



Maryland

STATE DEPARTMENT OF EDUCATION

Career and Technical Education: Local Perkins Application Harford County

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

Office of College and Career Pathways

2024 - 2025

MARYLAND STATE DEPARTMENT OF EDUCATION

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Local Application for Perkins Funding: Cover Page

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

LEA Name	Harford County Public Schools
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SIGNATURES

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

On behalf of Harford County Public Schools



Sean Bulson (Jul 28, 2024 21:43 EDT)

 Dr. Sean Bulson
 Superintendent of Schools

Jul 28, 2024

 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

Jul 28, 2024

 Date

Recipient Assurances

INSTRUCTIONS

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

RECIPIENT ASSURANCES

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

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

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

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


Sean Bullock (Jul 28, 2024 21:43 EDT)

Superintendent of Schools or Community College President

Jul 28, 2024

Date

Certification for Debarment, Suspension, Ineligibility, and Voluntary Exclusion

INSTRUCTIONS

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

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

INSTRUCTIONS FOR CERTIFICATION

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

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

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

CERTIFICATION

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


Sean Bullock (Jul 28, 2024 21:43 EDT)

Superintendent of Schools or Community College President

Jul 28, 2024

Date

General Education Provisions Act (GEPA) Notice

PURPOSE

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

TO WHOM DOES THIS PROVISION APPLY?

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

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

WHAT DOES THIS PROVISION REQUIRE?

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

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

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

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

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

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

Local Perkins Application Certificate of Compliance

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

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


Sean E. Wilson (Jul 28, 2024 21:43 EDT)

Superintendent of Schools or Community College President

Jul 28, 2024

Date

Component A: Labor Market Alignment

OVERVIEW

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

INSTRUCTIONS

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

PRIORITY 1: Increase Enrollment in CTE Programs Aligned to HS/HW/ID Careers

S.M.A.R.T.I.E. Goal: Increase the number of students enrolled in CTE programs that meet the high-skill, high-wage, and/or in-demand criteria by 10% over the next two years by fully implementing new programs of study (Oracle Academy-Java Programming, Army Junior Officers Training/High School Cadet, Advanced Technology Education, and Apprenticeship Maryland) and expanding existing programs (Pre-Engineering and Interactive Media Production) to new sites. Progress will be measured by tracking student enrollment numbers, with a focus on ensuring diversity in enrollment that reflects the system demographic composition.

Strategy	Activities	Benchmarks
Implement New CTE Programs	<ul style="list-style-type: none"> Support existing teachers in accessing CTE program specific training and/or hire new teachers with requisite skills. Ensure that all required program equipment/material needs are met and meet industry standards. Recruit industry partners in high-skill, high-wage, and in-demand fields to offer guidance on new program design and adoption. 	<ul style="list-style-type: none"> 100% of teachers of new CTE courses will be trained by the end of the first year. 100% availability of CTE course equipment and materials by the end of the first year. A 5% increase in student participation in new CTE programs by the end of the first year.

Strategy	Activities	Benchmarks
Expand Existing CTE Programs	<ul style="list-style-type: none"> Support existing teachers in accessing CTE program specific training and/or hire new teachers with requisite skills. Ensure that all required program equipment/material needs are met and meet industry standards. Engage industry partners to offer recommendations for strengthening offerings. 	<ul style="list-style-type: none"> 100% of teachers at new CTE program sites will be trained by the end of the first year. 100% availability of CTE course equipment and materials by the end of the first year. A 5% increase in student participation in CTE programs at new sites by the end of the first year.

PRIORITY 2: Increase the Number of Students Participating in the Apprenticeship Maryland Program

S.M.A.R.T.I.E. Goal: Increase the number of students participating in the Apprenticeship Maryland Program (AMP) by 20% by the end of the next academic year through the establishment of new partnerships with local businesses and industries and refinement of the data collection system to accurately capture this population. We will measure success by the increased number of apprenticeship placements and will ensure inclusivity by implementing targeted outreach to underrepresented student groups, aiming to make the apprenticeship opportunities accessible and equitable.

