



Maryland

STATE DEPARTMENT OF EDUCATION

Career and Technical Education: Local Perkins Application Harford Community College

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

Office of College and Career Pathways

2024 - 2025

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.



8/15/24

Superintendent of Schools or Community College President

Date

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

INSTRUCTIONS

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

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

INSTRUCTIONS FOR CERTIFICATION

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

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

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

CERTIFICATION

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



8/15/24

Superintendent of Schools or Community College President

Date

Appendix C: General Education Provisions Act (GEPA) Notice

PURPOSE

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

TO WHOM DOES THIS PROVISION APPLY?

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

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

WHAT DOES THIS PROVISION REQUIRE?

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

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

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

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

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

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

Appendix D: Local Perkins Application Certificate of Compliance

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

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



8/15/24

Superintendent of Schools or Community College President

Date

Local Application for Perkins Funding: Cover Page

MARYLAND STATE DEPARTMENT OF EDUCATION

OFFICE OF COLLEGE AND CAREER PATHWAY

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT

LOCAL APPLICATION FOR FEDERAL FORMULA FUNDS

Community College	Harford Community College
President Information	Theresa B. Felder, Ed.D. tfelder@harford.edu
Individual Serving as Career and Technical Education Lead	Marc D. Minnick, D.B.A. Dean, Business and Applied Technology 443-412-2382 mminnick@harford.edu
Individual Authorized to Sign Finalized C-125 (Financial Officer)	David W. Harvey Foundations and Grant Accountant 443-412-2417 dharvey@harford.edu

SIGNATURES

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

On behalf of Harford Community College



Theresa B. Felder, Ed.D.
President

8/15/24

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

August 5, 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 at your community college, along with the number and proportion of students participating in associated CTE programming. As a concluding activity, you were asked to identify up to five priorities to address in the coming year to expand student participation in CTE programming aligned with HW/HS/ID careers.

INSTRUCTIONS

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

PRIORITY 1: The first priority of the new VP for Academic Affairs is to evaluate all credit and non-credit academic programs against labor market, participation, and salary standards. Programs will be provided additional resources or phased out, depending on the results of this comprehensive review.

S.M.A.R.T.I.E. Goal: Harford Community College (HCC) currently offers 67 degrees and certificates in CTE-approved programs. Over the next year, HCC's CTE faculty will evaluate 100% of these programs to reduce the number of offerings by at least 3 programs and ensure the remaining programs align with labor market demands and salary standards. Streamlining the programs will enhance career counseling for all students, particularly those from underrepresented populations.

Strategy	Activities	Benchmarks
<p>Review curriculum of CTE programs</p>	<ul style="list-style-type: none"> • Review and update curriculum content to reflect the latest industry standards, technologies, and best practices. This may involve incorporating guest lectures, case studies, or project-based learning into courses. • Emphasize the development of transferable skills such as critical thinking, problem-solving, communication, and teamwork alongside disciplinary knowledge. These skills are highly valued by employers across various industries. • Develop proposals for new CTE programs based on labor market needs. • Update existing programs to incorporate new skills and competencies identified during discussions. 	<ul style="list-style-type: none"> • Meetings will take place monthly with faculty and as needed with other stakeholders. Documented evidence of engagement with stakeholders, including industry professionals, employers, alumni, faculty members, and students. This may include meeting minutes, surveys, focus group discussions, or feedback forms. • Preparation of a detailed report documenting the rationale behind each change, the parties involved, and the anticipated impact on student learning and outcomes. These reports will be prepared at the end of the Fall and Spring term • Create clearly defined learning objectives and outcomes for each course or program by January 2025, specifying the knowledge, skills, and competencies students are expected to acquire. Demonstrate how these objectives address identified industry needs and workforce demands. • Implement curriculum updates in at least five (5) existing programs by Spring 2025.

