland

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

Office of College and Career Pathways

2024 - 2025

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.

Yolanda Wilson

08/22/2024

President Dr. Yolanda Wilson

Date

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

INSTRUCTIONS

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

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

INSTRUCTIONS FOR CERTIFICATION

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

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

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

CERTIFICATION

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

Yolanda Wilson

08/22/2024

President Dr. Yolanda Wilson

Date

Appendix C: General Education Provisions Act (GEPA) Notice

PURPOSE

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

TO WHOM DOES THIS PROVISION APPLY?

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

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

WHAT DOES THIS PROVISION REQUIRE?

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

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

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

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

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

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

Appendix D: Local Perkins Application Certificate of Compliance

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

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

Yolanda Wilson

08/22/2024

President Dr. Yolanda Wilson

Date

Local Application for Perkins Funding: Cover Page

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

Community College	College of Southern Maryland
President Information	Dr. Yolanda Wilson yswilson@csmd.edu
Individual Serving as Career and Technical Education Lead	Mark Metcalf CTE Manager 301-934-7834 mametcalf@csmd.edu
Individual Authorized to Sign Finalized C-125 (Financial Officer)	Judith Mills Vice President, Division of Financial Services 301-934-7715 jemills@csmd.edu

SIGNATURES

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

On behalf of <CC Name>

Yolanda Wilson

08/22/2024

Dr. Yolanda Wilson
President

Date

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



8/22/2024

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

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 Pe 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 the NEW Center for Career Development and Success

S.M.A.R.T.I.E. Goal: We will increase the number of work-based learning placements by 10% each year over the next 2 years to ensure inclusivity by implementing targeted outreach to student groups, concentrating on making the work-based learning opportunities accessible and equitable.

Strategy	Activities	Benchmarks
Inform PAC Members of Work Based Learning opportunities	<p>Share work-based learning opportunities with all CTE PAC members to increase employer participation.</p> <p>Host WBL information sessions for CTE program coordinators and faculty to increase awareness of opportunities for partnership so they can share with industry partners and student</p>	<p>PAC Chairs will allow WBL staff to do a 10-minute presentation at least one PAC meeting in FY25 on WBL opportunities.</p> <p>WBL staff will present at faculty pre-semester meetings to share WBL opportunities with faculty to increase their awareness of the program in Fall of 2024. 2024 will establish a base line.</p>
Establishing a new Center for Career Development and Success	<p>Implement a new career services software system to introduce prospective students with potential internships, externships, and or apprenticeship opportunities. Students will have access to the software to upload resumes, postings, apply for postings, and interview within the software.</p>	<p>Once new software is implemented, CTE Manager will meet with staff in the Center for Career Development and Success to determine if/how CTE students can specifically benefit. Meeting to take place in the Spring of 2025.</p>

PRIORITY 2: Expand the use of program advisory committees.

S.M.A.R.T.I.E. Goal: Review existing Program Advisory Committee practices and improve processes allowing for ease of access between local business partners and division of learning leadership. CSM will bring in 2 new members in supporting PACs June 2025.

Strategy	Activities	Benchmarks
Improve processes surrounding membership within PAC committees. Develop PAC Processes and Outreach	<p>Develop a nomination or interest form for potential PAC members to express desire to participate that will increase the ease of application and incentivize sharing of information. Improve outreach, tracking, participation and collection of information.</p>	<p>A new Teams Form will be created by December 2024 for PAC nominations and ready for use for Spring Nominations. Consolidate all PAC information and communication into a new Teams repository where we can communicate effectively with all PAC members by December 2024</p>
	<p>Present needs and rationale to the local workforce development board to solicit new PAC members.</p>	<p>Present at workforce development board by 12/30/2024</p>
	<p>Solicit ideas from membership on how PAC can be improved.</p>	<p>Develop and distribute a survey to PAC members soliciting ideas and suggestions for improvement by June 2025.</p>

FUNDING NOTES

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

- Perkins Grant funds
- CSM Operating Budget

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.