Strategy	Activities	Benchmarks
Establish New Partnerships	<ul style="list-style-type: none"> Work with employer advisory boards to recruit industry partners in high-skill, high-wage, and in-demand fields to offer apprenticeship opportunities. Utilize the school-based Apprenticeship and Workforce Development Teacher Specialists to facilitate student applications and placements. Incorporate targeted marketing strategies to underrepresented population groups during CTE informational events. 	<ul style="list-style-type: none"> A 10% increase in the number of available apprenticeship opportunities by the end of the year. A 20% increase in the number of students participating in the AMP by the end of next year. A 10% increase in underrepresented student groups participating in the AMP by the end of the year.
Refine Data Collection System	<ul style="list-style-type: none"> Analyze current local data collection procedures to assess course designation issues for CIP 860500 (AMP). Work with the system data officer to develop new data collection procedures. Provide training for school-based Apprenticeship and Workforce Development Teacher Specialists, CTE teachers and school counselors on how to implement the new procedures. 	<ul style="list-style-type: none"> 100% of AMP students are captured in reported data for CIP 860500. 100% of school personnel receive training on new data collection procedures.

STRETCH PRIORITY (OPTIONAL): Sunset the Early Childhood Education -Child Care program that does not include a recognized postsecondary credential and implement the Early Childhood Education-CDA program aligned to high-skill, high-wage, and in-demand careers.

S.M.A.R.T.I.E. Goal: Sunset the Early Childhood Education-Child Care program that does not include a recognized postsecondary credential and implement the Early Childhood Education-CDA program aligned to high-skill, high-wage, and in-demand careers by the end of this year. Progress will be measured by tracking student enrollment numbers in the new program, with a focus on ensuring diversity in enrollment that reflects the system demographic composition.

Strategy	Activities	Benchmarks
Sunset the Early Childhood Education-Child Care Program	<ul style="list-style-type: none"> Develop strategy and timeline for sunsetting this program. Explore alternative educational options for students currently enrolled to complete this program or transition to other programs. Remove this program from List A. 	<ul style="list-style-type: none"> 100% of enrolled students will be able to complete course requirements for CIP 200201 or another viable program. CIP 200201 will be removed from List A.
Implement the Early Childhood Education-CDA Program	<ul style="list-style-type: none"> Support existing teachers in accessing CTE program specific training and/or hire new teachers with requisite skills. Ensure that all required program equipment/material needs are met and meet industry standards. Recruit industry partners in high-skill, high-wage, and in-demand fields to offer guidance on new program design and adoption. 	<ul style="list-style-type: none"> 100% of teachers of new ECE-CDL courses will be trained by the end of the first year. 100% availability of ECE-CDL course equipment and materials by the end of the first year. A 5% increase in student participation in the new ECE-CDL program by the end of the first year.

FUNDING NOTES

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

- Perkins Grant to purchase equipment and materials for new programs or new sites and teacher professional development/training sessions
- Local Funds to purchase consumable materials for new programs or new sites, professional development for school counselors and CTE marketing materials
- SAE Innovation Grant to set up registered teacher apprenticeships
- Maryland Works Grant to pay salaries for Apprenticeship and Workforce Development Teacher Specialists positions

ADDITIONAL NOTES FOR THIS COMPONENT

- Newly Implemented Programs include: Oracle Academy-Java Programming (year 3), Advanced Technology Education (year 2), Early Childhood Education-CDA (year 2), Apprenticeship Maryland (year 1), and Army Junior Officers Training/High School Cadet (year 1).
- Programs with additional sites include: Pre-Engineering (BAHS) and Interactive Media Production (BAHS, NNHS and Swan Creek).

PROMISING PRACTICES TO CONSIDER

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

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

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

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

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

Component B: Student Participation and Persistence

OVERVIEW

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

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

INSTRUCTIONS

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

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

PARTICIPATION PRIORITY: Increase the Percentage of High School Students Participating in CTE Programs.

S.M.A.R.T.I.E. Goal: Increase the percentage of high school students participating in CTE programs by 10% over the next two years by enhancing marketing efforts to middle school students, parents, and school counselors. Progress will be measured by tracking enrollment numbers, with a focus on ensuring diversity in enrollment that reflects the system demographic population.