Strategy	Activities	Benchmarks
<p>Align Degree Programs with labor market</p>	<ul style="list-style-type: none"> • Work with advisory boards to provide insights into current and future workforce needs, technological advancements, and skill requirements. • Encourage faculty and students to engage in research projects aligned with industry needs and priorities. Collaborate with industry partners to identify research topics and potential funding opportunities. • Partner with local industry to facilitate work-based learning opportunities, internships, and apprenticeships for students. 	<ul style="list-style-type: none"> • Provide a summary of the labor market analysis conducted by the end of the Spring 2025 term, including data on job growth projections, skill gaps, and industry trends. Highlight how the findings informed curriculum revisions or updates. • Increase the participation rates of students in internships, co-op programs, or experiential learning opportunities by 5% by the end of the Spring 2025 term. • Showcase success stories of five alumni who have achieved significant career milestones or made notable contributions to their industries by the middle of Fall 2024. Highlight how their college education and experiences have contributed to their professional success to enable use for recruitment for Spring 2025 and beyond.

PRIORITY 2: In partnership with the local workforce development system and HCPS guidance counselors, HCC is working to increase awareness among high school students of CTE programs.

S.M.A.R.T.I.E. Goal: HCC, Harford County Public Schools (HCPS), and the Susquehanna Workforce Network (SWN) will collaborate closely in the fall of 2024 to develop a career counseling program targeting 10th-grade students in their second semester. The program will set to launch in January 2025, with the goal of 25% of HCPS high schools in the Route 40 Corridor participating.

Strategy	Activities	Benchmarks
<p>Create a career guidance program</p>	<ul style="list-style-type: none"> • Implement comprehensive career exploration and counseling programs to help students make informed decisions about their education and career paths • Conduct surveys, interviews, or focus groups with students, alumni, and community members to identify their career-related needs, interests, and challenges. Gather data on preferred formats, delivery methods, and topics for career guidance services. • Administer career assessments, personality inventories, and aptitude tests to help participants identify their interests, values, and preferences. Use the results to guide career exploration and decision-making processes. • Facilitate job shadowing experiences and internship placements with local employers to provide participants with firsthand exposure to different work environments, industries, and career paths. Partner with companies to offer structured internship programs with learning objectives and mentorship support. • Organize networking events, career fairs, and industry panels where participants can connect with professionals, alumni, and recruiters. Provide opportunities for informational interviews, mock interviews, and informal conversations to expand participants' professional networks. 	<ul style="list-style-type: none"> • Increase the number of students participating in career guidance by 25% over the next two years. • Evaluate participants' knowledge and skill acquisition related to career exploration, job search strategies, resume writing, interview skills, and professional networking at the beginning of Fall 2024 and the end of Spring 2025. Administer pre- and post-program assessments or self-assessments to all students to measure changes in participants' competencies and confidence levels. • Monthly, measure participants' involvement in networking events, career fairs, industry panels, or community outreach activities facilitated by the career guidance program. Track, monthly, the number of connections made, informational interviews conducted, or professional relationships established because of program participation and report quarterly to Perkins team and college supporting faculty/staff.

Strategy	Activities	Benchmarks
Develop a marketing strategy to promote CTE programs	<ul style="list-style-type: none"> Implement innovative outreach methods, such as social media campaigns, virtual reality experiences, or interactive workshops, to engage high school students and generate interest in CTE programs. Continuously assess and adapt outreach strategies based on feedback and emerging trends. Collaborate with the local workforce development system and HCPS guidance counselors to develop and implement targeted outreach strategies, such as informational sessions, career fairs, and school visits, to reach high school students effectively 	<ul style="list-style-type: none"> Increase the number of high school students aware of available CTE programs offered by HCC by 25% within the next academic year. Achieve a 20% increase in the number of high school students enrolling in HCC's CTE programs within two academic years of implementing the outreach initiative.

STRETCH PRIORITY (OPTIONAL): <ENTER NAME HERE>

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

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

FUNDING NOTES

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

- Perkins
- HCPS Blueprint Funds

ADDITIONAL NOTES FOR THIS COMPONENT

- Conversations already beginning with partners to launch this component including commitment of funds.

PROMISING PRACTICES TO CONSIDER

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

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

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

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

Component B: Student Participation and Persistence

OVERVIEW

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

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

INSTRUCTIONS

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

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

PARTICIPATION PRIORITY: Underrepresented students in Harford County Public Schools participate less in dual enrollment than other students. Initiatives are in place to engage students and increase awareness of HCC CTE programs while students are in high school and to start these students on pathways through dual enrollment programs

S.M.A.R.T.I.E. Goal: HCC and HCPS will partner in the Fall of 2024 to ensure underrepresented students in the district who are eligible to participate in dual enrollment initiatives are aware of the opportunity. By May 30, 2025, there will be a 10% increase of students from underrepresented population enrolled in dual enrollment classes for Fall 2024.

