



**Maryland**

STATE DEPARTMENT OF EDUCATION

# **Career and Technical Education: Local Perkins Application Frederick County**

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

**MARYLAND STATE DEPARTMENT OF EDUCATION**

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# Local Application for Perkins Funding: Cover Page

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

<b>LEA Name</b>	<b>Frederick County Public Schools</b>
<b>Superintendent Information</b>	Dr. Cheryl L. Dyson Superintendent Cheryl.Dyson@fcps.org
<b>Individual Serving as Director of Career and Technical Education</b>	Dr. Kristine Pearl Supervisor of CTE 240-586-7802 Kristine.Pearl@fcps.org
<b>Individual Authorized to Sign Finalized C-125 (Financial Officer)</b>	Catherine Menzel Budget Analyst 240-586-7553 Catherine.Menzel@fcps.org

**SIGNATURES**

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

On behalf of Frederick County Public Schools

**Dr. Cheryl L. Dyson**  
Digitally signed by Dr. Cheryl L. Dyson  
 Date: 2024.07.16 09:36:49 -04'00'

\_\_\_\_\_  
 Dr. Cheryl L. Dyson  
 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

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### 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.

**Dr. Cheryl L. Dyson**  
Digitally signed by Dr. Cheryl L. Dyson  
Date: 2024.07.16 09:37:12 -04'00'

<b>Dr. Cheryl L. Dyson</b> Superintendent of Schools or Community College President	<b>Date</b>
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# Certification for Debarment, Suspension, Ineligibility, and Voluntary Exclusion

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## 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.

**Dr. Cheryl L. Dyson**  
Digitally signed by Dr. Cheryl L. Dyson  
Date: 2024.07.16 09:37:34 -04'00'

Dr. Cheryl L. Dyson	Date
Superintendent of Schools or Community College President	



## General Education Provisions Act (GEPA) Notice

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### PURPOSE

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

### TO WHOM DOES THIS PROVISION APPLY?

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

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

### WHAT DOES THIS PROVISION REQUIRE?

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

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

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

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

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

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

## Local Perkins Application Certificate of Compliance

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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 21<sup>st</sup> 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.

**Dr. Cheryl L. Dyson**  
Digitally signed by Dr. Cheryl L. Dyson  
Date: 2024.07.16 09:40:42 -04'00'

Dr. Cheryl L. Dyson	Date
Superintendent of Schools or Community College President	

## Component A: Labor Market Alignment

### OVERVIEW

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

### INSTRUCTIONS

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

### PRIORITY 1: Increase CTE programing in HS, HW, ID careers (Labor Market).

**S.M.A.R.T.I.E. Goal:** Increase enrollment of CTE programs (Interactive Media Productions by 50% over the next two years by increasing equitable access at five high schools. Progress will be measured by tracking underrepresented student group enrollment and its alignment to the diversity of the school.

Strategy	Activities	Benchmarks
<p><b>Strategy 1</b> <b>Expand Interactive Media Production (IMP) to five high schools</b></p>	<ul style="list-style-type: none"> <li>● Provide professional learning options that will enhance teacher knowledge of the IMP content and associated certification.</li> <li>● Increase awareness of the IMP program to staff, students, and parents through strategic marketing with a focus on underrepresented populations.</li> <li>● Evaluate existing hardware and software needs to align to curriculum standards / certification alignment.</li> <li>● Purchase software &amp; equipment needed to create a high-quality learning program that aligns to the content and objectives of the IDM MSDE Program of Study.</li> </ul>	<ul style="list-style-type: none"> <li>● Successfully integrate Interactive Media Production (IMP) technology in classrooms, from 1 to 5 high schools by the conclusion of SY25.</li> <li>● 50% of students in level 1 will enroll in or register for level 2 for SY26.</li> <li>● Using our internal RADAR data system, we will review program enrollment data by underrepresented populations to track data</li> </ul>

**PRIORITY 2: Provide the systematic structure to support project scope and quality needed to expand Youth Apprenticeship.**

**S.M.A.R.T.I.E. Goal:** Expand the school system’s capacity for increasing Youth Apprenticeship opportunities for CTE students. We will measure success by an increase of 10% in overall student participation and by 7% through the target outreach for underrepresented students by SY25.