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 program

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:

Student Participation PRIORITY 1: Closing gaps for underrepresented and nontraditional populations.

S.M.A.R.T.I.E. Goal: Increase the enrollment for ELL students, black males, and black females 5% over the next two years by increasing outreach. Establish base line from Fall 2024.

Strategy	Activities	Benchmarks
Outreach and Support for English Language Learners	<p>Expand bilingual programming/support by participating in a workgroup to establish the needs, challenges and successes of Bilingual /ELL students.</p> <p>Develop a brochure on CTE programs in Spanish</p>	<p>The college will be establishing a workgroup in October 2025 to engage bilingual/ELL students to identify needs, challenges and successes. The CTE Program manager will participate in this workgroup and collect data to address the needs of CTE students and consolidate data by Dec 2024.</p> <p>Collaborate with marketing and ELL staff to translate CTE brochure into Spanish by January 2025.</p>

Strategy	Activities	Benchmarks
Targeted Outreach to Minority Groups	Work with the marketing department to target ads to advertise CTE programs with individuals from specific underrepresented demographics shown in their respective occupations.	<p>The CTE Manager will outline what CTE programs should focus on and what demographic and provide this data to the marketing department by August 2024. (Example: Highlight Males in Healthcare and Teacher Ed as they are traditionally female fields)</p> <p>Marketing department will develop a marketing plan of action by October 2024</p> <p>Targeted ads will be planned for Summer of 2025 for fall enrollment push.</p> <p>Work with Tim Fenner to coordinating outreach with Men of Excellence in CTE Programs by August 2024. Men of Excellence is an academic support and mentor program.</p>

PERSISTENCE PRIORITY: Strengthen relationships with high school and middle school partners.

S.M.A.R.T.I.E. Goal: The College of Southern Maryland will increase its presence at Tri-County High Schools through improved communications and by expanding dual enrollment offerings over the next 2 years.

Strategy	Activities	Benchmarks
Improve communication from CSM to K-12 schools regarding recruitment.	Develop and sustain relationships with high school and middle school partners by Coordinating with LEAs to provide information sessions regarding easy transition from HS to CSM.	By February 2025, CSM will have developed strategic plans with 3 feeder LEAs to expand dual enrollment and strengthen communication.
Expand dual enrollment opportunities	Work with LEAs to expand Early College and Dual Enrollment Pathways in CTE programs.	<p>Work with LEAs and CTE program coordinators to identify areas where dual enrollment capacity could be expanded. August 2024</p> <p>Work with HRD to recruit/hire qualified instructors. Aug 2024</p> <p>Increase the number of CTE classes available for dual enrollment over the next 2 years.</p>

- Perkins Grant funds
- CSM Operating Budget

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 career

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: Increasing the Number of CTE Concentrators

S.M.A.R.T.I.E. Goal: Increase the number of students who become CTE concentrators by 10% within the next two years by enhancing efforts through Technical Skill Attainment, coding of students as CTE concentrators, and improving the visibility of CTE success stories in communications. Progress will be measured by tracking enrollment numbers and the increase of concentrators.

Strategy	Activities	Benchmarks
Verify accuracy of data and determine sources of completers.	Research the data reported to MSDE on concentrators to fully understand how a student is counted as a concentrator.	Meet with PIR to fully understand what is currently reported. Determine Sources of concentrators by November 2024.
	Investigate any necessary coding changes (If any)	This may or may not be required. If coding changes are necessary, we will need to develop a plan of action by February 2025 to take effect next fiscal year.
	Develop a baseline and a plan to increase	Once sources of concentrators are determined, we need to develop a plan to increase by June 2025.

