



**Maryland**

STATE DEPARTMENT OF EDUCATION

# Career and Technical Education: Local Perkins Application Howard County

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

**MARYLAND STATE DEPARTMENT OF EDUCATION**

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# Local Application for Perkins Funding: Cover Page


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

LEA Name	
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<b>Individual Serving as Director of Career and Technical Education</b>	<Daniel Rosewag <Coordinator of Career and Technical Education <(410) 313 - 6797 < <a href="mailto:daniel_rosewag@hcpss.org">daniel_rosewag@hcpss.org</a>
<b>Individual Authorized to Sign Finalized C-125 (Financial Officer)</b>	<Jahantab Siddiqui <Chief Financial Officer <(410) 313 - 6680 < <a href="mailto:jahantab_siddiqui@hcpss.org">jahantab_siddiqui@hcpss.org</a>

**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 <LEA Name>**

  
 \_\_\_\_\_  
 <Superintendent's Name>  
 Superintendent of Schools

07/11/2024  
 \_\_\_\_\_  
 Date

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

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

July 18, 2024  
 \_\_\_\_\_  
 Date

## Recipient Assurances

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### INSTRUCTIONS

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

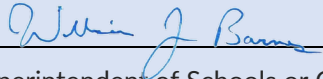
### RECIPIENT ASSURANCES

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

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

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

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

	07/11/2024
Superintendent of Schools or Community College President	Date

# Certification for Debarment, Suspension, Ineligibility, and Voluntary Exclusion

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## INSTRUCTIONS

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

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

## INSTRUCTIONS FOR CERTIFICATION

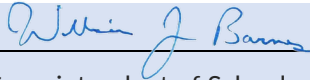
1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that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

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

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

**CERTIFICATION**

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

	07/11/2024
Superintendent of Schools or Community College President	Date



## General Education Provisions Act (GEPA) Notice

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### PURPOSE

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

### TO WHOM DOES THIS PROVISION APPLY?

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

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

### WHAT DOES THIS PROVISION REQUIRE?

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

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

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

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

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

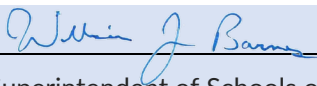
We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

## Local Perkins Application Certificate of Compliance

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

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



Superintendent of Schools or Community College President

07/11/2024

Date

## Component A: Labor Market Alignment

### OVERVIEW

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

### INSTRUCTIONS

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

### PRIORITY 1: Apprenticeship Growth

**S.M.A.R.T.I.E. Goal:** Expand Apprenticeship opportunities by 30% over the next three years by increasing staff capacity, streamlining apprenticeship-related processes for greater efficiency, increasing promotion of information and awareness, and increasing business/industry partnerships. Activities will be implemented with a focus on ensuring equitable access for all students. Progress will be measured by tracking student interest and applications, enrollment, and by tracking available positions through the growth of business partnerships.

Strategy	Activities	Benchmarks
<p><b>Add an 11-month resource teacher position to support all apprenticeship work.</b></p>	<ul style="list-style-type: none"> <li>● Provide an increased number of information sessions to students/parents about apprenticeship opportunities.</li> <li>● Increase outreach and connections with businesses for increased partnerships and apprenticeship opportunities.</li> <li>● Increase capacity to complete all needed tasks and processes required for Apprenticeship.</li> </ul>	<ul style="list-style-type: none"> <li>● A 10% yearly increase in the number of student applications received for apprenticeship.</li> <li>● A 10% yearly increase in the number of apprenticeship positions available for students.</li> </ul>

Strategy	Activities	Benchmarks
<p><b>Review and revise all processes currently utilized for apprenticeship to increase efficiency, communication, and provide more opportunities for students.</b></p>	<ul style="list-style-type: none"> <li>● Create scheduling and enrollment processes that include staff who are already in place, such as counselors, data clerks, and administrators.</li> <li>● Utilize automated processes for communication regarding applications, interviews, hiring, and scheduling.</li> <li>● Create more efficient processes for the tracking of student-related data and communications with employers.</li> </ul>	<ul style="list-style-type: none"> <li>● A 25% reduction in the number of scheduling issues that need to be problem-solved by the end of SY2024-25.</li> <li>● A 25% reduction in the number of questions and communications received about the application, interview, hiring, and scheduling processes by the end of SY2024-25.</li> <li>● A 50% increase in data collection and accuracy as it relates to students in their positions with employers (student attendance, employee evaluations, etc...).</li> </ul>

