



# Career and Technical Education: Local Perkins Application Somerset County

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

Office of College and Career Pathways

2024 - 2025

MARYLAND STATE DEPARTMENT OF EDUCATION

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# Local Application for Perkins Funding: Cover Page


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

<b>LEA Name</b>	<b>Somerset County Public Schools</b>
<b>Superintendent Information</b>	Dr. Ava Tasker-Mitchell atasker-mitchell@somerset.k12.md.us
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<b>Individual Authorized to Sign Finalized C-125 (Financial Officer)</b>	Mrs. Linda Johnson Director of Finance 410-651-6100 ljohnson@somerset.k12.md.us

### SIGNATURES

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

On behalf of <LEA Name>

	<u>9/9/24</u>
Dr. Ava Tasker-Mitchell Superintendent of Schools	Date

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

	<u>August 5, 2024</u>
Richard W. Kinard Secretary, Office of College and Career Pathways	Date

## Recipient Assurances

### INSTRUCTIONS

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

### RECIPIENT ASSURANCES

By receiving funds under this grant, the grantee agrees 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 (GEPVA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or users of the training of users 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 determining that its activities conform with Section 504 of the ADA (42 U.S.C. 12201) as a bona fide public plan. The grantee shall indemnify and hold the State harmless in any actions, lawsuits, or other proceedings 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 recipient certifies that they have complied with Federal Executive Order 12813, "Debarment and Suspension" set forth in 2 CFR § 150, 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 and accounting procedures by guidelines set forth in 2 CFR § 200 and applicable state law and regulation. By accepting federal funds, the recipient agrees that the amount of this grant awards will be spent 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 § 101 part 1, 200100 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, if there is.

7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit (promptly, accurately, 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 for before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a district implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 1% 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 extensions 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 are either web-based or technology based 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 7-210 of the Education Article, Annotated Code of Maryland.
11. Grantee shall rectify any findings that have been determined through the federal or State audit process to have been in aspect, 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. No repayment may be made by an officer or funds that are otherwise due the grantee.

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



Superintendent of Schools at Community College, President



Date

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

### INSTRUCTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 87, for all lower tier transactions meeting the threshold and tier requirements stated at Section 8.110.

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 MSDOE 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 to 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 of 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 these regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not 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 covered party's not required to disclose that which is normally possessed by a competent person in the ordinary course of business dealings.

- 9. Except for transactions authorized in other paragraphs 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 originates may pursue available remedies, including suspension and 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.

*Ava Tucker-Hatch*

9/10/24

\_\_\_\_\_  
 Superintendent of Schools / Community College President

\_\_\_\_\_  
 Date



## General Education Provisions Act (GEP A) 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 (GEP A) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEP A, enacted as part of the Improving America's Schools Act of 1991 (Public Law 102-182).

### TO WHOM DOES THIS PROVISION APPLY?

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

If this program is a State-formula grant program, a State is due 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 rather than an individual person to include in its application a description of the steps it will 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 local, 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 the concerns of gender-based and transgender students, and efforts to reach out to and inform the families of LGBT students.

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

## Local Perkins Application Certificate of Compliance

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

1. Funds received under this title will be used to carry out Career and Technical Education Programs as required under Workforce 2025 of the federal funding Career and Technical Education Reauthorization Act.
2. Provide Career and Technical Education programs of such type, 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, and/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 1991 (20 USC 1591 et seq) or to carry out, through programs funded under this Act, activities that were funded under the School-to-Work Opportunities Act of 1991, 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. All related agreements are approved annually by the local governing body.



Superintendent of Schools at Community College – resident



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 (H-HWID) careers. When completing your Comprehensive Local Needs Assessment, you were asked to consider the level of alignment for each CTE POC offered in our 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 H-HWID careers.

### INSTRUCTIONS

Review the five priorities that you identified in your CLNA and select the top two priorities (in which you will focus) and 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: Student Outreach and Engagement

**S.M.A.R.T.I.E. Goal:** Increase student enrollment in at least half of the CTE programs aligned with high-wage, high-skill, and in-demand careers by 10% over the next academic year through targeted outreach efforts, enhanced support services, and equitable access to resources, while partnering with industry professionals, tracking attendance and feedback, and eliminating participation barriers.