Strategy	Activities	Benchmarks
<p><b>Strategy 1</b>  <b>Hire a full-time systemic Youth Apprenticeship Teacher Specialist.</b></p>	<ul style="list-style-type: none"> <li>• Conduct a Targeted Recruitment Campaign</li> <li>• Hire a Work Based Learning Teacher Specialist</li> <li>• Establish and implement an Effective Onboarding Process for the teacher specialist.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the number of student applications for apprenticeship positions by 15%</li> <li>• Increase Apprenticeship positions students have available to apply for in FCPS by 10% for the SY25 compared to SY24.</li> </ul>
<p><b>Strategy 2</b>  <b>Increase awareness of Apprenticeship opportunities for underrepresented students</b></p>	<ul style="list-style-type: none"> <li>• Develop targeted outreach plan for underrepresented students.</li> <li>• Implement systemic plan targeting underrepresented students specifically ML and economically disadvantaged students</li> </ul>	<ul style="list-style-type: none"> <li>• Increase representation for ML and economically disadvantaged students by 10%</li> </ul>
<p><b>Strategy 3</b>  <b>Analyze processes and procedures to streamline program implementation</b></p>	<ul style="list-style-type: none"> <li>• Analyze proficiency of current application and data collection process to ensure that all data needed is collected.</li> <li>• Make recommendations for improvements to provide efficiency and reliability in the application and data collection process.</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy of data collected will improve by 15%</li> <li>• Reduction of time to complete the necessary processes by 15%.</li> </ul>

**STRETCH PRIORITY (OPTIONAL): Reinvigorate ill equipped welding program at Brunswick High School**

**S.M.A.R.T.I.E. Goal:** Increase enrollment of Ag Mechanics CTE programs by 10% over the next two years by increasing equitable to equipment. Progress will be measured by tracking underrepresented student group enrollment and its alignment to the diversity of the school.

Strategy	Activities	Benchmarks
<p><b>Strategy 1</b> Reinvigorate ill equipped welding program at Brunswick High.</p>	<ul style="list-style-type: none"> <li>Evaluate hardware needs to align to curriculum standards / certification alignment</li> <li>Purchase the necessary welding equipment for BHS.</li> <li>Provide necessary professional development for the instructor on the new equipment and its use to support students with earning an AWS certification with a focus on underrepresented populations.</li> </ul>	<ul style="list-style-type: none"> <li>50% of students in level 1 will enroll in level 2 for SY26 compared to SY25</li> <li>60% of students are attempting the industry certification in SY25 compared to 0% in SY24.</li> <li>50% of students enrolled pass a certification in this program in SY26.</li> <li>Using our internal RADAR data system, we will review program enrollment data by underrepresented populations to track data</li> </ul>

**FUNDING NOTES**

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

- Maryland Works: Many of the marketing brochures, advertisements and media campaigns are currently being developed through the Maryland Works grant.
- Perkins: The impact from these strategies will be evident during the next school year and require enhanced efforts on behalf of the staff person to follow up with employers and students.
- Title III: Funds will be used to support the new ML program.
- Local Budget: Salaries of Career Coaches, CTE staff and ML staff who will serve on the committees to develop targeted outreach plans and implement new programs, Local funds will also be used to support additional materials of instruction for new programs.
- Perkins: SMARTIE Goal 1: Equipment and material of instruction to add new programs in our high school. The position we are requesting in SMARTIE Goal 2 is vital to the system’s ability to scale up the apprenticeship program.

Additional Notes for this component

**PROMISING PRACTICES TO CONSIDER**

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

**Labor Market Data Analysis:** Consult the labor market data from your Comprehensive Local Needs Assessment to inform the development and refinement of CTE programs. This involves analyzing employment trends, wage data, and job projections to identify HS/HW/ID careers in the region. Tools

like the Bureau of Labor Statistics and state labor department resources can provide comprehensive data for this analysis.

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

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

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

## Component B: Student Participation and Persistence

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### OVERVIEW

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

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

### INSTRUCTIONS

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

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

### PARTICIPATION PRIORITY: ML Student Success

**S.M.A.R.T.I.E. Goal:** By the end of SY26, increase student enrollment by ML students in CTE pathways by 10% by enhancing CTE curriculum and resources to increase access and accessibility for all students as measured by and compared to baseline SY24 data.



