Career and Technical Education: Local Perkins Application Howard Community College

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

Office of College and Career Pathways

2024 - 2025

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

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.

Daria J. Willis
Daria J. Willis (Oct 3, 2024 16:22 EDT)

10/03/2024

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.

Daria J. Willis
Daria J. Willis (Oct 3, 2024 16:22 EDT)   10/03/2024

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.

Daria J. Willis
Daria J. Willis (Oct 3, 2024 16:22 EDT)
_____

Superintendent of Schools or Community College President

10/03/2024
_____

Date

Strategy	Activities	Benchmarks
Facilitate Access to Institutional Supports	• Simplify the process for MLL students to apply for and receive academic and language support in their CTE courses. • Ensure that all support services are accessible during convenient times, including after-school hours and weekends. • Develop a digital platform or app that consolidates all institutional supports, resources, and contact points in one easily accessible location for MLL students.	• A 20% reduction in the time it takes for MLL students to access support services compared to baseline. • At least 50% of MLL students using the digital platform or app regularly by the end of the first year.

Local Application for Perkins Funding: Cover Page
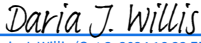
MARYLAND STATE DEPARTMENT OF EDUCATION

OFFICE OF COLLEGE AND CAREER PATHWAY

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT

LOCAL APPLICATION FOR FEDERAL FORMULA FUNDS

Community College	**Howard Community College**
President Information	Daria Willis DWillis@Howardcc.edu
Individual Serving as Career and Technical Education Lead	James Rzepowski Associate Vice President, Workforce 443-518-4979 JRzepkowski@howardcc.edu
Individual Authorized to Sign Finalized C-125 (Financial Officer)	Janet Cullison-Lombard JLombardCullison@howardcc.edu

SIGNATURES

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

On behalf of <CC Name>

Daria J. Willis
Daria J. Willis (Oct 3, 2024 16:22 EDT)
_____

<Superintendent's Name>
Superintendent of Schools

10/03/2024
_____

Date

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

Richard Kincaid -MSDE- (Oct 4, 2024 09:14 EDT)
_____

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

_____

Date

Component A: Labor Market Alignment

OVERVIEW

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

INSTRUCTIONS

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

S.M.A.R.T.I.E. Goal: Program Retention and Completion Support: Increase participation in CTE Programming for underrepresented students and those with disabilities in business and allied health programs by 15% within the next year.

Strategy	Activities	Benchmarks
Strategy 1 **Increase awareness of CTE programming via specialized advising, career and disability support counseling.**	• Designate one recruitment/ academic advisor to assist with program recruitment, navigation, and degree planning. • Designate one career counselor for CTE program participants who will proactively counsel participants on career pathways in the field, thereby increasing the number of concentrators. • Utilize FY25 census data and institutional VSST list to provide support for students with disabilities, particularly those who remain at concentration status due to hardships faced within programs.	Increase number of direct communications and academic interventions by advisor for CTE participants students to two interactions, per semester. CTE Advisor will send a report once per quarter throughout FY-25 detailing activities, communication and interventions. Develop CTE pathway brochures and awareness material to Increase the number of CTE concentrators by 5% within the first year. Disability support counselor will case manage students on VSST list who are CTE participants with the goal of converting 2% of caseload to concentrator status by the end of the fall term DSS counselor will case manage students on VSST list who are CTE participants with the goal of converting 3% of caseload to concentrator status by the end of the first year.

Strategy	Activities	Benchmarks
Strategy 2 **Develop an outreach and marketing campaign that targets underrepresented students and those with disabilities.**	• Implement a targeted campaign through the college's communication plans, which specifically targets underrepresented and first-generation students with information on CTE program offerings. • Host information sessions where advising and career counseling is offered that is tailored specifically to CTE programming • Provide information to students within specific zip code areas where there is a high concentration of underserved communities and students who have used 504 accommodations.	Increase the number of underrepresented CTE student participants by 3% within the first year by offering direct advertising of the programs, their entry requirements and career benefits. Support the goal of increasing underrepresented student participation by 3% within the first year by offering direct, targeted campaigning utilizing household income data based on zip codes.