**Specific:** Increase student enrollment in at least half of the CTE programs aligned with high-wage, high-skill, and in-demand careers by 10% by implementing targeted outreach efforts such as career fairs, guest speaker events, and informational sessions over the next academic year. Additionally, enhance support services to assist students in navigating their educational and career options.

**Measurable:** Measure the increase in student enrollment in the targeted CTE programs and track attendance at outreach events. Collect feedback from students on the effectiveness of the information and guidance provided.

**Achievable:** Partner with industry professionals and local businesses to host events and sessions. Develop marketing materials and session content that are appealing and informative. Train guidance counselors and career advisors to provide enhanced support and counseling.

**Relevant:** This goal aligns with the need to prepare students for future job markets by focusing on careers that are not only in demand but also offer higher wages and require specialized skills.

**Time-bound:** Set milestones for each quarter of the academic year to plan, execute, and evaluate outreach activities and support enhancements, aiming for full implementation and achievement of the 10% increase in enrollment in at least half of the programs by the end of the academic year.

**Inclusive:** Ensure that outreach efforts and support services are accessible to all students, including those from underrepresented or disadvantaged backgrounds. Tailor communications to meet diverse needs and provide additional resources where necessary to ensure equitable participation.

**Equitable:** Actively seek to eliminate barriers to participation in these CTE programs by providing resources such as transportation, language support, and financial aid information specifically targeting underserved populations

Strategy	Activities	Benchmarks
<p><b>Career Fairs and Guest Speaker Events</b></p>	<ul style="list-style-type: none"> <li>The staff, career coach, and guidance counselors will Organize semesterly career fairs featuring companies and speakers from high-wage, high-skill sectors.</li> <li>Instructors will Host guest speaker events with professionals who can discuss career paths, day-to-day responsibilities, and long-term opportunities in their fields that support the POS SCTHS has to offer.</li> <li>The admin and teachers will Implement post-event follow-ups with students to collect feedback and encourage participation in a CTE POS.</li> </ul>	<ul style="list-style-type: none"> <li>Host at least one career fair per semester (Fall and Spring)</li> <li>Host two guest speaker events per quarter. Cover the majority of POS offered at SCTHS with an industry guest speaker.</li> <li>Gather and analyze feedback from at least 80% of event participants to inform future outreach and support strategies. This will be done after each event.</li> </ul>
<p><b>Guidance and Support Services</b></p>	<ul style="list-style-type: none"> <li>The CTE administrator will Educate the county Career Coach and school-based outreach counselors about CTE pathways available for students.</li> <li>Counselors and the Career Coach will Provide personalized counseling sessions to help students understand their options and the steps needed to pursue a CTE pathway.</li> <li>The Career Coach and instructors will Use SchoolLinks to assist students in exploring CTE careers independently.</li> <li>The CTE admin and instructors will Offer informational sessions about the benefits of CTE programs to students and parents, covering topics like potential earnings, career stability and progression opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Meet with counselors and career coach before the start of school (August). Monitor student progress in CTE POS - Quarterly</li> <li>Monitor student activity on the SchoolLink platform - Quarterly</li> <li>Conduct at least one informational session or workshop per semester for students and parents.</li> <li>Reach a total 10% increase in student enrollment in targeted CTE programs by the start of the next academic year.</li> </ul>

Strategy	Activities	Benchmarks
<p><b>School Outreach and awareness campaigns</b></p>	<ul style="list-style-type: none"> <li>• Instructors will Conduct Homeschool Visitations</li> <li>• The IMP POS students will assist in Developing Outreach Materials</li> <li>• SC THS admin and instructors will Host Information Sessions</li> <li>• SC THS will Offer CTE Exploration course for all 9<sup>th</sup> graders</li> <li>• SC THS admin and instructors will Offer CTE Summer Camps</li> </ul>	<ul style="list-style-type: none"> <li>• Instructors will conduct homeschool visitations to recruit for POS each semester</li> <li>• Create culturally relevant outreach materials about CTE POS offerings. Have materials available throughout the school year and at information sessions</li> <li>• Conduct at least 4 outreach information sessions to students and parents about CTE offered. Once per quarter</li> <li>• Have 9th-grade students take one semester of CTE Exploration to explore POS offerings.</li> <li>• Offer summer camps so students can experience a POS (July).</li> </ul>