Strategy	Activities	Benchmarks
<p><b>Strategy 1:</b> Provide professional learning for teachers to increase ML access through leveraging UDL and SIOP strategies</p>	<ul style="list-style-type: none"> <li>Collaborate with the ML and individuals with disabilities (Special Education) department to develop a process to remove barriers to instruction typically associated with the challenges faced by ML students and individuals with disabilities.</li> <li>Curriculum writers will evaluate curriculum resources for appropriate modifications and improvements to provide necessary access for ML and SpEd students.</li> </ul>	<ul style="list-style-type: none"> <li>A 25% increase in teacher confidence in their ability to support ML Students as measured by a baseline assessment by the end of the school year.</li> <li>100% of curriculum writers will participate in online training modules to raise awareness of equity in curriculum writing. by the end of the school year</li> </ul>
<p><b>Strategy 2:</b> Increase Multilingual Education students' participation in CTE through a specialized program that partners with Frederick Community College</p>	<ul style="list-style-type: none"> <li>Create a specialized workforce training and foundational academics program for high age/low-credit High School Multilingual Learners (MLs) that includes academic instruction in English and math, with CTE training in the Automotive and Construction Trades pathways.</li> </ul>	<ul style="list-style-type: none"> <li>80% of all ML students participating in this specialized CTE program will increase academic attainment in English and Math by 20% by the end of SY 25.</li> </ul>

**PERSISTENCE PRIORITY: Align Middle School CTE programs in pathways to increase CTE completion in High School**

**S.M.A.R.T.I.E. Goal:** Increase awareness of CTE programs and pathways that results in a 5% increase in enrollment into a CTE Pathway in FY 26. Progress will be measured by tracking underrepresented student groups that enrolled in one or more Middle School CTE classes in relation to the overall school population.

Strategy	Activities	Benchmarks
<p><b>Strategy 1:</b>  <b>Enhance awareness of High School CTE completers by aligning middle school CTE course options into pathways.</b></p>	<ul style="list-style-type: none"> <li>● Create three CTE pathways in middle school to include: Engineering, Business and Computer Science</li> <li>● Include exposure to careers HS CTE pathway options</li> <li>● Utilize the Middle School Career and Technical Middle School fair to showcase high school course options.</li> </ul>	<ul style="list-style-type: none"> <li>● Twelve of Thirteen Middle schools will offer all 9 middle school classes that align to the HS pathways in SY26</li> <li>● 75% of Middle school students will have taken at least 1 course that aligns to high school pathways by SY26.</li> <li>● Track underrepresented student groups that enrolled in one or more Middle School CTE classes as compared to their overall school demographics to identify increases for SY 26.</li> </ul>
<p><b>Strategy 2:</b>  <b>Enhance the middle school CTE computer science curriculum and resources to expand exposure to high school pathways.</b></p>	<ul style="list-style-type: none"> <li>● Align the Middle School Computer Science Curriculum to the High School Pathway in order to provide an opportunity for the Computer Science and Engineering Credit in middle school.</li> <li>● Purchase Micro Bits and provide professional development.</li> <li>● Use Micro Bits as a vehicle for developing computational thinking.</li> </ul>	<ul style="list-style-type: none"> <li>● Complete 100% of the Computer Science curriculum design and have board approval to be ready for SY26.</li> <li>● Increase enrollment of ML in high school Computer Science by 10% in the SY26 as a result of engaging computational experience in middle school.</li> </ul>

**PERSISTENCE PRIORITY: Data Monitoring, Tracking, and Recognition**

**S.M.A.R.T.I.E. Goal:** Increase CTE concentrators by 20% over the next three years (SY25, SY26, and SY27) through enhanced recruitment and instructional support, leveraging systemic, school, and classroom data tracking of qualitative and quantitative measures. Progress will be measured by enrollment numbers, percentage increase of concentrators, and attention to sub-groups (ML, SWD, African American, and Hispanic) to mirror the school's demographics and promote non-traditional completion.