PRIORITY 2:

S.M.A.R.T.I.E. Goal: Increase the number of underrepresented CTE concentrators in the health and biosciences cluster by 3% over the next two years by providing increased access to assistive and instructional technology.

Strategy	Activities	Benchmarks
Strategy 1. Assistive instructional technology support: The college plans to add unique assistive technologies to the classroom which aid in providing equal access of learning for those who require additional accommodations, as well as to help bridge the gap between real-world practices and new technology use.	• Utilize instructional technology to attract and retain students in health and biosciences programs. • Utilize instructional aides and programming to train on executive functioning within classrooms for students with disabilities. • Offer specialized training education programs and conferences events to attract and retain student participants. • Incorporate the use of adaptative aids and enhanced technology to attract and retain students. • Offer specialized classroom devices and instructional material, such as simulated aides and repurposed human material for student learning success.	• Increase the number of underrepresented CTE concentrators by 2% by the beginning of the spring term • Increase the number of underrepresented CTE concentrators in health and biosciences cluster by 2% within the first year. • Increase the overall number of underrepresented CTE participants who move to concentrator status by 2% within the first year

FUNDING NOTES

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

- Source 1: College funding as a base support
- Source 2: Student fee funds as a base supplement
- Source 3: Perkins grant funding as a supplement

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1
- Note 2
- Note 3

PROMISING PRACTICES TO CONSIDER

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

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

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

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

1. **S.M.A.R.T.I.E. Goal: Utilize instructional and assistive technology, as well as professional training opportunities to increase the number of underrepresented student participants by 6% within the next two years.**

Strategy	Activities	Benchmarks
Strategy 1. Acquirement and use of assistive technology and certifying supports.	• Increase access to certifying exam pre-testing opportunities by 5% over the next 4 years. to combat declines in certifying exam success rates. • Enhance instructional technology labs by updating equipment necessary to promote student understanding and success across all CTE program clusters by 20% within the next four years. • Increase access to virtual technology and training equipment by 15% over the next 4 years for accurate recognition and use of skilled trade tools.	• Show a 3% improvement in certifying exam scores within the first year. Will monitor by way of technical skills assessment data. • Enhance and replace 1% of outdated instructional lab equipment within the entertainment technology, allied health and teacher education labs within the first year. • Increase access to open-ended and virtual resources across all areas by 3% within one year.
Strategy 2. Faculty and Staff professional training and skill enhancement.	• Increase access to professional training and development opportunities for faculty and staff by 25% over the next 4 years. • Increase CTE staff skilled development training access by 15% over the next 4 years. • Increase virtual training opportunities for CTE faculty and associated support staff by 10% over the next four years to increase understanding of nuanced technology and practices within health, education, accounting and STEM fields.	• Utilize 90% of grant funding allocated for training within one year. • Report a total of 5% of new faculty and staff having engaged in professional training and development opportunities directly related to discipline within the first year. • Actively case manage underrepresented students (men and women of color) in STEM and Health Sciences. Actively report that students have met with an advisor once per semester.

PERSISTENCE PRIORITY:

S.M.A.R.T.I.E. Goal: Increase concentrator status of underrepresented students by 6% over the next two years by supporting an Increase in embedded CTE program support services.

Strategy	Activities	Benchmarks
Strategy 1 Increase embedded instructional supports	• Increase participation and engagement in embedded tutoring and completion support services across all CTE program areas by 10% within the next two years. • Maintain completion and persistence support at current offering as an embedded resource within courses, which compliments program and course restructuring initiatives at the college such as co-requisite education and accelerated "7-week" course offerings. • Increase specialized tutoring access to promote CTE participant retention and progression to concentrator status.	• Utilize TracCloud technology to measure student tutoring and completion support engagement. Students will report having met with tutor or completion coach at least twice within one semester. Students will have met with tutor and completion coach four times within one academic year. • Embed completion support in critical CTE gateway and capstone courses with the objective of increasing successful completion of underrepresented students by 3% within the first year. • Work toward the goal of 10% improvement by year two. • Academic Center for Excellence will outreach CTE participants and concentrators (students on internal VSST list) twice, each semester within the first year. Outreach activities will be reported by office supervisor.