**PRIORITY 2: Industry Recognized Credential Assessment Access and Growth**

**S.M.A.R.T.I.E. Goal:** Increase the number of students earning Industry Recognized Credentials by 30% over the next three years by increasing the number of credential assessments offered at all high schools, aligning curriculum to support increased student success, and providing increased training and support for instructional staff. Progress will be measured by tracking student performance with credential assessments and the pass rates of students by teacher within specified course sections. Activities will be implemented with a focus on ensuring diversity in credential attainment that reflects our district’s demographic composition.

Strategy	Activities	Benchmarks
<p><b>Increase access to Industry Recognized Credential Assessments at all high schools for students in related coursework.</b></p>	<ul style="list-style-type: none"> <li>● Purchase and add licenses for all applicable assessments to all high schools.</li> <li>● Train all teachers associated with relevant coursework to set up and implement assessments and collect and report student data efficiently.</li> <li>● Work with our data collection and reporting team to accurately collect and review all student assessment data for the identification of continual next steps or improvement.</li> </ul>	<ul style="list-style-type: none"> <li>● 100% of schools are providing access for assessments that are relevant to coursework in their buildings and where licensure is in place by the end of SY2024-25.</li> <li>● 75% of teachers who provide instruction for coursework related to assessments are implementing assessments for their students by the end of SY2024-25.</li> <li>● A 20% yearly increase in the number of students earning Industry Recognized Credentials over the next two years.</li> </ul>

Strategy	Activities	Benchmarks
<p><b>Review and revise relevant coursework to best prepare students for success with Industry Recognized Credential Assessments.</b></p>	<ul style="list-style-type: none"> <li>● Identify all courses and Career Academy Pathways that should be preparing students to take and find success with approved Industry Recognized Credential assessments.</li> <li>● Utilize benchmark data from assessments to identify any instructional gaps or needed course revisions.</li> <li>● Identify curriculum writing and revision project teams composed of relevant instructional staff and implement needed curriculum revisions.</li> </ul>	<ul style="list-style-type: none"> <li>● 100% of relevant coursework identified for review and revision.</li> <li>● 100% of curriculums needing revision are updated/revised over the next three years.</li> </ul>

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

**FUNDING NOTES**

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

- Perkins funding for the 11-month Resource Teacher position
- Perkins funding for Workshop Wages to support curriculum writing needs
- Operating budget, where possible, to support needed Workshop Wages for curriculum writing

**ADDITIONAL NOTES FOR THIS COMPONENT**

- There is currently only one staff position dedicated for needed apprenticeship work, and budget and staffing constraints do not allow for expansion with needed apprenticeship staffing.
- Current operating budget constraints do not allow for adequate funding for needed curriculum review and revisions.
- Current operating budget constraints do not allow for the purchase of needed licenses for Industry Recognized Credential Assessments.

**PROMISING PRACTICES TO CONSIDER**

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

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

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

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

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

## Component B: Student Participation and Persistence

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### OVERVIEW

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

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

### INSTRUCTIONS

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

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

### **PARTICIPATION PRIORITY: Increased Information / Awareness for Increased Participation**

**S.M.A.R.T.I.E. Goal:** Increase the number of students participating within CTE Programs of Study by 5% over the next two years by creating an information and awareness structure that focuses on equitable access and promotes increased participation from non-traditional student groups and underrepresented student groups within specified clusters. This structure will include: multiple annual information sessions for all students and parents, training for staff, and highlighting career opportunities within all CTE Programs of Study. Success will be measured by tracking CTE Programs of study enrollment, participation, concentration, completer data, and the solicitation of feedback from all stakeholders regarding CTE information, awareness, and associated processes. Where possible, data will be disaggregated to ensure meeting the needs of all student groups.