**PRIORITY 2: Apprenticeship Maryland Program & Business Relations**

**S.M.A.R.T.I.E. Goal:** Increase the number of students participating in the Apprenticeship Maryland Program from 1 to 5 and the number of participating local businesses gaining state approval from 1 to 5, by June 2025 through targeted outreach, support, and collaboration efforts.

**Specific:** Increase the number of students enrolled in the Apprenticeship Maryland Program from 1 to 5 by the end of the next academic year. Additionally, increase the number of local businesses participating and gaining state approval in the program from 1 to 5.

**Measurable:** Track the number of students enrolled, the number of local businesses participating, and the number of businesses approved by the state.

**Achievable:** Collaborate with school counselors, local business associations, and the state apprenticeship office to identify potential student candidates and businesses. Conduct informational sessions and workshops to raise awareness and provide guidance on the approval process.

**Relevant:** This goal aligns with our mission to provide students with valuable career development opportunities and support local businesses in fostering a skilled workforce.

**Time-bound:** Achieve these targets by the end of the next academic year (June 2025).

**Inclusive:** Ensure outreach efforts target a diverse group of students and businesses, providing equal opportunities for participation regardless of background.

**Equitable:** Provide additional support and resources to students and businesses from underrepresented communities to ensure fair access to the program.

Strategy	Activities	Benchmarks
<b>Increase Student Participation</b>	<ul style="list-style-type: none"> <li>• SCTHS admin and webmaster will Promote the program through social media, school events, and other outlets</li> <li>• SCTHS admin and AMP facilitator will Collaborate with school counselors and career coach to identify possible candidates based on their CTE performance and interests</li> <li>• SCTHS admin and AMP facilitator will Conduct formal sessions with students and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Have 5 students enrolled in AMP by June 2025</li> <li>• Conduct an AMP night for students and parents of 10<sup>th</sup> and 11<sup>th</sup> graders (fall and spring)</li> </ul>
<b>Increase Business Participation</b>	<ul style="list-style-type: none"> <li>• SCTHS Admin will Hire an AMP Facilitator to find business and place students</li> <li>• The AMP Facilitator will Host workshops for local businesses to explain the program and benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Have 5 state approved businesses available for AMP students by the end of the 24-25 school year</li> <li>• Host meeting with business by end of Q3</li> </ul>
<b>Facilitate State Approval for Businesses</b>	<ul style="list-style-type: none"> <li>• SCTHS Admin will Hire an AMP facilitator to focus on getting businesses and helping them through the approval process</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2025, increase approved businesses to at least 5</li> <li>• Hire an AMP Coordinator by August 2024</li> </ul>

## FUNDING NOTES

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

- Perkins – for staffing of a CRD instructor/AMP coordinator
- Local
- In-County Grant

## ADDITIONAL NOTES FOR THIS COMPONENT

- AMP was added as a new POS in 2023-24 with limited waitlist due to the lack of approved businesses as an approved employer.
- We submitted a CRD proposal to add a new POS. CRD POS will focus on the labor market and prepare students for employment.

## PROMISING PRACTICES TO CONSIDER

**Industry Partnerships and Advisory Committees:** Forge strong partnerships with local industries and establish advisory committees comprised 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 II to inform the development and refinement of CTE programs. This involves analyzing employment trends, wage data, and labor projections to identify HS-HW/ID careers in the region. Tools like the Bureau of Labor Statistics and state labor department resources can provide comprehensive data for this analysis.

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

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

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



## Component B: Student Participation and Persistence

### OVERVIEW

Students who participate in CTE or 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 a strategic plan for each of the priorities chosen](#).