Strategy	Activities	Benchmarks
Strategy 2 **Increase access and use of co-curricular supports programs and resources.**	• Expand executive functioning training to support women of color who identify as having disabilities by 10% over the next two years. • Increase number of advising and career counseling staff within health sciences, workforce and career services by 4 members; to allow increased program advising, career pipeline support and accommodation needs support. • Increase career and functional training support for students with disabilities and students with known accommodations by 20%, to support the goal of increasing degree and credential attainment of this group by 20% over the next 4 years.	• Increase program participation by 3% within the first year, having 75% of students report that the programs met stated objectives. • Have students meet with assigned advisor, career counselor and disability support counselor twice per semester within the first year. Student appointments will be monitored via internal tracking. • 30% of CTE students with disabilities will report having met with a career advisor and have a base understanding of their career plan and goals outlined with their counselor by the end of the FY-25.

FUNDING NOTES

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

• Source 1: College funding as a base support
• Source 2: Student fee funds as a base supplement
• Source 3: Perkins grant funding as a supplement

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; 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:

S.M.A.R.T.I.E. Goal: Increase the number of CTE concentrators who receive industry recognized credentials within restaurant, culinary and catering by 6% within two years by enhancing embedded support services which include advising, completion and tutoring support.

Strategy	Activities	Benchmarks
Increase embedded support services: Advising, Completion, Tutoring and Disability Support.	• Provide wrap-around support services to students within the business and hospitality cluster (culinary) to increase industry relevant/recognized credential attainment by 6% within two years. • Embed completion specialists into CTE courses across the college, while targeting business and hospitality students to provide access to supports. • Increase access to tutoring and instructional support services for CTE students.	• Increase the number of CTE participants by 6% over 2 years with an increase of 3% within the first year. Provide direct intervention support by requiring advisor outreach twice per semester. • Assign completion specialists to business and hospitality courses with low success and high repeater rates with a goal of increasing successful program completion by 3% within the first year. • Provide embedded tutoring support for culinary and hospitality CTE program courses with low success rates and high repeater rates of students of color and students with disabilities with a goal of increasing completion by 3% over the next year.
	•	

PRIORITY 2:

S.M.A.R.T.I.E. Goal: Increase the number of participants that achieve concentrator status within the audiovisual communications technology program by 3% within the next year by Investing in instructional technology and the development of a comprehensive professional development program to ensure faculty and staff are well-equipped to meet the needs of program concentrators.

Strategy	Activities	Benchmarks
Strategy 1: Provide support for audio visual comm faculty and staff training which enhances instruction and pedagogy.	• Provide program faculty with an opportunity for the attendance of at least on conference or professional development opportunity which supports classroom and/or accreditation performance • Provide instructors with opportunity to engage in interactive development opportunities which promote student understanding and mastery of content. • Offer study aids and technical skill assessment vouchers which aid in students' proficiency for and successful completion of access exams.	• Increase the number of student completers by 3% over the next year by offering instructional development opportunities which enhance instructor competency, instructional performance and active learning of students. • Support student engagement and learning through demonstrative exercises that increase their awareness and understanding of material. • Increase access to certifying exam review workshops and practice material by 3% within the program across the academic year.
Strategy 2 Increase instructional technology to enhance the classroom environment and promote content mastery.	• Increase use of instructional aids, which include organic human material and facilitated instruction. • Increase use of instructional technology such as distance education devices, simulators and software.	• Utilize instructional aides to increase student successful completion of certifying exams by 6% over the next 2 years, having met the goal of 3% within the first year. • Utilize instructional technology to enhance student mastery of content and successful completion of allied health and business-related fields by 6% over the next 2 years, reaching 3% success within the first year. • Utilize Trac cloud data to monitor student use of tutoring and adaptive aid labs with the goal of increasing CTE student overall academic performance by 3% over the next year.