Strategy	Activities	Benchmarks
----------	------------	------------

<p>Develop a marketing strategy to promote CTE programs</p>	<ul style="list-style-type: none"> • Develop targeted outreach campaigns using multiple communication channels (e.g., social media, email, flyers, school announcements) to reach underrepresented students and raise awareness about dual enrollment opportunities, application deadlines, and support resources available. • Arrange visits to HCPS high schools by HCC representatives to deliver presentations or workshops on dual enrollment opportunities. Engage students directly in interactive sessions, discussions, or Q&A panels to address their interests and concerns. • Offer workshops or drop-in sessions to provide hands-on assistance with completing dual enrollment applications, submitting required documents, and navigating the registration process. Ensure that support services are available in multiple languages and formats to accommodate diverse student populations. • Establish peer mentoring programs where current dual enrollment students from underrepresented backgrounds serve as mentors or ambassadors to share their experiences, provide guidance, and encourage their peers to consider dual enrollment opportunities. • Conduct workshops for HCPS guidance counselors to familiarize them with the dual enrollment program, including its requirements, procedures, and potential impact on students' academic and career paths. Provide resources and tools to 	<ul style="list-style-type: none"> • By September 2024, Implement a system for tracking participation rates, application submissions, enrollment numbers, and academic outcomes of underrepresented students in dual enrollment programs. • Quarterly evaluate the effectiveness of outreach efforts and programmatic interventions to identify areas for improvement and inform future strategies • Increase the number of eligible students participating in dual enrollment by 20% over the next two years.
--	---	---

Strategy	Activities	Benchmarks
	<p>assist counselors in identifying and advising eligible students.</p> <ul style="list-style-type: none"> • Organize events or meetings specifically targeted at parents/guardians of underrepresented students to address their questions, concerns, and misconceptions about dual enrollment. Highlight the academic, financial, and career advantages of participating in the program. 	

Strategy	Activities	Benchmarks
<p>Create a career guidance program</p>	<ul style="list-style-type: none"> • Work with school administrators and teachers to integrate career exploration activities and resources into the 10th-grade curriculum. Incorporate career-related content into subjects such as English, math, science, and social studies to provide interdisciplinary perspectives. • Conduct surveys, focus groups, or interviews with 10th-grade students to assess their career interests, aspirations, and needs regarding career guidance and exploration. • Facilitate interactive workshops or seminars focused on career exploration topics such as job trends, industry sectors, educational pathways, and skill development. Offer hands-on activities, case studies, or role-playing exercises to engage students in exploring different career paths. • Offer one-on-one career counseling sessions with trained counselors or advisors to help students clarify their career goals, assess their interests and skills, and develop personalized career plans. Provide guidance on academic pathways, extracurricular activities, and skill-building opportunities. • Organize informational sessions or workshops for parents/guardians of 10th-grade students to educate them about the importance of career guidance and involvement in their child's career exploration journey. Provide resources, tools, and strategies for supporting their child's career development. 	<ul style="list-style-type: none"> • Participation in this program will grow by 20% after its first year of implementation. • Test students' knowledge before (Fall 2024) and after the program (by May 2025) to measure improvement in their understanding of career options and readiness resulting in an average two-point increase in knowledge on a scale of 1-5. • Begin the program in four high schools in Spring 2025. • Collect feedback from parents to see if they notice any positive changes in their children's career planning and motivation both in Fall 2024 as a pre-test and Spring 2025 as a post-test.

PARTICIPATION STRETCH PRIORITY (OPTIONAL): <ENTER NAME HERE>

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

PERSISTENCE PRIORITY: HCC’s initiative “My College Success Network” provides additional support, resources, and coaching to help students increase persistence and retention. This program, while open to all students, will address achievement gaps in underrepresented students.