### PARTICIPATION PRIORITY: Targeted Recruitment and Outreach

**S.M.A.R.T.I.E. Goal:** Over the next two academic years, we will increase the enrollment of Hispanic students in CTE programs by 10% through targeted outreach initiatives, bilingual informational sessions, and culturally relevant marketing, ensuring inclusivity and providing equitable support services.

**Specific:** Increase the enrollment of Hispanic students in Career and Technical Education (CTE) programs.

**Measurable:** Boost the enrollment rate of Hispanic students in CTE programs by 10% over the next two years.

**Achievable:** Implement targeted outreach initiatives, partnerships with community organizations, bilingual informational sessions, and culturally relevant marketing materials to attract Hispanic students.

**Relevant:** This goal aligns with the broader mission of the CTE program to provide diverse and inclusive educational opportunities that reflect the community's demographics and needs.

**Time-bound:** Achieve the target enrollment increase within the next two academic years.

**Inclusive:** Ensure that outreach and recruitment efforts are designed to be accessible and appealing to Hispanic students and their families, considering cultural and linguistic factors.

**Equitable:** Provide additional support services, such as bilingual counseling and mentoring, to help Hispanic students successfully enroll in and complete CTE programs.

Strategy	Activities	Benchmarks
<b>Targeted Outreach Initiatives</b>	<ul style="list-style-type: none"> <li>• SCTEHS admin and interested CTE instructors will Attend and present at local events and community meetings involving the Hispanic community.</li> <li>• SCTEHS admin will Collaborate with local high school guidance counselors to encourage Hispanic students to take part in CTE programs offered.</li> <li>• School counselors, the Career Coach, and ESL case managers will Offer workshops on college and career readiness specifically for Hispanic students.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in 2 community events per year.</li> <li>• Meet with counselors in July 2024 for CTE requests, and finalize schedules in Aug 2024.</li> <li>• Offer two workshops per year.</li> </ul>
<b>Bilingual Informational Sessions</b>	<ul style="list-style-type: none"> <li>• The ESL department will Conduct informational sessions in Spanish for students and parents.</li> <li>• SCTEHS office will Provide Spanish-language resources and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Host 2 bilingual sessions per year.</li> <li>• Development and distribution of resources – ongoing. Have materials start being translated in the summer of 2024.</li> </ul>
<b>Culturally Relevant Marketing</b>	<ul style="list-style-type: none"> <li>• IMP and Business students will assist with Develop marketing materials that reflect Hispanic culture and values.</li> <li>• CTE Instructors will Utilize social media platforms, websites, and Rooms to engage the Hispanic community.</li> </ul>	<ul style="list-style-type: none"> <li>• Launch of culturally relevant marketing campaign – Y1, Q2.</li> <li>• Increase social media engagement – Y1 Q1, Y2 Q1.</li> </ul>

**PERSISTENCE PRIORITY: Enhance Support Services including Monitoring**

**S.M.A.R.T.I.E. Goal:** Implement enhanced academic and career counseling services, including tutors, attendance and grade monitoring, and career advisors, to achieve an 80% retention rate for each Program of Study within one year by providing tailored, equitable, and inclusive support to meet the specific needs and challenges of all students, particularly those from special populations.

**Specific:** Offer additional academic and career counseling services tailored to the needs of students to help them persist in CTE programs. This includes providing tutors, monitoring attendance and grades, and assigning career advisors who focus on the challenges faced by these students, aiming to achieve an 80% retention rate for each Program of Study (POS) within one year.

**Measurable:** Implement enhanced support services, including career coaching and academic support services, and achieve an 80% retention rate for each POS within one year.

**Achievable:** With dedicated resources, collaboration with educators and administrators, and strategic support initiatives, the goal is achievable within the set timeframe.

**Relevant:** Addressing students' academic and career counseling needs supports their persistence and success in CTE programs, aligning with educational and career readiness goals.

**Time-bound:** Implement enhanced support services and achieve an 80% retention rate for each POS at the end of the second course.

**Inclusive:** Engage a diverse group of stakeholders, including educators, students, and community members, to ensure comprehensive and culturally relevant support.

**Equitable:** Ensure that support services are designed to meet the specific needs and challenges faced by all students, particularly those from special populations.