Strategy	Activities	Benchmarks
<p><b>Strategy 1:</b>  <b>Support High School Staff (Teachers, Dept Chairs, and Administration) with the monitoring, scheduling, and promoting/recognizing of students in CTE Programs.</b></p>	<ul style="list-style-type: none"> <li>● Train staff on how to utilize FCPS internal tracking system (RADAR) to identify which classes students need to take to progress on their programs as well as utilize the enrollment disproportionately reports to determine any disparities in student sub-groups that appear to not be progressing within their specific schools/program.</li> <li>● Highlight and recognize students that are completers of programs through ceremonies and recognition events.</li> <li>● Meet with HS CTE Teams, ML Teams, and Special Ed representatives to identify barriers or distractions for students for students progressing on their programs.</li> </ul>	<ul style="list-style-type: none"> <li>● 100% of CTE Dept Chairs will be comfortable with using RADAR to track student progress in SY25.</li> <li>● 75% of HS CTE Staff will be comfortable with using RADAR to track student progress in SY25.</li> <li>● 100% of schools will host recognition ceremonies for students that complete a program in SY25.</li> </ul>
<p><b>Strategy 2:</b>  <b>Monitor the performance data of students within the first level of classes to determine growth opportunities to ensure students is successful and remains on track for enrolling in the next level of a program</b></p>	<ul style="list-style-type: none"> <li>● Organize regular cross-school collaboration sessions that utilize FCPS's Accelerated Learning Processes (ALP) to monitor student learning, administer data-driven decisions that promote differentiated instruction, share instructional best practices, examine student work.</li> <li>● Strengthen the relationships CTE Staff have with their ML teachers and Special Ed teachers to identify students that need additional resources, individualized instruction, and services to remain on track for their coursework to progress within a program.</li> </ul>	<ul style="list-style-type: none"> <li>● 100% of CTE Programs at the comprehensive high schools will have collaboration meetings scheduled for Teachers to meet virtually each month in SY25.</li> <li>● 75% of CTE HS teachers at the Comprehensive high schools will participate in at least three (ALP) collaboration sessions by the end of the school year.</li> <li>● 90% of CTE HS Teachers will have a direct communication with either an ML or Special Ed teacher related to improving the success of their students by the end of the school year.</li> </ul>

Strategy	Activities	Benchmarks
<p><b>Strategy 3:</b>  <b>Support non-traditional females in trades through training and mentoring by current women employed in the trades.</b></p>	<ul style="list-style-type: none"> <li>● Include a welcome letter from the Women in Trades Committee with the CTC acceptance letter to all non-traditional trade students.</li> <li>● Host a summer event to engage and support students and match them with an adult women in trades mentor.</li> <li>● Provide ongoing support through check- ins, and special events.</li> </ul>	<ul style="list-style-type: none"> <li>● 100% of all females accepted into trades and automotive programs will be assigned a mentor in FY25.</li> <li>● 90% of all females accepted into skilled trades programs will complete their program at the concentrator or higher level by SY26.</li> <li>● 90% of females enrolled in the skilled trades programs at CTC will have at least 2 direct interactions with a Women in Trades Committee representative during SY 25</li> </ul>

**FUNDING NOTES**

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

- Local Budget - Salaries for all CTE staff. Funds to support all CTE staff Dept Chairs with necessary work related to CTE program promotion, data reporting, and tracking. Local Funds are also used to support Senior CTE recognition ceremonies that highlight program completion and industry certifications as well as material of instruction funds in the CTE classrooms..
- Maryland Center for Computing Education - Funds to support MS CS CTE programs with PL related to Curriculum and instruction and Micro Bit integration into MS.
- Title III: Fund the new CTE ML program
- Perkins: Materials of instruction and equipment for the Middle School CTE pathway programs. Materials of instruction funds will be provided to support Women In Trades initiatives including training materials and student recognitions.

**ADDITIONAL NOTES FOR THIS COMPONENT**

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**PROMISING PRACTICES TO CONSIDER**

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

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

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

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

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

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

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

## Component C: Program Performance

### OVERVIEW

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

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

### INSTRUCTIONS

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

### PRIORITY 1: Increase student success on Perkins Indicator Placement and Technical Skill Attainment.

**S.M.A.R.T.I.E. Goal:** Increase performance on industry certifications by 5% by SY26. Progress will be measured by student skill proficiency requirements observed and documented by their teachers. Efforts will be made to ensure equitable access to all resources purchased.

Strategy	Activities	Benchmarks
<p><b>Update resources to better support Technical Skill Attainment (5S4a)</b></p>	<ul style="list-style-type: none"> <li>Purchase materials of instruction and equipment to support hands-on skills needed to support student success on industry certifications and ensure that all instructors have the knowledge needed to utilize these resources.</li> </ul>	<ul style="list-style-type: none"> <li><b>Increase overall student success by 5% on industry certifications by SY26</b></li> </ul>

**PRIORITY 2: Provide resources needed to support CTE Dual Enrollment courses**

**S.M.A.R.T.I.E. Goal:** Support indicators for college credentials through the purchase of resources needed for dual enrollment. Progress will be measured by benchmark exams and final course grades for SY 25.