Strategy	Activities	Benchmarks
<p><b>Create an information and awareness session structure that will be implemented annually at multiple points throughout the year at each middle and high school for all students and parents.</b></p>	<ul style="list-style-type: none"> <li>● Identify a calendar timeline of when and where all information sessions will occur and provide notification of these events to all relevant stakeholders.</li> <li>● Develop information and awareness resources for utilization and dissemination, such as presentations, brochures, and directions for how to access and navigate already available digital resources and guides.</li> <li>● Solicit instructional staff support with providing information sessions and provide training and resources for information session implementation.</li> </ul>	<ul style="list-style-type: none"> <li>● Establish baseline engagement and attendance data for all stakeholder groups with provided sessions during SY2024-25, and have a 10% overall increase of engagement and attendance during SY2025-26.</li> <li>● A 5% overall increase of student interest and participation for SY2025-2026.</li> </ul>
<p><b>Provide annual “Understanding CTE Options and Benefits” training for internal staff (including, but not limited to, school counseling staff, administrators, liaisons).</b></p>	<ul style="list-style-type: none"> <li>● Develop an “Understanding of CTE Options and Benefits” training for internal stakeholder staff.</li> <li>● Create an annual calendar of provided training and implement training with appropriate internal staff.</li> <li>● Utilize current, and new, industry/business partnerships to provide information for information and training sessions so that relevant, up to date, career relevant information is included with all information/training sessions.</li> </ul>	<ul style="list-style-type: none"> <li>● Completion of a needed training presentation, agenda, and relevant supplementary resources by the end of semester one, SY2024-25.</li> <li>● 50% of all relevant internal staff receive information/training by the end of SY2024-25.</li> </ul>

**PERSISTENCE PRIORITY: Instructional Support Structure and Implementation**

**S.M.A.R.T.I.E. Goal:** Develop and implement an instructional support structure where 100% of CTE instructional staff have the opportunity to receive training, professional learning, and instructional collaboration opportunities that are outside what is already provided throughout the year for all content staff. Training will include methods for engaging all students equitably and supporting diverse learners. Success will be measured by tracking teacher participation with all opportunities provided and cross referencing student persistence data over the next three years by cluster, program of study, and teacher.

Strategy	Activities	Benchmarks
<p><b>Create a structure of instructional support that focuses on collaboration, training, and professional learning and is available to all instructional staff, while targeting non-tenured staff.</b></p>	<ul style="list-style-type: none"> <li>● Identify all instructional support needs and create a process for staff participation.</li> <li>● Provide directions and opportunities for staff to partner and connect with one another throughout the year for collaboration and co-planning.</li> <li>● Provide opportunities for staff to connect with industry/business partners for the incorporation of relevant industry experiences being embedded within instructional practices.</li> </ul>	<ul style="list-style-type: none"> <li>● 100% of staff receiving information and direction for participation by the beginning of SY2024-25.</li> <li>● At least 25% of CTE instructional staff attending/participating by the end of SY2024-25.</li> <li>● At least 50% of all new, non-tenured, and/or provisional staff participating by the end of SY2024-25.</li> <li>● At least 50% of participating staff including industry relevant experiences for students within their instructional practices.</li> </ul>
<p><b>Collaborate with internal departments (EDL, Special Education, Alternative Education, etc....) and industry/business partners to provide relevant training for all CTE instructional staff throughout the year.</b></p>	<ul style="list-style-type: none"> <li>● Identify all relevant internal departments that could support improved instructional practices and then schedule and implement meaningful training for CTE instructional staff throughout the year.</li> <li>● Collaborate with industry/business partners to include relevant career and industry related information with professional learning experiences provided to CTE instructional staff.</li> <li>● Track student persistence data and cross reference the data with participating instructional staff for the identification of trends and next steps.</li> </ul>	<ul style="list-style-type: none"> <li>● 50% of all relevant internal departments providing training for CTE instructional staff by the end of SY2024-25.</li> <li>● 25% of participating staff including industry related experiences for students within their instructional practices by the end of SY2024-25.</li> <li>● A 5% increase of student persistence amongst students taking courses with teachers participating with offered training and professional learning.</li> </ul>

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

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

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

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

**FUNDING NOTES**

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

- Perkins funding for workshop wages for staff attending and/or participating with instructional support and new trainings to be offered as well as industry related partnership experiences to enhance instructional opportunities within the classroom.
- Perkins funding for transportation for field trips that are industry/career related experiences.

**ADDITIONAL NOTES FOR THIS COMPONENT**

- There are not enough workshop wages available through the operating budget to support an expansion of instructional support or provide relevant training needed for staff at the times that staff are available.
- Transportation funding for field trips is not provided for CTE within the operating budget.