Strategy	Activities	Benchmarks
<p><b>Academic Support Services</b></p>	<ul style="list-style-type: none"> <li>• SCCHS admin will identify staff to Provide Tutoring afterschool when needed</li> <li>• SCCHS admin and attendance clerk will Monitor Attendance and Grades</li> <li>• SCCHS admin, along with CTE instructors will Assign Career Adviser</li> </ul>	<ul style="list-style-type: none"> <li>• Establish and offer tutoring services for CTE students by the end of Q1</li> <li>• Implement a system to regularly monitor attendance and grades of CTE students quarterly</li> <li>• At the end of Q1, assign any student who is at risk an adult mentor to monitor and encourage the student to persist.</li> </ul>

Strategy	Activities	Benchmarks
<b>Recognition and Rewards</b>	<ul style="list-style-type: none"> <li>• <b>Achievement Awards</b> – admin and instructors will hold an awards ceremony to recognize outstanding achievements, including IRC attainment.</li> <li>• <b>Feature Stories</b> – highlight student success stories done by IMP students and instructors.</li> <li>• <b>Showcase Events</b> – where students can present their projects, skills, and accomplishments to peers, family, and community – organized by admin and instructors.</li> <li>• <b>SkillsUSA</b> – educate students about SkillsUSA and all the benefits of being a part of the organization – SkillsUSA advisors.</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of each semester have an achievement awards event to recognize student performance.</li> <li>• Publish at least one student success story per month.</li> <li>• Host at least one showcase event per semester (day or evening).</li> <li>• Increase the number of students in SkillsUSA by the end of Q2.</li> </ul>

#### FUNDING NOTES

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

- Perkins V Funding
- Local Funding
- RMPIC Grant – support of SkillsUSA

#### ADDITIONAL NOTES FOR THIS COMPONENT

- The data shows that many students who are still in a MOS persist to the concentrator status.
- We plan to use these strategies to encourage students to persist to reach completion status.

#### 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 should include tutoring, mentoring, counseling, and financial assistance programs. Support services should also address barriers outside of academics, such as transportation or childcare for students' families.

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

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

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

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

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

## Component C: Program Performance

### OVERVIEW

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

Your stakeholder team should have reviewed district-wide 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 80% 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 receive one strategic plan for each of the priorities chosen.](#)

#### PRIORITY 1: Professional Development on Engagement Strategies

**S.M.A.R.T.I.E. Goal:** Within one academic year, we will provide professional development for CTE instructors on evidence-based learning strategies for reading and math by conducting at least four sessions and ensuring that 80% of CTE instructors participate in the training. This goal will be achieved through collaboration with educational consultants and academic teachers, engaging a diverse group of stakeholders, and ensuring equitable access to professional development opportunities.

**Specific:** Within one academic year, we will provide professional development for CTE instructors on evidence-based learning strategies for reading and math.

**Measurable:** Conduct at least four sessions and ensure that 80% of CTE instructors participate in the training.

**Achievable:** This goal will be achieved through collaboration with educational consultants and academic teachers.

**Relevant:** The professional development will enhance CTE instructors' ability to support students' reading and math skills, aligning with our educational objectives.

**Time-bound:** The professional development program will be implemented and completed within one academic year.

**Inclusive:** Engage a diverse group of stakeholders in the planning and execution of the professional development sessions.