Strategy	Activities	Benchmarks
<p>Enhance Marketing Efforts to Middle School Students and Parents</p>	<ul style="list-style-type: none"> • Offer career exploration activities through the 7th Grade Career Compass Course to expose students to career options and the benefits that participation in CTE offers. • Schedule Open Houses, magnet program presentations, and CTE Night to introduce them to CTE offerings. • Enhance online assets that support students in identifying the CTE opportunities in the system. 	<ul style="list-style-type: none"> • 100% implementation of the new 7th Grade Career Compass curriculum in all middle schools by the end of the first year. • 100% availability of updated system web pages, videos, brochures, and presentations by the end of the first year. • At least 75% of all 7th grade students develop a SMART goal that includes high school CTE offerings.
<p>Enhance Marketing Efforts to School Counselors</p>	<ul style="list-style-type: none"> • Develop and conduct professional development for school counselors aimed at increasing awareness and benefits of CTE programs. • Design tools and resources for counselors to use in their career exploration activities with students that highlight CTE offerings. 	<ul style="list-style-type: none"> • 100% of high school counseling department chairpersons participate in professional development by the end of the first year. • 100% availability of updated system web pages, videos, brochures, and presentations by the end of the first year.

PARTICIPATION STRETCH PRIORITY (OPTIONAL): Increase the Percentage of Non-Traditional Students in CTE Programs.

S.M.A.R.T.I.E. Goal: Increase the percentage of Non-Traditional students in CTE programs by 5% over the next two years by enhancing recruitment efforts through targeted outreach programs, career fairs, parent information sessions, and by improving the visibility of CTE success stories in student and parent communications. Progress will be measured by tracking enrollment numbers, with a focus on ensuring diversity in enrollment that reflects the system demographic population.

Strategy	Activities	Benchmarks
<p>Enhance Recruitment Efforts for NT Students</p>	<ul style="list-style-type: none"> • Expose students to non-traditional career options through the 7th Grade Career Compass Course. • Offer hands-on, skill development experiences for middle school students to try skills in non-traditional programs. 	<ul style="list-style-type: none"> • 100% availability of hands-on, skill-development experiences for underrepresented students (Males) in the H&B and HRS clusters by the end of the year. • 100% availability of hands-on, skill-development experiences for underrepresented students (Females) in the C&D, MET and TT clusters by the end of the year.
<p>Improve Visibility of NT Success Stories</p>	<ul style="list-style-type: none"> • Review curriculum resources and program promotional materials for gender bias. • Utilize non-traditional students in high school CTE programs as role models in outreach programs, career fairs, parent information sessions, and promotional materials. 	<ul style="list-style-type: none"> • 100% availability of printed and digital materials that utilize NT student role models by the end of the year.

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

S.M.A.R.T.I.E. Goal: Increase the number of CTE participants who become CTE concentrators by 10% over the next 2 years by removing obstacles to success for students who may need additional supports to persist and providing incentives for completing advanced coursework. Progress will be measured by tracking enrollment numbers and the percentage increase in concentrators, with a focus on ensuring diversity in enrollment that reflects the system demographic population.

Strategy	Activities	Benchmarks
<p>Remove Obstacles to Success</p>	<ul style="list-style-type: none"> • Provide free materials needed for student workstations or industry certification testing, ex. Cosmetology. • Develop and conduct professional development for school counselors aimed at increasing awareness and benefits of CTE programs. • Provide special accommodations to special populations, such as: individual tutoring sessions (SWD, EL) provision of free materials (ED, MV), arrangements for transportation to worksites (ED or MV), or differentiated instructional strategies (SWD, EL, NT). 	<ul style="list-style-type: none"> • 100% availability of materials for industry certification tests by the end of the first year. • 100% of high school counseling department chairpersons participate in professional development by the end of the first year. • A 5% increase in the number of CTE concentrators by the end of the first year.
<p>Provide Incentives for Completing Advanced Coursework</p>	<ul style="list-style-type: none"> • Provide platforms for virtual learning, like Knowledge Matters Virtual Business, that simulate the work environment. • Increase dual enrollment, internship, and apprenticeship opportunities for students as a capstone experience. • Research additional industry credential options for students. 	<ul style="list-style-type: none"> • 100% availability of virtual learning software in all high schools by the end of the first year. • A 5% increase in the number of dual enrollment, internship, and apprenticeship opportunities for students by the end of the second year.