**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

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### OVERVIEW

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

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

### INSTRUCTIONS

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

### PRIORITY 1: Curriculum Review, Revision, and Industry Alignment

**S.M.A.R.T.I.E. Goal:** Develop and implement a structure where 50% of all CTE course curricula are reviewed and/or revised over the next three years so that there is alignment with industry standards/experiences, which will result in a 5% increase of student persistence within each cluster. Progress and success will be measured by tracking all CTE course reviews and revisions and by tracking student performance, persistence, and completion data in alignment with credential assessment data where appropriate with aligned coursework. Where possible student data will be disaggregated to ensure equitable access for all student groups.

Strategy	Activities	Benchmarks
<p><b>Create a systematic timeline and process for the review and revision of all CTE career pathway clusters to occur over the next three years and solicit relevant instructor participation with each curriculum revision project.</b></p>	<ul style="list-style-type: none"> <li>● Create a timeline of when each curriculum will be reviewed.</li> <li>● Create universal processes (instructions, expectations, and logistics) to be followed with all curriculum reviews and revisions.</li> <li>● Identify instructors to be lead content facilitators for each cluster/career academy for the purpose of providing organization and communication around related curriculums.</li> </ul>	<ul style="list-style-type: none"> <li>● 50% of all CTE Program of Study clusters identified and included within a timeline for review and needed revisions by the beginning of SY2024-25.</li> <li>● 100% of all curriculum review and revision teams utilizing universal processes and expectations by the end of SY2024-25.</li> <li>● 100% of all clusters, or career pathways where individually applicable, having an identified content facilitator by the end of SY2024-25.</li> </ul>
<p><b>Collaborate with industry/business partners and seek their input and participation with curriculum revisions to ensure that relevant industry related information and experiences are included.</b></p>	<ul style="list-style-type: none"> <li>● Identify relevant industry/business partners for participation with each cluster/career academy/content area.</li> <li>● Collaborate with industry/business partners to identify relevant information and student experiences to be included for each cluster/career academy/content.</li> <li>● Track student persistence data and cross reference with included experiences for identification of success and next steps.</li> </ul>	<ul style="list-style-type: none"> <li>● 50% of all cluster/career academy/content areas having identified industry/business partners to provide consultation for relevant industry related instructional experiences by the end of SY2024-25.</li> <li>● At least two industry related experiences identified for inclusion within curriculum revisions, where applicable, with each curriculum project identified for implementation during SY2024-25.</li> <li>● A 5% increase of student persistence within each cluster in the year following new curriculum implementation over the next three years.</li> </ul>

**PRIORITY 2: Participation and Persistence Barriers**

**S.M.A.R.T.I.E. Goal:** Identify 100% of all CTE Programs of Study that are not offered, or are not offered in their full scope and sequence, at each high school and work with administrators, guidance staff, and instructors over the next three years to develop solutions that break down logistical barriers that currently prohibit student participation and persistence. Success will be measured by tracking student interest, participation, and persistence within these identified programs at each school while also tracking for the reduction of CTE Programs of Study not being offered. Where possible student data will be disaggregated to ensure equitable access for all student groups.

Strategy	Activities	Benchmarks
<p><b>Collaborate with staff, both at schools and at Central Office, to identify all barriers that are prohibiting CTE Programs of Study from running at high schools, or why they are not running in their full course scope and sequence.</b></p>	<ul style="list-style-type: none"> <li>● Meet with school administrators to identify the barriers that they are encountering with running CTE courses.</li> <li>● Meet with HR and other Central Office staff to discuss the barriers and obstacles that schools are facing when trying to run courses and identify processes and/or requirements that need to be revised and identify possible solutions.</li> </ul>	<ul style="list-style-type: none"> <li>● The identification of all barriers that are prohibiting CTE courses and full Programs of Study from running at applicable schools by the end of SY2024-25.</li> <li>● The revision of processes, where possible, and new guidance being provided regarding options for students to participate and/or persist with identified lack of access related CTE Programs of Study for the SY2025-26 school year.</li> </ul>
<p><b>Develop solutions for all programs identified as having barriers and/or are not running to increase access and student persistence.</b></p>	<ul style="list-style-type: none"> <li>● Collaborate with HR and school administration to identify all possible solutions to running CTE courses and Programs of Study when there has been enough student interest identified, but barriers that have historically been in place prohibit the courses / POS from running.</li> </ul>	<ul style="list-style-type: none"> <li>● A 5% increase in the number of CTE courses running at high schools over the next two years</li> </ul>

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

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

**FUNDING NOTES**

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

- Perkins funding for possible workshop wages where needed

**ADDITIONAL NOTES FOR THIS COMPONENT**

- Note 1: This strategic plan may not require funding as it will be an embedded component of the overall CTE strategic plan and the roles and responsibilities of the CTE Leadership Team.