**Equitable:** Ensure all CTE instructors have equal access to professional development opportunities and resources.

Strategy	Activities	Benchmarks
<b>Integrating Academic Skills</b>	<ul style="list-style-type: none"> <li>• Admin will Conduct workshops on integrating reading and math skills into CTE curricula. With the support of instructional supervisors</li> <li>• CTE instructors will Develop lesson plans that incorporate academic skills</li> <li>• SCPEIS Admin and instructional supervisors will Provide examples of successful integration from other schools</li> </ul>	<ul style="list-style-type: none"> <li>• 4 workshops conducted per year. Y1 Q1-Q4</li> <li>• 10 integrated lesson plans created. Y1 Q3-Q4</li> <li>• Compilation of 4 case studies shared. Y1 Q1-Q4</li> </ul>
<b>Utilizing Real-World Applications</b>	<ul style="list-style-type: none"> <li>• Instructional Supervisors and CTE instructors will Train instructors on using industry-related scenarios to teach academic skills</li> <li>• CTE Instructors will Invite industry professionals to demonstrate applications</li> </ul>	<ul style="list-style-type: none"> <li>• 3 training sessions held annually. Y1 Q1-Q4</li> <li>• 2 guest speaker sessions per semester in a variety of HOS</li> </ul>
<b>Evidence-Based Learning Strategies</b>	<ul style="list-style-type: none"> <li>• The Central Office staff will Provide training on specific strategies</li> <li>• Consultant will Share research and resources on evidence-based practices</li> </ul>	<ul style="list-style-type: none"> <li>• 3 training sessions on evidence-based strategies per year.</li> <li>• Quarterly resource updates and sharing sessions.</li> </ul>

**PRIORITY 2: Integration of Academic Skills with Career Relevance**

**S.M.A.R.T.I.E. Goal:** Within one academic year, we will integrate academic skills in reading and math with career relevance in CTE programs by ensuring that 80% of CTE instructors incorporate at least two new evidence-based strategies into their curricula. This will be achieved through targeted professional development sessions, collaboration with academic teachers, and ensuring equitable access to resources and support.

**Specific:** Within one academic year, we will integrate academic skills in reading and math with career relevance in CTE programs.

**Measurable:** Ensure that 80% of CTE instructors incorporate at least two new evidence-based strategies into their curricula.

**Achievable:** This will be achieved through targeted professional development sessions, collaboration with educational consultants and academic teachers.

**Relevant:** The integration of academic skills will enhance the career readiness of students and support overall educational goals.

**Time-bound:** Implement and complete the integration within one academic year.

**Inclusive:** Engage a diverse group of stakeholders in the development and delivery of professional development

**Equitable:** Ensure all CTE instructors have equal access to resources and support necessary to implement the new strategies.

Strategy	Activities	Benchmarks
<b>Integrating Academic Skills with Professional Development</b>	<ul style="list-style-type: none"> <li>Admin will Conduct workshops on integrating reading and math skills into CTE curricula. With the support of instructional supervisors</li> <li>CTE Instructors will Develop lesson plans that incorporate academic skills</li> <li>SCHS Admin and instructional supervisors will Provide examples of successful integration from other schools.</li> </ul>	<ul style="list-style-type: none"> <li>4 workshops conducted per year. Y1 Q1-Q4</li> <li>10 integrated lesson plans created Y1 Q3-Q4</li> <li>Compilation of 4 case studies shared Y1 Q1-Q4</li> </ul>
<b>Collaboration with Academic Teachers</b>	<ul style="list-style-type: none"> <li>WHS/CHS/ SCHS admin will Organize collaborative planning meetings with academic teachers</li> <li>SCHS Staff will Partner with math and reading instructional supervisors to co-facilitate training sessions on expected standards</li> </ul>	<ul style="list-style-type: none"> <li>2 planning meetings – Y1 Q1 &amp; Q3</li> <li>1 session with the reading supervisor and 1 session with the math supervisor Y1 Q1-Q2</li> </ul>



Strategy	Activities	Benchmarks
<b>Integration of Strategies</b>	<ul style="list-style-type: none"> <li>• SCIEHS Admin will Monitor and support the implementation of new strategies in classrooms</li> <li>• Central office and SCIEHS admin will Collect feedback and conduct surveys to assess the effectiveness of the strategies.</li> <li>• CTE Instructors will Share success stories and case studies within the CTE community</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of CTE instructors incorporate at least 2 new strategies – Y1 Q1-Q4</li> <li>• Feedback will be collected from 90% of participating instructors. – Q4</li> <li>• 5 success stories shared in meetings Y1 Q1-Q4</li> </ul>
<b>Equitable Access to Resources</b>	<ul style="list-style-type: none"> <li>• SCIEHS admin and instructors will Encourage Use of Technical Journals and Articles</li> <li>• CTE instructors will Establish Classroom Libraries with Technical Books and Resources</li> <li>• CTE instructors will Display Literacy and Numeracy Skills Posters and Charts</li> <li>• CTE instructors will Create an online repository of resources and best practices</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate technical journals and industry-related articles into CTE courses by the end of Q1</li> <li>• Set up classroom libraries in CTE classrooms by the end of Q1</li> <li>• Have 80% of CTE classrooms display educational posters and charts that highlight key literacy and numeracy skills used within the industry by Q2</li> <li>• Online source established and accessible to all instructors Y1 Ongoing</li> </ul>