S.M.A.R.T.I.E. Goal: HCC will build on the “My College Success Network” initiative and work with the learning center and faculty to build an intensive tutoring program focused on gateway courses in CTE programs. This program will be developed in Summer 2024, providing the necessary professional development to be completed by December 31, 2024. The tutoring program will be implemented in the Spring 2025 students with 10% of all CTE students participating by May 31, 2025.

Strategy	Activities	Benchmarks
Intensive tutoring program	<ul style="list-style-type: none"> • Implement targeted tutoring sessions in gateway courses in CTE programs. • Develop the curriculum for the tutoring program, including specific objectives, materials, and instructional strategies tailored to gateway courses. • Define the structure of the tutoring sessions (e.g., one-on-one, group tutoring, peer tutoring) and create a detailed schedule. • Establish clear roles and responsibilities between the learning center staff and tutors. • Create detailed job descriptions for tutors, outlining qualifications and expectations. • Run pilot tutoring sessions with a small group of students to test the program structure and make necessary adjustments. 	<ul style="list-style-type: none"> • By November 2024, gather feedback from students and tutors involved in the pilot to refine the program. • Decrease the number of DFWs in CTE designated gateway course by 5% by Fall 2025.

Strategy	Activities	Benchmarks
Professional development for staff and faculty	<ul style="list-style-type: none"> • Develop training workshops covering tutoring techniques, subject-specific content, and use of educational resources. • Involve experts in CTE fields to provide specialized training on technical subjects. • Schedule regular professional development sessions throughout the fall to address emerging challenges and provide continuous improvement. 	<ul style="list-style-type: none"> • Conduct assessments before (Fall 2024) and after (late Spring 2025) the training to measure knowledge gain and skill improvement resulting in an average two-point increase in knowledge on a scale of 1-5.

PERSISTENCE STRETCH PRIORITY (OPTIONAL): <ENTER NAME HERE>

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

FUNDING NOTES

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

- Perkins
- HCC, Center for Excellence in Teaching and Learning (CETL) Funds
- HCC, My College Success Network Funds

ADDITIONAL NOTES FOR THIS COMPONENT

- Faculty, Learning Center and CETL collaboration

PROMISING PRACTICES TO CONSIDER

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

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

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

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

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

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

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

Component C: Program Performance

OVERVIEW

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

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

INSTRUCTIONS

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

PRIORITY 1: Increasing female participation in computing science programs

S.M.A.R.T.I.E. Goal: HCC offers programs in computer science, computer information systems, and information assurance and cybersecurity, all designed to prepare graduates for living wage employment. By December 31, 2024, HCC faculty in these programs will develop a recruitment strategy targeted at females, in collaboration with the admissions office. The strategy will be implemented in Spring 2025, with the goal of increasing female applications in these programs by 10% by June 30, 2025.

Strategy	Activities	Benchmarks
<p>Creation of a recruitment plan</p>	<ul style="list-style-type: none"> • Research industry trends to understand the demand for females in these fields and identify key motivators for female students. • Study best practices from other institutions that have successfully increased female enrollment in similar programs. • Create a task force consisting of faculty members, current female students, alumni, and industry professionals to provide diverse perspectives. • Develop key messages that highlight the benefits and opportunities of careers in computer science, information systems, and cybersecurity, specifically addressing female students' interests and concerns. • Emphasize unique aspects of HCC's programs, such as female faculty members, mentorship programs, scholarships, and supportive learning environments. • Develop marketing materials, including brochures, flyers, and videos, that feature successful female role models and testimonials. • Enhance the program's online presence by creating dedicated web pages and social media content that appeal to female students. 	<ul style="list-style-type: none"> • By September 30, 2024, analyze current enrollment data to understand the gender disparity and identify potential barriers for female students. • The number of female applicants in these programs will increase by 10% in Fall 2025.

Strategy	Activities	Benchmarks
<p>Start clubs and on-campus cyber competitions</p>	<ul style="list-style-type: none"> • Find a faculty advisor with expertise in cybersecurity to guide and support the club. • Recruit a group of founding members who are passionate about cybersecurity. • Launch a marketing campaign using posters, flyers, social media, and the campus website to promote the club and recruit members. • Host an information session or an introductory meeting to attract new members and explain the club's goals and activities. • Host on-campus cyber competitions open to all students to raise awareness and interest in cybersecurity. 	<ul style="list-style-type: none"> • Club to be recognized by HCC at the end of Fall 2024. • Female participation will be 30% of male participation by Spring 2026.