PERSISTENCE STRETCH PRIORITY (OPTIONAL): Increase the Persistence Rate of Students Participating in Programs in the BMF Cluster.

S.M.A.R.T.I.E. Goal: Increase the persistence rate of students participating in programs in the BMF cluster by 20% over the next 2 years by increasing student awareness and access to institutional supports and authentic work-based learning experiences. Progress will be measured by tracking enrollment numbers and the percentage increase in concentrators, with a focus on ensuring diversity in enrollment that reflects the system demographic population.

Strategy	Activities	Benchmarks
<p>Increase Student Awareness of BMF Program Benefits</p>	<ul style="list-style-type: none"> Utilize BMF seniors as role models in outreach programs, career fairs, informational sessions, and promotional materials. Develop and conduct professional development for school counselors aimed at increasing awareness and benefits of BMF programs. Enhance online assets that support students in identifying the BMF opportunities in the system. 	<ul style="list-style-type: none"> 100% availability of printed and digital materials that utilize BMF student role models by the end of the first year. 100% of high school counseling department chairpersons participate in professional development by the end of the first year. 100% availability of updated system web pages, videos, brochures, and presentations by the end of the first year.
<p>Increase Work-Based Learning Experiences</p>	<ul style="list-style-type: none"> Provide platforms for virtual learning, like Knowledge Matters Virtual Business, that simulate the work environment. Increase dual enrollment, internship, and apprenticeship opportunities for students in the BMF cluster as a capstone experience. Provide FBLA activities that build technical, employability, and leadership skills. 	<ul style="list-style-type: none"> 100% availability of virtual learning software in all high schools by the end of the first year. A 5% increase in FBLA enrollment by the end of the first year. A 10% increase in the number of BMF concentrators by the end of the first year.

FUNDING NOTES

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

- Perkins Grant to purchase subscription to National Alliance for Partnerships in Equity (NAPE) to provide equity resources in developing program marketing tools; CTE program workstation and certification testing supplies; and Knowledge Matters software
- Local Funds to implement the middle school Career Compass Course, school counselor professional development, and CTE marketing materials
- SAE Innovation Grant to set up registered teacher apprenticeships
- Maryland Works Grant to pay salaries for Apprenticeship and Workforce Development Teacher Specialists positions

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1
- Note 2
- Note 3

PROMISING PRACTICES TO CONSIDER

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

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

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

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

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

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

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

Component C: Program Performance

OVERVIEW

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

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

INSTRUCTIONS

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

PRIORITY 1: Increase the Percentage of CTE Concentrators Achieving Proficiency on Performance Indicator 2S2

S.M.A.R.T.I.E. Goal: Increase the percentage of CTE concentrators achieving proficiency on the Districtwide high school mathematics assessment (Indicator 2S2) by 10% over the next year by integrating academic content into CTE programming, providing access to institutional supports, and providing continued support for programs exceeding the State Determined Performance Level. Progress will be measured by tracking program performance on Indicator 2S2 and reviewing disaggregated data for subpopulation progress.

Strategy	Activities	Benchmarks
<p>Integrate Academic Content</p>	<ul style="list-style-type: none"> Review current efforts to integrate mathematics and CTE instruction and take steps to address ineffective practices, particularly in programs performing under 15%, including: Electrical, Welding, ProStart, Auto Tech and CRD programs. Utilize Math-in-CTE tools from SREB to develop strategies for incorporating math skills into CTE. Encourage collaboration and co-teaching between CTE and mathematics teachers. 	<ul style="list-style-type: none"> 100% availability of Math-in-CTE resources for CTE teachers by the end of the year. A 10% improvement between pre- and post-intervention course assessments that incorporate math content. At least a 5% improvement on Indicator 2S2 for each of the targeted CTE programs by the end of the year.
<p>Provide Access to Institutional Supports</p>	<ul style="list-style-type: none"> Use results from mathematics assessments to target system mathematics remediation programs for CTE subpopulations performing under 15%, including: Black, Multilingual Learners, Individuals with Disabilities, Unhoused, and Foster Care. Collaborate with the Math Department to schedule CTE students needing additional support into the Algebra II Seminar course. Provide access to differentiated supports and modifications to meet the needs of diverse learners. 	<ul style="list-style-type: none"> A 10% increase in the number of CTE students accessing systemwide mathematics remediation programs. At least a 5% improvement on Indicator 2S2 for each of the targeted CTE subpopulations by the end of the year.
<p>Provide Support for Programs Exceeding Proficiency</p>	<ul style="list-style-type: none"> Support existing teachers in accessing CTE program specific curriculum, software, and national peer networking opportunities to enhance academic content integration. Support existing teachers in accessing CTE program specific training. 	<ul style="list-style-type: none"> At least a 2% increase in the percentage of CTE concentrators in programs exceeding the State Determined Performance Level on Indicator 2S2 by the end of the year.