Strategy	Activities	Benchmarks
<p><b>Ensure materials are available for students to be successful in Dual Enrollment (5S1 and 5S2)</b></p>	<ul style="list-style-type: none"> <li>● Partner with FCC program coordinators to assess additional supports the DE instructors</li> <li>● Evaluate the alignment of course materials to FCC’s requirements.</li> <li>● Provide guidance to instructors on formative and summative assessment practices to gauge the success of students.</li> <li>● Purchase necessary textbooks for Criminal Justice/Homeland Security dual enrollment classes.</li> <li>● Purchase necessary textbook for Academy Health Professionals- Nursing</li> <li>● Provide instructional support for DE teachers in utilizing these resources and in pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>● 90% of all DE students Criminal Justice/ Homeland Security will successfully complete the course and earn college credit by the end of the school year.</li> <li>● 90% of all DE students in the Medical Assisting will successfully complete the course and earn college credit. by the end of the school year</li> </ul>

**STRETCH PRIORITY: Replace aging equipment in the Transportation Technologies Cluster where placement for black students is low to support 3S1 placement by preparing students on equipment that meet industry standards.**

**S.M.A.R.T.I.E. Goal:** Increase placement in transportation technology by 10% for black students by SY26 Progress will be measured by student skill proficiency. Efforts will be made to ensure equitable access to all resources purchased.

Strategy	Activities	Benchmarks
<p><b>Update aging materials of instruction and equipment to meet industry standards to better prepare students for program placement (3S1).</b></p>	<ul style="list-style-type: none"> <li>● Collaborate with the PAC members to identify needs of the programs to align with industry trends and standards.</li> <li>● Replace aging materials of instruction for Transportation Technologies.</li> <li>● Provide instructors with training on the new materials of instruction and how to utilize it to gain additional success in the program.</li> <li>● Conduct quarterly check-ins with the instructors on the status of the implementation of their updated equipment and the successfulness of their locally developed assessments and the industry certifications.</li> </ul>	<ul style="list-style-type: none"> <li>● 10% increase for black students towards meeting placement requirements of 76.5% in Transportation Technologies by SY 26.</li> </ul>
<p><b>Strategy 2</b></p>	<ul style="list-style-type: none"> <li>● Activity 1</li> <li>● Activity 2</li> <li>● Activity 3</li> </ul>	<ul style="list-style-type: none"> <li>● Benchmark 1</li> <li>● Benchmark 2</li> <li>● Benchmark 3</li> </ul>

**STRETCH PRIORITY**

**S.M.A.R.T.I.E. GOAL**

Strategy	Activities	Benchmarks
<p><b>Strategy 1</b></p>	<ul style="list-style-type: none"> <li>● Activity 1</li> <li>● Activity 2</li> <li>● Activity 3</li> </ul>	<ul style="list-style-type: none"> <li>● Benchmark 1</li> <li>● Benchmark 2</li> <li>● Benchmark 3</li> </ul>



Strategy	Activities	Benchmarks
<p><b>Strategy 2</b></p>	<ul style="list-style-type: none"> <li>● Activity 1</li> <li>● Activity 2</li> <li>● Activity 3</li> </ul>	<ul style="list-style-type: none"> <li>● Benchmark 1</li> <li>● Benchmark 2</li> <li>● Benchmark 3</li> </ul>

**FUNDING NOTES**

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

- Perkins funds will be used to purchase the materials of instruction needed to support these programs and program indicators.
- Local funds are used to supplement needed resources through materials of instruction funds.
- Local funds are used to cover the costs and fees associated with industry certifications and dual enrollment.

**ADDITIONAL NOTES FOR THIS COMPONENT**

- Note 1

**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

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### OVERVIEW

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

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

### INSTRUCTIONS

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

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

### PRIORITY 1: Teacher Support that leads to student success

**S.M.A.R.T.I.E. Goal:** Over the next 2 years (SY25 and SY26), we will increase the number of teachers engaged in professional development that are directly tied to the success of industry certifications of students by 25%. These professional development opportunities will have a greater emphasis ensuring teachers have the necessary resources and skills to support students in all sub-groups with being successful in earning an industry certification.