PRIORITY 2: Provide support services to Black/African American CTE students to increase retention and placement in careers

S.M.A.R.T.I.E. Goal: HCC will build on the “My College Success Network” initiative and work with the learning center and faculty to build an intensive tutoring program focused on gateway courses in CTE programs. This program will be developed in Summer 2024, providing the necessary professional development to be completed by December 31, 2024. The tutoring program will be implemented in the Spring of 2025 students with 10% of all CTE students participating by May 31, 2025..

Strategy	Activities	Benchmarks
<p>Intensive tutoring program</p>	<ul style="list-style-type: none"> • Create faculty-student mentorship programs to offer guidance, career advice, and academic support. • Establish peer tutoring programs where upper-level students or recent graduates provide academic support. • Organize regular study groups for challenging courses, facilitated by tutors or knowledgeable peers. • Form affinity groups or student organizations for Black/African American students to foster a sense of community. 	<ul style="list-style-type: none"> • By October 2024, implement a system to track the retention and placement rates of Black/African American CTE students. • Retention to increase 5% for this population by Fall 2025.
<p>Create a career guidance program</p>	<ul style="list-style-type: none"> • Provide personalized career counseling to help students set career goals and develop action plans. • Host workshops on resume writing, interview skills, job search strategies, and professional networking. • Partner with local businesses and organizations to offer internships specifically for Black/African American students. • Host networking events where students can connect with alumni and professionals from similar backgrounds. • Partner with community organizations, churches, and local businesses to support and recruit Black/African American students. 	<ul style="list-style-type: none"> • By Spring 2025, increase in Black/African American students participating in career planning and internships by 5% • Increase the number of minority owned business partnerships by 10% by Fall 2025.

STRETCH PRIORITY (OPTIONAL): <ENTER NAME HERE>

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

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

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

FUNDING NOTES

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

- Perkins
- HCC in kind resources (computer labs and other technology).

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1
- Note 2
- Note 3

PROMISING PRACTICES TO CONSIDER

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

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

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

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

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

Focus on Nontraditional and Special Populations: Implement targeted strategies to encourage participation and success in CTE programs for students from nontraditional backgrounds and special

populations. This may involve outreach efforts, support groups, and modifications to program delivery to ensure inclusivity and accessibility.

Component D: Recruiting, Developing, and Retaining CTE Educators

OVERVIEW

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

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

INSTRUCTIONS

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

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

PRIORITY 1: We will increase cross-program collaboration and interaction to increase awareness across all staff of CTE program opportunities.

S.M.A.R.T.I.E. Goal: HCC has a dedicated staff of CTE faculty all working towards creating an atmosphere focused on student success. In Fall 2024, HCC's Center for Excellence in Teaching and Learning (CETL) will create learning communities with 50% these faculty members for shared best practices and professional development with the goal to implement inclusive pedagogy in CTE program courses by January 20, 2025.

Strategy	Activities	Benchmarks
Creation of faculty learning communities	<ul style="list-style-type: none"> Conduct a survey to identify faculty members interested in joining learning communities focused on inclusive pedagogy. Form learning communities with diverse faculty members from different CTE disciplines to encourage cross-disciplinary collaboration. Assign roles within each community, such as a facilitator or coordinator, to guide discussions and activities. 	<ul style="list-style-type: none"> Achieve a minimum of 50% of CTE faculty participating in learning communities by June 30, 2025. Improvement in faculty understanding of inclusive pedagogy, measured by pre- (early Fall 2024, early Spring 2025) and post-workshop surveys (late Fall 2024 and late Spring 2025).