PRIORITY 2: Increase the Percentage of CTE Concentrators Achieving Proficiency on Performance Indicator 5S1

S.M.A.R.T.I.E. Goal: Increase the percentage of CTE concentrators graduating from high school who met or exceeded proficiency on industry standards to attain a recognized postsecondary credential (Indicator 5S1) by 15% over the next year by removing obstacles for students to pursue credentials, refining the local data collection system to ensure consistent and accurate usage by teachers, and providing continued support for programs exceeding the State Determined Performance Level. Progress will be measured by tracking student attainment of credentials and reviewing disaggregated data for subpopulation progress.

Strategy	Activities	Benchmarks
<p>Remove Obstacles to Pursuing Credentials</p>	<ul style="list-style-type: none"> • Ensure that student fees for industry-recognized credential assessments are covered. • Promote the benefits of program completion through earning postsecondary articulated or dual credit. • Provide additional industry credential options for students, ex. NCCER. • Provide accommodations (individual tutoring sessions, provision of free materials, differentiated instruction) to special CTE subpopulations performing under 30%, including: Multilingual Learners, Unhoused, Active Duty and Foster Care. 	<ul style="list-style-type: none"> • 100% availability of funding for student certification exams by the end of the year. • Implementation of the NCCER curriculum and related assessments in the Local Construction Trades -Carpentry and Electrical programs by the end of the year. • At least a 5% improvement on Indicator 5S1 for each of the targeted CTE subpopulations by the end of the year.
<p>Refine Data Collection System</p>	<ul style="list-style-type: none"> • Analyze current local data collection procedures to determine gaps and errors in teacher reporting of postsecondary credentials. • Work with the system data officer to review the local data collection procedures and make possible changes. • Provide training for CTE teachers and school-based Apprenticeship and Workforce Development Teacher Specialists on how to implement the data collection procedures with fidelity. 	<ul style="list-style-type: none"> • 100% of CTE students are captured in reported data for attainment of postsecondary credentials. • 100% of school personnel receive training on postsecondary credentials data collection procedures.
<p>Provide Support for Programs Exceeding Proficiency</p>	<ul style="list-style-type: none"> • Ensure that all required program equipment and materials needs are met and meet industry standards. • Support existing teachers in accessing CTE program specific curriculum, software, reporting tools, and national peer networking opportunities. • Support existing teachers in accessing CTE program specific training. 	<ul style="list-style-type: none"> • 100% availability of upgraded course equipment and materials by the end of the year. • At least a 2% increase in the percentage of CTE concentrators in programs exceeding the State Determined Performance Level on Indicator 5S1 by the end of the year.

FUNDING NOTES

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

- Perkins Grant to purchase upgraded equipment and materials for CTE programs that need relevant technology.
- Perkins Grant to purchase equipment, materials, program fees, and teacher professional development for CTE programs that have met or exceeded State Determined Performance Levels to support continuous improvement.
- Local Funds to purchase consumable materials for programs and student certification fees
- Harford County Student Trades Foundation to fund student certification fees
- Susquehanna Workforce Network grants to fund student certification fees