Strategy	Activities	Benchmarks
<p><b>Provide Professional Development for all staff that are teaching new content or receiving new equipment.</b></p>	<ul style="list-style-type: none"> <li>● Administrators engaging in MCTA and ACTE professional development throughout the SY25 year,</li> <li>● Teacher training for Small Gas Engine and Maryland Ag Teacher Association Conference focusing on the latest industry trends, educational technology, pedagogical strategies, and student engagement techniques will take place in SY25.</li> <li>● Provide teachers opportunity to attend MSDE IMP &amp; Adobe professional development, focusing on the latest industry trends, educational technology, pedagogical strategies, and student engagement techniques this school year.</li> <li>● MCCE Computer Science Trainings will be provided to teachers teaching new CS courses or requesting refresher courses in SY25.</li> </ul>	<ul style="list-style-type: none"> <li>● 75% of our Central Office Team will attend the quarterly MCTA meetings in SY25.</li> <li>● 50% of students enrolled in the AG Mechanics program will attempt the EETC Principles of Small Engine Technology certification by SY26.</li> <li>● 75% of students in the Interactive Media Productions will pass the end-of-course assessment and 50% of the students sign up for a Level 2 in SY26.</li> </ul>
<p><b>Provide veteran teachers with professional learning and collaboration opportunities.</b></p>	<ul style="list-style-type: none"> <li>● Teachers will participate in choice sessions at the bi-annual curriculum Inservice days to meet their needs and interests scheduled August 2024 and January 2025.</li> <li>● Provide monthly collaboration sessions with like-content teachers to discuss curriculum, instruction, and student performance during the school year.</li> <li>● Support teachers with recertification processes and professional development to maintain licensures and program certification during the school year.</li> </ul>	<ul style="list-style-type: none"> <li>● At least 75% of teachers will find the in-service professional development valuable through the feedback surveys given immediately following them in August 2024 and January 2025.</li> <li>● 90% of veteran teachers in years 5-20 of service will be retained over the next 2 years.</li> <li>● 100% of teachers in need of recertification in SY25 will be recertified.</li> </ul>

**PRIORITY 2: Early Career Teachers**

**S.M.A.R.T.I.E. Goal:** Over the next 4 years, we will increase the retention rate of early career teachers with three or less years of teaching experience in CTE, from 69% to 75%. Progress will be measured by tracking teacher employment records, with a focus on ensuring diverse staff have the same success rate as the majority.

Strategy	Activities	Benchmarks
<p><b>Recruitment of educators into the CTE Profession</b></p>	<ul style="list-style-type: none"> <li>● Each School will identify students to be recognized as “Future CTE Educator” awards in effort to encourage more students to enter into this profession.</li> <li>● Maintain a partnership with HR and School Administrators to enable exposure and matching of teaching candidates and to ensure diverse candidates are actively recruited.</li> <li>● Ensure a CTE representative is present at appropriate HR recruiting and hiring events and HR representatives are present at CTE events to assist with the recruitment and promotion of the profession.</li> <li>● Match diverse staff who are new to CTE with successful CTE staff (preferably with the same ethnicity) to provide additional support.</li> </ul>	<ul style="list-style-type: none"> <li>● Award 2 students the “Future STEM Educator Award” at each middle school and high school to be celebrated at the Middle School Tech Fair in March of 2025 and the CTE awards in each high school in May</li> <li>● Interview 10% more prospective teachers for SY26 with at least 75% of those candidates being ‘Recommended for Hire’ and progressing in the interview process.</li> <li>● Increase diverse candidate employment screenings by 10% for SY 25.</li> </ul>