Strategy	Activities	Benchmarks
<p>Provide assistance to students to obtain TSA credentials</p>	<p>Examine TSA list to ensure we are reporting all TSA completers.</p>	<p>Meet with the Division of Learning Vice President in July 2024 to review the TSA list and solicit support in outlining submission requirements.</p> <p>Provide funding for vouchers to obtain TSA credentials to CSM CTE students.</p> <p>Report outcomes for CSM students who take TSA exams.</p>

PRIORITY 2: Expand Instructional Assistance to CTE Students

S.M.A.R.T.I.E. Goal: Increase the number of students facing informational videos while decreasing embedded tutors, by developing 3 videos by June 2025. CSM will measure the number of TSA attained and concentrators over the next two years.

Strategy	Activities	Benchmarks
<p>Create timeless instructional materials for technical skills.</p>	<p>Create Informational Videos that can be accessed on demand to help CTE students with various technical skills.</p>	<p>Previously embedded tutors were necessary for additional technical assistance during the academic year. The embedded tutors will help identify what technical skills can be translated into video by December 31, 2024.</p> <p>·</p> <p>Create instructional videos that are timeless by June 2025.</p> <p>·</p>

FUNDING NOTES

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

- Perkins Grant funds
- CSM Operating Budget

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 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: Recruiting Adjunct Professors

S.M.A.R.T.I.E. Goal: Develop a marketing campaign highlighting the benefits and impacts of being a CTE educator. Use social media campaigns, professional networks, and community events to reach potential candidates over the next two years.

Strategy	Activities	Benchmarks
Hire additional adjunct instructors for CTE programs	Identify CTE programs that are underrepresented or lack capacity to increase due to instructor limitations.	Work with HRD to develop a recruitment plan to attract the targeted CTE instructors by August 2024.
	Hire new adjunct instructors using CSM Practices outlined by HRD.	Offer 10 sections of CTE classes in FY25

PRIORITY 2: Increase Professional Development

S.M.A.R.T.I.E. Goal: Offer regular professional development (yearly) opportunities focused on the latest industry trends, educational technology, content-based, and student engagement techniques over the next two years to retain current faculty.

Strategy	Activities	Benchmarks
<p>Provide content-specific professional development opportunities as CSM's faculty training is generic overall faculty training and does not address industry-specific trends</p>	<p>Identify CTE specific opportunities for professional development.</p> <p>Identify appropriate faculty to attend professional development and bring content back to other faculty at CSM to implement in the classroom.</p> <p>Have a debrief session after professional development to share content that was learned with other program stakeholders.</p>	<p>Research and recommend possible faculty development opportunities for DOL leadership to select from by August 2024.</p> <p>CSM will send at least one faculty member to an industry specific conference in FY25.</p> <p>A debrief session to share information learned at the conference will be held within a month of returning from the conference.</p>

FUNDING NOTES

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

- Perkins Grant funds
- CSM Operating Budget

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
1PI: Post-Secondary Retention and Placement	71.33%	64.20%	78%
2PI: Earned Recognized Post-Secondary Credential	44.40%	39.96%	52%
3PI: Non-Traditional Program Enrollment	24.85%	22.37%	27%

CSM HAS MET ALL MSDE INDICATORS

MISSED INDICATOR 1: <ENTER INDICATOR TITLE HERE>

S.M.A.R.T.I.E. Goal: <ENTER S.M.A.R.T.I.E. GOAL HERE>

Strategy	Activities	Benchmarks
Strategy 1	<ul style="list-style-type: none"> Activity 1 Activity 2 Activity 3 	<ul style="list-style-type: none"> Benchmark 1 Benchmark 2 Benchmark 3
Strategy 2	<ul style="list-style-type: none"> Activity 1 Activity 2 Activity 3 	<ul style="list-style-type: none"> Benchmark 1 Benchmark 2 Benchmark 3

MISSED INDICATOR 2: <ENTER INDICATOR TITLE HERE>

S.M.A.R.T.I.E. Goal: <ENTER S.M.A.R.T.I.E. GOAL HERE>

Strategy	Activities	Benchmarks
Strategy 1	<ul style="list-style-type: none"> Activity 1 Activity 2 Activity 3 	<ul style="list-style-type: none"> Benchmark 1 Benchmark 2 Benchmark 3
Strategy 2	<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: \$221,471.00