**PROMISING PRACTICES TO CONSIDER**

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

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

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

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

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

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



## Component D: Recruiting, Developing, and Retaining CTE Educators

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### OVERVIEW

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

Your stakeholder team was 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: CTE Instructional Training and Professional Development

**S.M.A.R.T.I.E. Goal:** To increase teacher retention and improve instruction, provide 100% of new, non-tenured, and provisional CTE educators with structured professional development and support that spans over a two year period and includes extensive onboarding, training, lesson planning, instructional support, and Professional Learning. Success will be measured by tracking staff participation, feedback reviews from participating and evaluative staff, and CTE teacher retention rates moving forward. Training and support for teachers will include ways to engage all students and ensure equitable participation and achievement in CTE coursework.

Strategy	Activities	Benchmarks
<p><b>Create a structured Professional Development/Support plan that includes training, instructional support, and professional learning and spans a two year period for all new, non-tenured, and provisional CTE instructional staff.</b></p>	<ul style="list-style-type: none"> <li>● Reach out to all departments that should be included to provide training and solicit administrator feedback for what should be included within the plan and create a calendar of training.</li> <li>● Solicit teacher feedback regarding what is needed to provide teacher instructional support and create a structure of opportunities that teachers can take advantage of through SY2024-25 school year.</li> <li>● Provide directions and processes for teacher participation and implement the strategic plan for teacher support and professional development.</li> </ul>	<ul style="list-style-type: none"> <li>● Having a structured calendar in place by the start of SY2024-25.</li> <li>● Having a finalized list and participation process for CTE instructors to participate in by the start of the start of SY2024-25.</li> <li>● A new, non-tenured, and provisional teacher participation rate of 50% by the end of SY2024-25.</li> </ul>
<p><b>Develop and implement an annual articulation process between middle and high school CTE instructors for the purpose of increased instructional cohesion, teacher support, and enhanced instructional experiences for students.</b></p>	<ul style="list-style-type: none"> <li>● Identify school clusters composed of all feeders to high schools, create a structural plan for instructional collaboration, and communicate all processes and opportunities to CTE instructional staff.</li> <li>● Provide opportunities for MS and HS instructional staff to collaborate and/or visit one another during the instructional day.</li> </ul>	<ul style="list-style-type: none"> <li>● A 50% participation rate of staff by the end of SY2024-25.</li> </ul>

**PRIORITY 2: CTE Instructional Recruitment**

**S.M.A.R.T.I.E. Goal:** In collaboration with Human Resources, develop and implement a CTE teacher recruitment plan focused on increasing instructor diversity that identifies and targets: qualifying institutions that offer relevant certifications and programs of study, industries that have potential individuals interested in teaching as a second profession, and current non-CTE

certified content instructors who are interested in becoming CTE instructors. Success will be measured by tracking how interested CTE instructional candidates are finding and applying to HCPSS and the qualifications and certifications of candidates applying and who are hired.

Strategy	Activities	Benchmarks
<p><b>Collaborate with the Human Resources Department to identify all institutions that offer programs of study / certifications for CTE Programs of study and develop a communications plan to regularly notify these institutions of opportunities with HCPSS.</b></p>	<ul style="list-style-type: none"> <li>● Work with HR to identify all institutions within neighboring regions that offer CTE Programs of Study for certification.</li> <li>● Develop a communications plan that provides regular communication regarding instructional opportunities.</li> <li>● <i>Reach Activity</i> - Possibly make personal visits to institutions with CTE POS that are in need.</li> </ul>	<ul style="list-style-type: none"> <li>● All applicable institutions have been identified by October of next school year.</li> <li>● There is evident two-way communication occurring between HCPSS and at least 50% of identified institutions by the end of SY2024-25.</li> <li>● There is at least one first year applicant to HCPSS by the end of SY2025-26.</li> </ul>
<p><b>Work with school based CTE instructional leaders to talent spot teachers in other contents that may have an interest in changing to CTE and provide direction and support for the attainment of needed certifications.</b></p>	<ul style="list-style-type: none"> <li>● Create a strong CTE instructional community built on consistent communication and support that will attract content changers for needed positions.</li> <li>● Collaborate with HR to identify the most efficient directions and processes for teachers in other contents to become certified for CTE programs of study.</li> </ul>	<ul style="list-style-type: none"> <li>● A 5% increase in voluntary transfer requests during the SY2024-25 Voluntary Transfer window by teachers that are currently within other contents.</li> <li>● A 5% increase in the number CTE certifications obtained by teachers in other contents by the end of SY2024-25.</li> </ul>