FUNDING NOTES

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

- Source 1: College funding as a base support
- Source 2: Student fee funds as a base supplement
- Source 3: Perkins grant funding as a supplement

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.

*NOTE REGARDING AREA D: This area is very loosely tied to the reality of the college. HCC's faculty demogrpahic reflects the populations of students we serve and the college does not have any meaningful challenges in retaining CTE educators. The area we feel is much more important to examin here is the need for additional instructional aids which may be used to maintain consistency of support within the classroom.

PRIORITY 1:

S.M.A.R.T.I.E. Goal: Retain CTE instructor retention at 90% year to year, over the next two years by expanding access to and offering a series of professional and personal development opportunities, which will also attract qualified candidates for available positions.

Strategy	Activities	Benchmarks
Strategy 1 Actively monitor retention of faculty and staff through people admin portal site. Develop strategies for retention when needed.	• Actively coordinate with human resources a quarterly update on CTE faculty demographic and retention data. • Coordinate review sessions with Deans and department heads to strategize retention initiatives. • Allocate funding for local, national, and virtual development opportunities linked to subject matter.	• One updated report should be provided per quarter regarding faculty and staff demographics and retention • One review session should be coordinated with deans and department heads regarding CTE faculty/ demographics with the intention of retaining or recruiting qualified, representative faculty and staff. • Increase CTE staff skilled development training access by 10% over the year using PowerSchool technology and PD opportunities. • Report a total of 8% of new faculty and staff having engaged in professional training and development opportunities directly related to discipline within the first year.

Strategy	Activities	Benchmarks
Strategy 2 Local conference attendance is critically important for sustained learning opportunities and growth. An increase in access to these opportunities allows for the fair exchange of information, research, best practice and network partnerships which lead to graduate career success.	• Allocate funding for local/national conference attendance. • Create opportunities for staff and faculty attendance at national conferences to promote the college and recruit faculty.	• Support funding for one national conference travel opportunity across FY-25 for each grant aided program of stud • Report a total of 8% of new faculty and staff having engaged in professional training and development opportunities directly related to discipline within the first year.

PRIORITY 2:

S.M.A.R.T.I.E. Coordinate two training opportunities across all CTE programs designed to suport faculties understanding of systemic state requirements for the ongoing development and support of CTE programs and future growth opportunities.

Strategy	Activities	Benchmarks
Strategy 1 **Coordinate training opportunities with MSDE partners designed to enhance staff understanding of program development and support requirements.**	• Coordinate training opportunities with MSDE leaders and the college's human resources division to ensure that the programs supported are within compliance of stated work plan objectives,	Host at least 1 workshop or training per semester for the programs supported by the grant.

Strategy	Activities	Benchmarks
Coordinate programs drop in opportunities on a quarterly basis	• Coordinate drop-in schedule with the various program area leaders to ensure that state required activities are being performed and measured against stated wok plan goals	Create an information share site, yearly calendar and teams' communication channel designed to support the affiliated program leaders.

FUNDING NOTES

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

- Source 1: College funding as a base support
- Source 2: Student fee funds as a base supplement
- Source 3: Perkins grant funding as a supplement

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1
- Note 2
- Note 3

PROMISING PRACTICES TO CONSIDER

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

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

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

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

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

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

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

Component E: State Determined Performance Level Attainment

OVERVIEW

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

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

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

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

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

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

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

INSTRUCTIONS

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

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

TABLE: STATE DETERMINED PERFORMANCE LEVELS AND ACTUAL LOCAL PERFORMANCE

Indicator	Performance Target	Performance Target (90%)	Actual Local Performance
2P1: Earned Recognized Post-Secondary Credential	44.40%	39.96%	**24%**

MISSED INDICATOR 1: 2P1 Earned Recognized Post Secondary Credential

S.M.A.R.T.I.E. Goal: The college will increase the number of students receiving recognized post-secondary credentials by 5% within 2 years.