**ADDITIONAL GOAL: IRC Attainment**

**S.M.A.R.T.I.E. Goal:** Within one academic year, we will ensure that 80% of all students who have access to taking an industry-recognized credential (IRC) obtain the IRC. This will be achieved through targeted support, preparatory resources, and collaboration with industry partners, engaging a diverse group of stakeholders and ensuring equitable access to necessary resources and support. Attaining IRCs will enhance students' employability and align with our mission to improve career readiness.

**Specific:** Ensure that 80% of all students who have access to taking an industry-recognized credential (IRC) obtain the IRC.

**Measurable:** 80% of students achieve an IRC

**Achievable:** With the provision of targeted support, preparatory resources, and collaboration with industry partners.

**Relevant:** Attaining IRCs enhances students' employability and aligns with our mission to improve career readiness.

**Time-bound:** Achieve the goal within one academic year.

**Inclusive:** Engage a diverse group of stakeholders, including students, teachers, and industry representatives, to support the process.

**Equitable:** Ensure all students have equal access to the necessary resources and support to achieve the IPC.

Strategy	Activities	Benchmarks
<b>Targeted Support for Students</b>	<ul style="list-style-type: none"> <li>SCCHS admin and POS Instructors will identify POS that have IRC and which students will be offered the IRC exam. Create a calendar for IRC exams.</li> <li>CTE Instructors will offer preparatory workshops and study sessions during class, after school, and/or digitally.</li> </ul>	<ul style="list-style-type: none"> <li>Create a list of students that will take IRC this year Q1</li> <li>Workshops/study session will be held before the IRC date</li> </ul>
<b>Access to Resources</b>	<ul style="list-style-type: none"> <li>CTE Instructors will develop and distribute study materials tailored to IRC requirements.</li> <li>CTE Instructors will provide access to practice exams and simulation tools.</li> </ul>	<ul style="list-style-type: none"> <li>Study materials will be provided to all eligible students, per instructor's request - ongoing</li> <li>Practice exams and tools accessed online Q1</li> </ul>
<b>Celebrating Success and Continuous Improvement</b>	<ul style="list-style-type: none"> <li>CTE Instructors and admin will recognize and celebrate student achievements upon obtaining IRCs.</li> <li>SCCHS Admin will receive feedback from instructors. Review and refine strategies based on outcomes and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Recognition events at the End of Q2 &amp; Q4</li> <li>Annual receive feedback from instructors with recommendations for improvement for IPC attainment end of Y1</li> </ul>

**FUNDING NOTES**

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

- Perkins V
- Local Funding

**ADDITIONAL NOTES FOR THIS COMPONENT**

- State assessments for reading and math are given to students in the 10th grade. A certain percentage of students do not attend SCCHS (CTE) until the 11th grade year so CTE instructors miss impacting state assessments for these students.

- We will utilize the career coach to stress the importance of state assessment scores when discussing career plans with students.
- State testing for years 20-21, 21-22, and 22-23 are not true indicators of students' knowledge. Most students were told that the tests did not count and were only capturing "baseline" data. If a student missed the testing day or made up day, they did not test, showing a negative impact on scores.

## 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 an academic proficiency. This could include project-based learning that applies academic concepts to 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 personal and learning plans, mentoring, tutoring, and access to resources for overcoming barriers to success.

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

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

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

### OVERVIEW

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

recruitment, on-boarding/preparation, retention, and training/professional learning of CTE Teachers/Faculty.