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

**FUNDING NOTES**

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

- Possibly Perkins funding for workshop wages if personal visits are made to institutions with relevant CTE Programs of Study for needed certification areas.

**ADDITIONAL NOTES FOR THIS COMPONENT**

- If personal visits to institutions are not made, which is a likely possibility, there will not be a funding need for this goal.

**PROMISING PRACTICES TO CONSIDER**

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

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

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

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

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

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

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

## Component E: State Determined Performance Level Attainment

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### OVERVIEW

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

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

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

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

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

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

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

### INSTRUCTIONS

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

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

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

Indicator	Performance Target	Performance Target (90%)	Actual Local Performance
1S1: Four-Year Graduation Rate	89.97%	80.97%	96%
2S1: Academic Proficiency in Reading / Language Arts	52.30%	47.07%	70%
2S2: Academic Proficiency in Mathematics	48.00%	43.2%	58%
2S3: Academic Proficiency in Science	-	-	17%
3S1: Post-Secondary Placement	76.50%	68.85%	87%
4S1: Non-traditional Program Concentration	28.72%	25.85%	<b>19%</b>
5S1: Program Quality Attained Recognized Credential	78.41%	70.57%	87%
5S4: Program Quality: Other (TSA Attainment)	78.41%	70.57%	88%

**MISSED INDICATOR 1: 4S1: Non-Traditional Program Concentration**

S.M.A.R.T.I.E. Goal: Develop and implement a CTE information and awareness marketing structure that includes the targeting of non-traditional student groups within specified CTE Programs of Study that will result in a 5% growth of participation by these student groups over the next two years. Success will be measured by tracking disaggregated student enrollment numbers and by tracking feedback of how students are finding out about programs and why they are enrolling.

Strategy	Activities	Benchmarks
Provide targeted information and awareness presentations to students groups and their parents that are underrepresented in specified CTE Programs of study.	<ul style="list-style-type: none"> <li>Identify coursework where specified underrepresented student groups are traditionally enrolled and provide presentations to students/classes/teachers within these courses</li> <li>Provide parent information sessions and target the participation of parents for underrepresented student groups.</li> </ul>	<ul style="list-style-type: none"> <li>A 5% overall increase of underrepresented student groups within CTE Programs of Study for SY2025-26. (This overall increase will be as a result of both strategies combined)</li> <li>Establish baseline parent attendance/participation data and show a 10% increase of parent attendance/participation over a two-year period for overall session attendance.</li> </ul>

Strategy	Activities	Benchmarks
<p><b>Provide professional industry presentations to targeted student groups from industry partners that are identified as part of underrepresented student group populations.</b></p>	<ul style="list-style-type: none"> <li>● Collaborate with industry partners to identify individuals currently working within industry to provide presentations that include, career path overviews, benefits, and the opportunities for underrepresented individuals within specified industries.</li> <li>● Solicit student feedback from presentations inquiring about what they learned and whether they are now interested in career pathways that were covered during specified presentations.</li> </ul>	<ul style="list-style-type: none"> <li>● Having identified industry partner individuals to provide presentations for at least 50% of Career Pathways that have been identified as having underrepresented student group populations.</li> <li>● A 5% increase of course interest and/or enrollment amongst underrepresented student groups within specified CTE Programs of Study.</li> </ul>