Strategy	Activities	Benchmarks
<p><b>Support Conditionally licensed teachers for retention and to earn teaching endorsement.</b></p>	<ul style="list-style-type: none"> <li>● FCPS employee Induction team will organize the Year 1 professional learning opportunity, Rise &amp; Thrive, for new teachers, CTE will provide and support two Master Teachers to support early career teachers with curriculum, instruction, and networking.</li> <li>● The CTE Team will plan a professional development day in October for early career teachers' (3 years or less of certified teaching) that focuses on creating a high-quality learning environment with a focus on the basics of instruction and utilization of curriculum.</li> <li>● The CTE Team will provide the Early Career Teachers informal observation and coaching opportunities with the CTE Teacher Specialist to support instruction based on the FCPS Educator Effectiveness Rubric.</li> <li>● Match diverse conditional teachers with successful CTE staff (preferably with the same ethnicity) to provide additional support.</li> </ul>	<ul style="list-style-type: none"> <li>● 85% of first year teachers will enroll in the Rise &amp; Thrive program for SY26.</li> <li>● 95% of Early Career teachers will participate in the October PL.</li> <li>● 75% of Condition Staff will be retained for SY26 and SY27 or earn their Teaching Certification.</li> <li>● 100% of Conditional Staff will receive at least 2 coaching session with the CTE Teacher Specialist</li> </ul>

**FUNDING NOTES**

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

- Local Budget- Local funds are used to pay the salaries of the CTE Teacher Specialist to support all CTE Teachers with an emphasis on supporting early career and conditional teachers.
- Local Budget- Local funds are used to purchase the Future CTE Educator certificates/awards
- Title II- Professional learning - These funds are used to compensate the two master CTE master teachers that lead the CTE elements in the Rise and Thrive Professional learning opportunity.
- Perkins FY2023-24- Phase 1 of the equipment purchases for Agriculture Mechanics at BHS. Phase 2 is funded
- Perkins will be used for the registration and expenses associated with the MSDE IMP professional development, the Maryland Ag Teacher Association Conference, and MCTA.

- Maryland Center for Computing Education- Funding used to compensate teachers for attending CS professional development.

**ADDITIONAL NOTES FOR THIS COMPONENT**

- FCPS has a robust teacher induction program and early career support team. CTE is a strong partner/supporter of this program as many of our teachers are both early career and conditional. Many structures are put in place to assist with retention- the CTE team adds their lens and additional resources to the programs.

**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

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### OVERVIEW

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

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

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

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

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

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

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

### INSTRUCTIONS

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

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



**TABLE: STATE DETERMINED PERFORMANCE LEVELS AND ACTUAL LOCAL PERFORMANCE**

Indicator	Performance Target	Performance Target (90%)	Actual Local Performance
1S1: Four-Year Graduation Rate	89.97%	80.97%	98%
2S1: Academic Proficiency in Reading / Language Arts	52.30%	47.07%	60%
2S2: Academic Proficiency in Mathematics	48.00%	43.2%	61%
2S3: Academic Proficiency in Science	-	-	25%
3S1: Post-Secondary Placement	76.50%	68.85%	86%
4S1: Non-traditional Program Concentration	28.72%	25.85%	31%
5S1: Program Quality Attained Recognized Credential	78.41%	70.57%	84%
5S4: Program Quality: Other (TSA Attainment)	78.41%	70.57%	93%

**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
<b>Strategy 1</b>	<ul style="list-style-type: none"> <li>● Activity 1</li> <li>● Activity 2</li> <li>● Activity 3</li> </ul>	<ul style="list-style-type: none"> <li>● Benchmark 1</li> <li>● Benchmark 2</li> <li>● Benchmark 3</li> </ul>
<b>Strategy 2</b>	<ul style="list-style-type: none"> <li>● Activity 1</li> <li>● Activity 2</li> <li>● Activity 3</li> </ul>	<ul style="list-style-type: none"> <li>● Benchmark 1</li> <li>● Benchmark 2</li> <li>● Benchmark 3</li> </ul>

**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
<b>Strategy 1</b>	<ul style="list-style-type: none"> <li>● Activity 1</li> <li>● Activity 2</li> <li>● Activity 3</li> </ul>	<ul style="list-style-type: none"> <li>● Benchmark 1</li> <li>● Benchmark 2</li> <li>● Benchmark 3</li> </ul>
<b>Strategy 2</b>	<ul style="list-style-type: none"> <li>● Activity 1</li> <li>● Activity 2</li> <li>● Activity 3</li> </ul>	<ul style="list-style-type: none"> <li>● Benchmark 1</li> <li>● Benchmark 2</li> <li>● Benchmark 3</li> </ul>