Strategy	Activities	Benchmarks
<p>Faculty professional development in inclusive teaching pedagogy.</p>	<ul style="list-style-type: none"> Organize workshops and seminars on inclusive pedagogy, featuring experts and guest speakers. Facilitate sessions where faculty can share best practices and successful strategies they have implemented in their courses. Develop and distribute teaching materials and resources focused on inclusive pedagogy. Establish reading groups to discuss relevant literature and research on inclusive teaching practices. Arrange for peer observations where faculty members visit each other's classes to observe and provide feedback on inclusive teaching practices. 	<ul style="list-style-type: none"> At least 90% of enrolled faculty attend all scheduled workshops and seminars by June 30, 2025. At least 80% of faculty engage in peer observations and reflection sessions by June 30, 2025. Successful implementation of inclusive pedagogy practices in at least 50% of CTE courses by the end of Spring 2025.

PRIORITY 2: HCC is continuously developing new partnerships with industry and in the coming year will place additional emphasis on partnering with industry to provide skilled instructors working in fields of high demand.

S.M.A.R.T.I.E. Goal: HCC CTE programs have various advisory boards. By October 31, 2024, HCC will pilot a new program bringing together members of each board for a broader county labor market discussion to generate new programs and new employment for all CTE students. One program will be complete by October 31, 2024.

Strategy	Activities	Benchmarks
<p>Form a CTE advisory board</p>	<ul style="list-style-type: none"> Identify key members from each existing CTE advisory board. Invite local industry leaders, labor market analysts, and economic development officials. Identify existing skills gaps and emerging job sectors. Host an initial meeting to introduce the program, discuss goals, and establish working groups. Organize follow-up meetings focusing on specific themes such as emerging industries, technology trends, and skill requirements. 	<ul style="list-style-type: none"> Secure participation from at least 10 local industry leaders and labor market experts by October 31, 2024. Achieve 100% participation from members of each CTE advisory board by October 31, 2024. Ensure at least 80% attendance at each scheduled advisory board meeting by June 30, 2025.

Strategy	Activities	Benchmarks
Create a career guidance program	<ul style="list-style-type: none"> • Conduct a detailed analysis of the current labor market trends in the county. • Develop partnerships with local businesses to create internship and apprenticeship opportunities. • Organize job fairs and recruitment events to connect students with employers. • Provide enhanced career services including resume workshops, interview preparation, and career counseling. 	<ul style="list-style-type: none"> • Establish at least five new partnerships with local businesses for internships and apprenticeships by March 31, 2025. • Organize two job fairs and achieve participation from at least 20 employers by June 30, 2025. • Increase student utilization of career services by 25% by the end of Spring 2025.

STRETCH PRIORITY (OPTIONAL): <ENTER NAME HERE>

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

FUNDING NOTES

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

- Perkins

ADDITIONAL NOTES FOR THIS COMPONENT

- Existing industry interests in this opportunity.

PROMISING PRACTICES TO CONSIDER

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

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

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

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

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

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

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

Component E: State Determined Performance Level Attainment

OVERVIEW

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

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

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

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

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

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

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

INSTRUCTIONS

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

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

TABLE: STATE DETERMINED PERFORMANCE LEVELS AND ACTUAL LOCAL PERFORMANCE

Indicator	Performance Target	Performance Target (90%)	Actual Local Performance
1PI: Post-Secondary Retention and Placement	71.33%	64.20%	83%
2PI: Earned Recognized Post-Secondary Credential	44.40%	39.96%	47%
3PI: Non-Traditional Program Enrollment	24.85%	22.37%	23%

MISSED INDICATOR 1: <ENTER INDICATOR TITLE HERE>

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

MISSED INDICATOR 2: <ENTER INDICATOR TITLE HERE>

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

Component F: Budget

INSTRUCTIONS

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

REQUIRED USES OF PERKINS FUNDING

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

EXAMPLES OF BUDGET ITEM EXPENDITURES

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

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

BUDGET ALLOCATION TABLE

Total Formula Award: \$186,138.00

Required Uses of Perkins Funds (See List for Details)	Salaries / Wages	Contract Services	Equipment	Supplies and Materials	Other
1	\$50,000.00	\$0.00	\$0.00	\$26,831.10	\$20,000.00
2	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	\$0.00	\$0.00	\$0.00	\$25,000.00	\$0.00
4	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00
6	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9	\$25,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00
Total	\$85,000.00	\$0.00	\$0.00	\$71,831.10	\$20,000.00