Required Uses of Perkins Funds (See List for Details)	Salaries / Wages	Advertising	Equipment	Supplies and Materials	Travel
1	\$52,496	\$0.00	\$0.00	\$0.00	\$0.00
2	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	\$0.00	\$0.00	\$0.00	\$0.00	
4	\$0.00	\$0.00	\$26,869	\$119,232.45	\$0.00
5	\$0.00	\$0.00	\$0.00	\$0.00	\$1,799.55
6	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8	\$0.00	\$10,000	\$0.00	\$0.00	\$0.00
9	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$52,496	\$10,000	\$26,869	\$119,232.45	\$1,799.55

Sum of all columns are \$210, 397 + (Indirect Cost) \$11,074.00 = \$221,471.00

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](#).

Appendix A: Recipient Assurances

INSTRUCTIONS

Recipient Agency Name College of Southern Maryland
Revenue Source Name Perkins V

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

Grant Number
Grant Period 7/1/2024 - 6/30/2025
Fund Source Code

Fiscal Year 2025

USE OF FUNDS	SOURCE OF FUNDS			TOTAL BUDGET
	Federal	State/Local	Other (Specify)	
PERSONNEL				
Fringe Benefits	\$ 1,296.00			\$1,296.00
Salaries	\$ 51,200.00			\$51,200.00
MATERIALS & SUPPLIES	\$ 119,232.45			\$119,232.45
EQUIPMENT	\$ 26,869.00			\$26,869.00
CONTRACTUAL SERVICES				
Consultants				\$0.00
TRAVEL				
Lodging	\$ 1,599.55			\$1,599.55
Meals	\$ -			\$0.00
Miles	\$ -			\$0.00
Registration Fees/Other	\$ 200.00			\$200.00
OTHER RELATED COSTS				
Child Care				\$0.00
Instructional Costs				\$0.00
Instructional Materials				\$0.00
Mail				\$0.00
Printing	\$ 10,000.00			\$10,000.00
Telephone				\$0.00
Transportation				\$0.00
Tuition				\$0.00
				\$0.00
ADMINISTRATION/INDIRECT COSTS				
Administration				\$0.00
Indirect Costs	\$ 11,074.00			\$11,074.00
TOTAL	\$221,471.00	\$0.00	\$0.00	\$221,471.00

Budget Approved by: Judith Mills Date: 08/22/2024
 (Signature & Date) FINANCE OFFICER
 Budget proposed ps Revised 2/10

[Signature] Date: 8/22/2024
 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		\$ 221,471
Total Administrative Cost Allowed	5%	\$ 11,074
Allowable Indirect Cost Calculation		
Total Grant Award		\$ 221,471
Subtract Amount of Equipment Purchases		\$ -
Indirect Cost Subtotal		\$ 221,471
Local Indirect Cost Rate		\$ -
Administrative Cost Calculation		
Indirect Cost Amount Taken		\$ -
Administration Cost Taken		\$ 11,074
Total (Indirect/Direct) Administrative Cost		\$ 11,074
Totals		
Grant Subtotal		\$ 210,397
Total (Indirect/Direct) Administrative Cost		\$ 11,074
Total Grant Award		\$ 221,471
Maintenance of Effort Local/State		
FY 2023 Reported Expenditures <i>(See FY 2023 Annual Financial Report)</i>		\$ 215,228.34
FY 2024 Estimated Expenditures		\$ 268,380.10









College_Southern_Maryland_FY25_Perkins_Grant (1)

Final Audit Report

2024-08-22

Created:	2024-08-22 (Eastern Daylight Time)
By:	Tora Wright (tlwright1@csmd.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA7gGKdZoQ3giLAZ48hDewYEGhgbUAzPXG

"College_Southern_Maryland_FY25_Perkins_Grant (1)" History

-  Document created by Tora Wright (tlwright1@csmd.edu)
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