**MISSED INDICATOR 2: <ENTER INDICATOR TITLE HERE>**

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

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

## Component F: Budget

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### INSTRUCTIONS

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

### REQUIRED USES OF PERKINS FUNDING

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: \$452,140.00**

Required Uses of Perkins Funds (See List for Details)	Salaries / Wages	Contract Services	Equipment	Supplies and Materials	Other
11-month Resource Teacher for Apprenticeship	\$115,262.00	\$0.00	\$0.00	\$0.00	\$34,378.00
Workshop wages for Instructional Support and Content Facilitators for CTE Clusters	\$46,786.00	\$0.00	\$0.00	\$0.00	\$3,579.00
Industry Recognized Credential Assessment Licensures and Assessments for all High Schools	\$0.00	\$236,421.00	\$0.00	\$0.00	\$0.00
Transportation for Career / Industry related field trips / experiences	\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00
Indirect Rate	\$0.00	\$0.00	\$0.00	\$0.00	\$5,714.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

**FINANCIAL COMPLIANCE WORKSHEET AND BUDGET FORM C-125**

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

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

ORIGINAL GRANT BUDGET	452,140.00	AMENDED BUDGET #		REQUEST DATE	3/2024
GRANT NAME	Perkins V	GRANT RECIPIENT NAME	Howard County Public School System		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	Strengthening Career and Technical Education for the 21st Century Act	RECIPIENT AGENCY NAME	Howard County Public School System		
FUND SOURCE CODE		GRANT PERIOD	7/1/2024	6/30/2025	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						5,714.00	5,714.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.	162,048.00	236,421.00					398,469.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Programs							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instructional Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 06 Educ. Prog. In State Institution							0.00
Prog. 07 Non Public Programs							0.00
Prog. 09 Instructional Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>		10,000.00					10,000.00
<b>210 Operation of Plant</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Maintenance of Plant</b>							0.00
<b>212 Fixed Charges</b>				37,957.00			37,957.00
<b>213 Food Services</b>							0.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	162,048.00	246,421.00	0.00	37,957.00	0.00	5,714.00	452,140.00

Finance Official Approval	Jahantab Siddiqui	<i>Jahantab Siddiqui</i>	5/23/24	410-313-6680
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	William J. Barnes	<i>William J. Barnes</i>	5/23/24	410-313-6688
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	Richard Kincaid	<i>RK</i>	July 18, 2024	
	Name	Signature	Date	Telephone #

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 C3**), the local indirect cost rate (**Cell B4**), and the total amount of equipment purchases (**Cell C7**). If no equipment is purchased, then leave the cell blank. If your indirect cost is less than the allowable amount, then enter the amount in **Cell C13**.

<b>Formula Award Amount</b>		<b>\$ 452,140</b>
<b>Local Indirect Cost Rate</b>	<b>1.28%</b>	
<b>Allowable Indirect Cost Calculation</b>		
Total Grant Award		\$ 452,140
Subtract Amount of Equipment Purchases		
Indirect Cost Subtotal		\$ 452,140
Indirect Cost Amount Taken		\$ 5,714
<b>Subtotals</b>		
Grant Subtotal with Allowable Indirect		\$ 446,426
Total Allowable Indirect Cost		\$ 5,714
Indirect Cost Taken		<b>\$ 5,714</b>
<b>Totals</b>		
Grant Subtotal with Actual Indirect		\$ 446,426
Total Grant Award		<b>\$ 452,140</b>
<b>Maintenance of Effort Local/State</b>		
FY 2023 Reported Expenditures <i>(See FY 2023 Annual Financial Report)</i>		
FY 2024 Estimated Expenditures		






# Carl D. Perkins Local Application\_ Signatures for Final Approval

Final Audit Report

2024-07-18

Created:	2024-07-18
By:	Marquita Friday (Marquita.Friday@maryland.gov)
Status:	Signed
Transaction ID:	CBJCHBCAABAAjvmZmMxj1mHB5m701hQQ6_1VuE72RYb0

## "Carl D. Perkins Local Application\_ Signatures for Final Approval" History

-  Document created by Marquita Friday (Marquita.Friday@maryland.gov)  
2024-07-18 - 11:48:45 AM GMT
-  Document emailed to Richard Kincaid -MSDE- (richard.kincaid@maryland.gov) for signature  
2024-07-18 - 11:49:50 AM GMT
-  Email viewed by Richard Kincaid -MSDE- (richard.kincaid@maryland.gov)  
2024-07-18 - 1:26:34 PM GMT
-  Document e-signed by Richard Kincaid -MSDE- (richard.kincaid@maryland.gov)  
Signature Date: 2024-07-18 - 1:27:25 PM GMT - Time Source: server
-  Agreement completed.  
2024-07-18 - 1:27:25 PM GMT