## Component F: Budget

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### INSTRUCTIONS

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

### REQUIRED USES OF PERKINS FUNDING USE THIS CHART

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: \$383,868.00**

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	\$8,320.00	\$0.00
2	\$0.00	\$0.00	\$7,556.00	\$21,544.00	\$0.00
3	\$0.00	\$0.00	\$5,588.00	\$55,293.00	\$0.00
4	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	\$37,987.00	\$0.00	\$0.00	500.00	\$19,117.00
6	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7	\$0.00	\$0.00	\$0.00	\$28,793.00	\$0.00
8	\$139,594.00	\$0.00	\$0.00	\$0.00	\$46,118.00
9	\$0.00	\$4,500.00	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$177,581</b>	<b>\$4,500.00</b>	<b>\$13,144.00</b>	<b>\$114,450.00</b>	<b>\$65,235.00</b>

Plus Indirect= \$8,958

Grant Total = \$383,868.00

ORIGINAL GRANT BUDGET	\$383,868	BUDGET AMENDMENT #	0		DATE OF REQUEST	7/1/2024
GRANT NAME	Perkins Formula		GRANT RECIPIENT NAME	Frederick County Public Schools		
MSDE GRANT#		RECIPIENT GRANT #	47925			
REVENUE SOURCE	Federal		RECIPIENT AGENCY NAME	Frederick County Public Schools		
FUND SOURCE		GRANT PERIOD	7/1/2024	6/30/2025		

FROM TO

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							-
Prog. 22 Business Support						7,269	7,269
Prog. 23 Centralized Support							-
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.			1,689				1,689
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							-
Prog. 02 Special Prog.							-
Prog. 03 Career & Tech Prog.	139,594	4,500	114,450		13,144		271,688
Prog. 04 Gifted & Talented Prog.							-
Prog. 07 Non Public Programs							-
Prog. 08 School Library Media							-
Prog. 09 Instructional Staff Dev.	37,987			16,048			54,035
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 06 Educ. Prog. In State Institution							-
Prog. 07 Non Public Programs							-
Prog. 09 Instructional Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
<b>207 Student Personnel Serv.</b>							-
<b>208 Student Health Services</b>							-
<b>209 Student Transportation</b>							-
<b>210 Operation of Plant</b>							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
<b>211 Maintenance of Plant</b>							-
<b>212 Fixed Charges</b>				49,187			49,187
<b>213 Food Services</b>							-
<b>214 Community Services</b>							-
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
<b>Total Expenditures By Object</b>	177,581	4,500	116,139	65,235	13,144	7,269	383,868

Finance Official Approval	Catherine Menzel	<b>Catherine Menzel</b>	Digitally signed by Catherine Menzel Date: 2024.07.08 16:49:34 -0400	Signature	Date	240-586-7553	Telephone #
Supt./Agency Head Approval	Dr. Cheryl L. Dyson	<b>Dr. Cheryl L. Dyson</b>	Digitally signed by Dr. Cheryl L. Dyson Date: 2024.07.16 09:38:07 -0400	Signature	Date	240-586-8902	Telephone #
MSDE Grant Manager Approval	Richard Kincaid	<i>[Signature]</i>		Signature	Date	410-767-0426	Telephone #

**Administrative (Indirect and Direct) Cost**

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

<b>Total Grant Award</b>			\$383,868
<b>Total Perkins Proposed Budget From Plans of Action</b>		\$374,910	
<b>Allowable Indirect Cost Calculation</b>			
Plans of Action Equipment Purchases (subtracted from Total Grant Award)	(-)		\$13,144
Subtotal	(=)		\$370,724
Multiply by Restricted Local Indirect Cost Rate Factor*	(x)	\$ 0.0200	
Subtotal	(=)	\$7,414	
Divide by Indirect Cost Adjustment	/(1+Rate)	\$ 1.0200	
Maximum Allowable Indirect Cost Amount	(=)	\$7,269	
<b>Administrative Cost Calculation</b>			
Actual Indirect Cost Amount Taken (cannot exceed row 10)		\$7,269	
Administrative (Direct) Cost Taken	(+)	\$1,689	
Total (Indirect/Direct) Administrative Cost Taken	(=)		\$8,958
<b>Total Budget Amount</b>			
(Rows 3+14 must equal row 2 amount) (MUST be equal to the Total Grant Award amount in Cell D2)			\$383,868
<b>Maintenance of Effort Local/State</b>			
FY 2023 Reported Expenditures		\$23,962,659	
FY 2025 Estimated Expenditures		\$25.5M proposed	

\*NOTE: An indirect cost rate factor listed in the table as a percentage must be converted into a number. Ex: 2.63% = .0263