Strategy	Activities	Benchmarks
Strategy 1: Enhance instructional technology and offer certifying exam practice and support	• Provide certifying exam practice workshops and review support to courses with lower TSA (technical skills assessment) success rates • Provide access to TSA's for student who are underserved and economically disadvantaged	• Provide certifying exam practice workshops and tests with the goal of increasing from 89% success rate to 93% success rate within the first year. • Decrease the number of attempts on certifying exams by 3% over the next year.
Strategy 2: **Increase instructional training and service delivery**	• Increase the number of instructional staff who attend accreditation specific conferences and workshops. • Conduct "train the trainer" teach back opportunities for faculty who may not attend sessions. • Engage in regional and local engagement opportunities which promote regional and statewide industry practice.	• increase the number of instructional staff who attend accrediting body professional development opportunities by 2 instructional staff by the end of year 1. • Monitor student progress within courses that engage in high impact, industry relevant practices with a goal of increasing target performance by 3% over the next year. • Track student outcomes across programs with a goal of increasing student performance by 3% within the next year.

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: $675,706.00

Required Uses of Perkins Funds (See List for Details)	Salaries / Wages	Contract Services	Equipment	Supplies and Materials	Other
1	370,056.00				
2					
3	21,530.00				
4			2,200.00		
5					54,707.04
6					
7		70,240.00			
8					
9	41,984.00				
Total	466,720.46	70,240.00	2,200.00	81,838.50	54,707.04

TOTAL: 675.706.00

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
Division of Career and College Readiness
PROPOSED BUDGET
POSTSECONDARY/OTHER RECIPIENTS/AGENCIES

Recipient Agency Name	Hoawrd Community College
Revenue Source Name	Perkins Post Secondary

Fiscal Year	2025

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

USE OF FUNDS		Federal	State/Local	Other (Specify)	TOTAL BUDGET
PERSONNEL					
	Fringe Benefits	$ 33,150.46			$33,150.46
	Salaries	$ 433,570.00			$433,570.00
MATERIALS &SUPPLIES					
EQUIPMENT		$ 2,200.00			$2,200.00
CONTRACTUAL SERVICES					$0.00
	Consultants	$ 70,240.00			$70,240.00
TRAVEL					
	Lodging	$ 14,790.08			$14,790.08
	Meals	$ 4,950.00			$4,950.00
	Miles	$ 10,260.96			$10,260.96
	Registration Fees/Other	$ 24,706.00			$24,706.00
OTHER RELATED COSTS					
	Child Care				$0.00
	Instructional Costs				$0.00
	Instructional Materials	$ 81,838.50			$81,838.50
	Mail				$0.00
	Printing				$0.00
	Telephone				$0.00
	Transportation				$0.00
	Tuition				$0.00
ADMINISTRATION/INDIRECT COSTS					
	Administration				$0.00
	Indirect Costs				$0.00
TOTAL		$675,706.00	$0.00	$0.00	$675,706.00

SOURCE OF FUNDS

Budget Approved by: *Thao Do*

(Signature & Date)

FINANCE OFFICER   Date: 09/16/2024

MSDE OFFICIAL   Date: Oct. 4, 2024

Budget proposed ps Revised 2/10

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		$ 675,706
Total Administrative Cost Allowed	0%	$ -
Allowable Indirect Cost Calculation		
Total Grant Award		$ 675,706
Subtract Amount of Equipment Purchases		$ 2,200
Indirect Cost Subtotal		$ 673,506
Local Indirect Cost Rate		$ -
Administrative Cost Calculation		
Indirect Cost Amount Taken		$ -
Administation Cost Taken		$ -
Total (Indirect/Direct) Administrative Cost		$ -
Totals		
Grant Subtotal		$ 675,706
Total (Indirect/Direct) Administrative Cost		$ -
Total Grant Award		$ 675,706
Maintenance of Effort Local/State		
FY 2023 Reported Expenditures *(See FY 2023 Annual Financial Report)*		$ 524,376
FY 2024 Estimated Expenditures		524,376.45

Howard_CC_FY25_Perkins_Formula_Submission

Final Audit Report   2024-10-04

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