FINANCIAL COMPLIANCE WORKSHEET AND BUDGET FORM C-125

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

Appendix A: Recipient Assurances

INSTRUCTIONS

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

Recipient Agency Name Harford Community College
Revenue Source Name Perkins

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

Grant Number
Grant Period 7/1/24 to 6/30/25
Fund Source Code

Fiscal Year 25

USE OF FUNDS	SOURCE OF FUNDS			TOTAL BUDGET
	Federal	State/Local	Other (Specify)	
PERSONNEL				
Fringe Benefits	\$6,040.00			\$6,040.00
Salaries	\$78,960.00			\$78,960.00
MATERIALS & SUPPLIES	\$71,831.10			\$71,831.00
EQUIPMENT				\$0.00
CONTRACTUAL SERVICES				
Consultants				\$0.00
TRAVEL				
Lodging				\$0.00
Meals				\$0.00
Miles				\$0.00
Registration Fees/Other				\$0.00
OTHER RELATED COSTS				
Child Care				\$0.00
Instructional Costs	\$20,000.00			\$20,000.00
Instructional Materials				\$0.00
Mail				\$0.00
Printing				\$0.00
Telephone				\$0.00
Transportation				\$0.00
Tuition				\$0.00
				\$0.00
ADMINISTRATION/INDIRECT COSTS				
Administration				\$0.00
Indirect Costs	\$9,306.90			\$9,306.90
TOTAL	\$186,138.00	\$0.00	\$0.00	\$186,138.00

Budget Approved by: David W. Harvey Date: 8/14/24
 (Signature & Date) FINANCE OFFICER
 Budget proposed ps Revised 2/10

[Signature] Date: Aug. 5, 2024
 MSDE OFFICIAL

POSTSECONDARY FINANCIAL COMPLIANCE WORKSHEET

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

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

Formula Award Amount		\$186,138.00
Total Administrative Cost Allowed	5%	\$ 9306.90 -
Allowable Indirect Cost Calculation		
Total Grant Award		\$ 186,138.00
Subtract Amount of Equipment Purchases		
Indirect Cost Subtotal		\$ 9306.90
Local Indirect Cost Rate		\$ 35%
Administrative Cost Calculation		
Indirect Cost Amount Taken		\$ 9306.90
Administration Cost Taken		\$ -
Total (Indirect/Direct) Administrative Cost		\$ 9306.90
Totals		
Grant Subtotal		\$ 176,831.10
Total (Indirect/Direct) Administrative Cost		\$ 9306.90
Total Grant Award		\$ 186,138.00
Maintenance of Effort Local/State		
FY 2023 Reported Expenditures <i>(See FY 2023 Annual Financial Report)</i>		\$ 156,070.63
FY 2024 Estimated Expenditures		\$ 185,000.00









HarfordCC_FY25_Perkins_Grant_Submission

Final Audit Report

2024-08-15

Created:	2024-08-14
By:	Marquita Friday (Marquita.Friday@maryland.gov)
Status:	Signed
Transaction ID:	CBJCHBCAABAak7pqRhDnmGkTbZQ6ACDnEL77yUzF3YUc

"HarfordCC_FY25_Perkins_Grant_Submission" History

-  Document created by Marquita Friday (Marquita.Friday@maryland.gov)
2024-08-14 - 4:32:32 PM GMT
-  Document emailed to David Harvey (dharvey@harford.edu) for signature
2024-08-14 - 4:35:37 PM GMT
-  Email viewed by David Harvey (dharvey@harford.edu)
2024-08-14 - 5:30:47 PM GMT
-  Document e-signed by David Harvey (dharvey@harford.edu)
Signature Date: 2024-08-14 - 5:34:58 PM GMT - Time Source: server
-  Document emailed to Theresa Felder (tfelder@harford.edu) for signature
2024-08-14 - 5:35:02 PM GMT
-  Email viewed by Theresa Felder (tfelder@harford.edu)
2024-08-15 - 1:21:56 AM GMT
-  Document e-signed by Theresa Felder (tfelder@harford.edu)
Signature Date: 2024-08-15 - 4:50:47 PM GMT - Time Source: server
-  Agreement completed.
2024-08-15 - 4:50:47 PM GMT