ADDITIONAL NOTES FOR THIS COMPONENT

- CTE programs that exceeded the State Determined Performance Level on Performance Indicator 2S2: PrintED, Academy of Health Professions-Nursing/ Physical Rehabilitation, Biomedical Sciences, IT Networking Academy, Manufacturing Engineering Technology, Pre-Engineering, Homeland Security and Emergency Preparedness-IT
- CTE programs that exceeded the State Determined Performance Level on Performance Indicator 5S1: PrintEd, Accounting and Finance, Academy of Finance, Local Construction Trades-HVAC, Local Construction Trades-Welding, Cosmetology, Academy of Health Professions-Nursing, Pre-Engineering, Local Automotive Transportation Technology, Auto Tech Maintenance and Light Repair

PROMISING PRACTICES TO CONSIDER

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

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

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

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

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

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

Component D: Recruiting, Developing, and Retaining CTE Educators

OVERVIEW

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

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

INSTRUCTIONS

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

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

PRIORITY 1: Increase Percentage of Minority CTE Teachers

S.M.A.R.T.I.E. Goal: Increase the percentage of minority CTE teachers hired by at least 5% over the next two years to align with the demographic makeup of CTE students by developing targeted recruitment strategies and offering supports to persist in the occupation. Progress will be measured by tracking hiring data and reviewing disaggregated data for subpopulation progress.

Strategy	Activities	Benchmarks
Target Recruitment Efforts for Minority Teachers	<ul style="list-style-type: none"> Collaborate with the Office of Human Resources to develop a range of recruitment strategies aimed at minority populations. Conduct outreach to entice retiring minority industry workers or those seeking a change to enter the CTE field. 	<ul style="list-style-type: none"> 100% availability of recruitment materials targeting minority candidates by the end of the first six months. At least a 2% increase in the percentage of minority new hires by the end of the first year.

Strategy	Activities	Benchmarks
Offer Supports to Persist	<ul style="list-style-type: none"> Identify minority seasoned veteran CTE teachers who can serve as mentors to new hires. Design targeted professional development opportunities that new hires can access to provide support. Promote the multiple pathways to becoming a CTE teacher in Maryland. 	<ul style="list-style-type: none"> At least five minority veteran teachers are identified to act as mentors by the end of the first six months. 100% availability of professional development opportunities for targeted populations by the end of the first six months. At least a 2% increase in the percentage of minority new hires by the end of the first year.

PRIORITY 2: Increase the Retainment Rate of Properly Licensed CTE Teachers

S.M.A.R.T.I.E. Goal: Increase the retainment rate of properly licensed CTE teachers to promote program stability by at least 10% over the next two years by offering targeted professional development and offering supports to persist in the occupation. Progress will be measured by tracking retainment data and reviewing disaggregated data for subpopulation progress.

Strategy	Activities	Benchmarks
Target Professional Development	<ul style="list-style-type: none"> Support existing teachers in accessing CTE program specific training. Consult with local businesses to offer workplace tours or externships for CTE teachers. 	<ul style="list-style-type: none"> 100% of registration fees paid for teacher training by the end of the first year. At least 5 local businesses are identified to offer tours or externships to teachers by the end of the second year.
Offer Supports to Persist	<ul style="list-style-type: none"> Pair new first and second year CTE teachers with seasoned veterans who can serve as mentors. Facilitate networking events where CTE educators can connect with colleagues, share best practices and collaborate on innovative teaching strategies. 	<ul style="list-style-type: none"> 100% of first and second year CTE teachers are paired with mentor teachers by the end of the first year. At least 5 networking events are planned and implemented by the end of the first year. At least a 5% increase in the retainment rate of properly licensed CTE teachers by the end of the first year.

FUNDING NOTES

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

- Perkins Grant to pay teacher professional development registration fees.
- Local funds to pay for recruitment materials and networking events.

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1
- Note 2

PROMISING PRACTICES TO CONSIDER

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

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

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

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

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

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

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

Component E: State Determined Performance Level Attainment

OVERVIEW

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

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

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

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

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

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

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

INSTRUCTIONS

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

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

TABLE: STATE DETERMINED PERFORMANCE LEVELS AND ACTUAL LOCAL PERFORMANCE

Indicator	Performance Target	Performance Target (90%)	Actual Local Performance
1S1: Four-Year Graduation Rate	89.97%	80.97%	99%
2S1: Academic Proficiency in Reading / Language Arts	52.30%	47.07%	61%
2S2: Academic Proficiency in Mathematics	48.00%	43.2%	35%
2S3: Academic Proficiency in Science	-	-	32%
3S1: Post-Secondary Placement	76.50%	68.85%	89%
4S1: Non-traditional Program Concentration	28.72%	25.85%	27%
5S1: Program Quality Attained Recognized Credential	78.41%	70.57%	57%
5S4: Program Quality: Other (TSA Attainment)	78.41%	70.57%	79%

MISSED INDICATOR 1: Increase Student Academic Proficiency in Mathematics

S.M.A.R.T.I.E. Goal: Increase the percentage of CTE concentrators achieving proficiency in mathematics by 10% over the next year by integrating academic content into CTE programming and providing access to institutional supports. Progress will be measured by tracking student performance on the Districtwide high school mathematics assessment and reviewing disaggregated data for subpopulation progress.

Strategy	Activities	Benchmarks
Integrate Academic Content	<ul style="list-style-type: none"> Review current efforts to integrate mathematics and CTE instruction and take steps to address ineffective practices, particularly in Electrical, Welding, ProStart, Auto Tech and CRD programs. Utilize Math-in-CTE tools from SREB to develop strategies for incorporating math skills into CTE. Encourage collaboration and co-teaching between CTE and mathematics teachers. 	<ul style="list-style-type: none"> 100% availability of Math-in-CTE resources for CTE teachers by the end of the year. A 10% improvement between pre- and post-intervention course assessments that incorporate math content. A 10% increase in the percentage of CTE concentrators achieving proficiency on the high school mathematics assessment by the end of the year.

Strategy	Activities	Benchmarks
<p>Provide Access to Institutional Supports</p>	<ul style="list-style-type: none"> • Use results from mathematics assessments to target system mathematics remediation programs for CTE subpopulations, particularly Black, Hispanic, Multilingual Learners, and Individuals with Disabilities. • Collaborate with the Mathematics Department to schedule CTE students needing additional support into the Algebra II Seminar course. 	<ul style="list-style-type: none"> • A 10% increase in the number of CTE students accessing systemwide mathematics remediation programs. • A 10% increase in the percentage of CTE concentrators achieving proficiency on the high school mathematics assessment by the end of the year.

MISSED INDICATOR 2: Increase Student Attainment of Postsecondary Credentials

S.M.A.R.T.I.E. Goal: Increase the percentage of CTE concentrators graduating from high school who met or exceeded proficiency on industry standards to attain a recognized postsecondary credential by 15 % over the next year by removing obstacles for students to pursue credentials and refining the local data collection system to ensure consistent and accurate usage by teachers. Progress will be measured by tracking student attainment of credentials and reviewing disaggregated data for subpopulation progress.

Strategy	Activities	Benchmarks
<p>Remove Obstacles to Pursuing Credentials</p>	<ul style="list-style-type: none"> • Ensure that student fees for industry-recognized credential assessments are covered. • Promote the benefits of program completion through earning postsecondary articulated or dual credit. • Research additional industry credential options for students. • Provide special accommodations to special populations, such as: individual tutoring sessions (SWD, EL) provision of free materials (ED, MV), or differentiated instructional strategies (SWD, EL, NT). 	<ul style="list-style-type: none"> • 100% availability of funding for student certification exams by the end of the year. • Implementation of the NCCER curriculum and related assessments in the Local Construction Trades -Carpentry and Electrical programs by the end of the year. • A 15% increase in the percentage of CTE concentrators attaining postsecondary credentials by the end of the year.

Strategy	Activities	Benchmarks
<p>Refine Data Collection System</p>	<ul style="list-style-type: none"> Analyze current local data collection procedures to determine gaps and errors in teacher reporting of postsecondary credentials. Work with the system data officer to review the local data collection procedures and make possible changes. Provide training for CTE teachers and school-based Apprenticeship and Workforce Development Teacher Specialists on how to implement the data collection procedures with fidelity. 	<ul style="list-style-type: none"> 100% of CTE students are captured in reported data for attainment of postsecondary credentials. 100% of school personnel receive training on postsecondary credentials data collection procedures.

Component F: Budget

INSTRUCTIONS

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

REQUIRED USES OF PERKINS FUNDING

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

EXAMPLES OF BUDGET ITEM EXPENDITURES

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

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

BUDGET ALLOCATION TABLE

Total Formula Award: \$400,596.00

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	\$3,215.00	\$0.00
2	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	\$0.00	\$0.00	\$0.00	\$73,715.00	\$0.00
4	\$0.00	\$0.00	\$30,000.00	\$32,835.00	\$0.00
5	\$0.00	\$24,550.00	\$0.00	\$0.00	\$16,479.00
6	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7	\$0.00	\$0.00	\$15,448.00	\$192,275.00	\$0.00
8	\$0.00	\$0.00	\$0.00	\$3,675.00	\$0.00
9	\$0.00	\$250.00	\$0.00	\$0.00	\$0.00
392,442.00	\$0.00	\$24,800.00	\$45,448.00	\$305,715.00	\$16,479.00




FINANCIAL COMPLIANCE WORKSHEET AND BUDGET FORM C-125

Once the funds have been allocated across budget objects and required Perkins expenditures in the table above, transfer this information to the Financial Compliance Worksheet and the Budget Form C-125 for final approval. Links to each are located here: [Budget Forms](#).

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

Original Grant Budget	400,596	Amended Budget #		Request Date	6/6/2024
Grant Name	Carl D. Perkins	Recipient Grant Name			
MSDE Grant #		Recipient Grant #			
Revenue Source		Recipient Agency Name	Harford County Public Schools		
Fund Source Code		Grant Period	7/1/2024 To 6/30/2025		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						8,154.00	8,154.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.		24,800.00	305,715.00	16,479.00	45,448.00		392,442.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Building & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	0.00	24,800.00	305,715.00	16,479.00	45,448.00	8,154.00	400,596.00

Finance Official Approval:	Jennifer Birkelien		Jul 23, 2024	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval:	Dr. Sean Bulson		Jul 28, 2024	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval:	Richard Kincaid		Jul 28, 2024	410-767-0426
	Name	Signature	Date	Telephone #

Secondary Financial Compliance Worksheet Template

	A	B	C	D
1	Administrative (Indirect and Direct) Cost The total amount for Administrative Cost (Indirect and Direct) may not exceed 5% of the total Grant Award. The total amount of equipment purchased must be subtracted from the total grant award in order to determine the maximum amount allowable from which to calculate indirect cost.			
2	Total Grant Award			\$400,596
3	Total Perkins Proposed Budget From Plans of Action		\$392,442	
4	Allowable Indirect Cost Calculation			
5	Plans of Action Equipment Purchases (subtracted from Total Grant Award)	(-)		\$45,448
6	Subtotal	(=)		\$355,148
7	Multiply by Restricted Local Indirect Cost Rate Factor*	(x)	\$ 0.0235	
8	Subtotal	(=)	\$8,346	
9	Divide by Indirect Cost Adjustment	/(1+Rate)	\$ 1.0235	
10	Allowable Indirect Cost Amount	(=)	\$8,154	
11	Administrative Cost Calculation			
12	Actual Indirect Cost Amount Taken (cannot exceed row 10)		\$8,154	
13	Administrative (Direct) Cost Taken	(+)		
14	Total (Indirect/Direct) Administrative Cost Taken	(=)		\$8,154
15	Total Budget Amount (Rows 3+14 must equal row 2 amount)			\$400,596
16				
17	Maintenance of Effort Local/State			
18			\$15,072,151	
19			\$19,960,718	
20	*NOTE: An indirect cost rate factor listed in the table as a percentage must be converted into a number. Ex: 2.63% = .0263			











Carl D. Perkins Local Application: Signatures for Final Approval

Final Audit Report

2024-07-29

Created:	2024-07-23
By:	Richard Kincaid -MSDE- (richard.kincaid@maryland.gov)
Status:	Signed
Transaction ID:	CBJCHBCAABAakoVCSbBiLeVYK8Tjeoc4jbmkulYY6sVG

"Carl D. Perkins Local Application: Signatures for Final Approval" History

-  Document created by Richard Kincaid -MSDE- (richard.kincaid@maryland.gov)
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✔ Agreement completed.

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