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

## INSTRUCTIONS

Pick only the five priorities that you identified in your CLNA and select the top two priorities (rank) 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 fourth 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: Professional Development and Training to Retain and Recruit CTE Instructors**

**S.M.A.R.T.I.E. Goal:** Within one academic year, we will offer new/non-tenure CTE instructors professional development and training programs, including a robust teacher induction program, to increase the retention rates of current CTE instructors by 10%. Instructors will complete at least 30 hours of targeted professional development and report a significant increase in confidence and instructional effectiveness. This will be achieved by participating in comprehensive training sessions, mentorship programs, and collaboration with other new/non-tenured teachers, ensuring equitable access to support and resources.

**Specific:** Within one academic year, we will offer new/non-tenure CTE instructors professional development and training programs, including a robust teacher induction program.

**Measurable:** Increase retention rates of current CTE instructors by 10%. Instructors will complete at least 30 hours of targeted professional development and report a significant increase in confidence and instructional effectiveness.

**Achievable:** This will be achieved by participating in comprehensive training sessions, mentorship programs, and collaboration with other new/non-tenured teachers.

**Relevant:** Providing professional development and support for new/non-tenure CTE instructors aligns with our mission to enhance instructional quality and retention.

**Time-bound:** Implement and complete the professional development program within one academic year.

**Inclusive:** Engage a diverse group of stakeholders, including new/non-tenured instructors, experienced mentors, and educational consultants, in the development and delivery of the program.

**Equitable:** Ensure all new/non-tenure CTE instructors have equal access to support, resources, and opportunities for professional growth.

Strategy	Activities	Benchmarks
<b>Robust Teacher Induction Program</b>	<ul style="list-style-type: none"> <li>The Supervisor of Instruction, Mentoring, and Blueprint Implementation will Ensure the new teacher induction program has components specifically for new/non-tenure CTE instructors.</li> <li>The Supervisor of Instruction, Mentoring, and Blueprint Implementation will Provide orientation sessions covering school policies, culture, and expectations</li> <li>The Supervisor of Instruction, Mentoring, and Blueprint Implementation will Develop and conduct a series of professional development workshops.</li> </ul>	<ul style="list-style-type: none"> <li>Induction program launched and attended by 100% of new instructors Q1-Q4</li> <li>2 Orientations held at county and school level – start of SY</li> <li>30 hours of professional development completed by each instructor Y1</li> </ul>
<b>Mentorship Programs</b>	<ul style="list-style-type: none"> <li>The Supervisor of Instruction, Mentoring, and Blueprint Implementation will Pair new/non-tenure instructors with experienced mentors</li> <li>The Supervisor of Instruction, Mentoring, and Blueprint Implementation will Conduct regular check-ins and support meetings between mentors and mentees</li> <li>SCTHS admin will Provide common planning with in-house mentor</li> <li>The Supervisor of Instruction, Mentoring, and Blueprint Implementation will Assign a new teacher mentor to all non-tenured teachers</li> </ul>	<ul style="list-style-type: none"> <li>Mentorship program established at the start of the school year</li> <li>Monthly meetings held and documented</li> <li>Daily Planning per master schedule</li> <li>New teacher will meet when needed but at least monthly</li> </ul>
<b>Provided Content-Specific PD</b>	<ul style="list-style-type: none"> <li>SCTHS admin will Allow new instructors to attend local, state, and national conferences to support their teaching and content</li> <li>SCTHS admin will Encourage teachers to attend other local PAC meetings to collaborate on PQS</li> </ul>	<ul style="list-style-type: none"> <li>Attend conferences when available</li> <li>Attend two other PAC meetings besides SCTHS PAC meetings by the end of the year.</li> </ul>

**PRIORITY 2: Work-Life Balance and Support**

**S.M.A.R.T.I.E. Goal:** Within one academic year, we will improve work-life balance and support for CTE instructors by implementing flexible scheduling options, providing mental health resources, organizing wellness programs, and creating support networks, thereby increasing the retention rate by 15% and achieving an 80% satisfaction rate regarding work-life balance and support. This will be achieved through collaboration with diverse stakeholders, ensuring equitable access to resources and support.

**Specific:** Improve work-life balance and support for CTE instructors to enhance job satisfaction and retention.

**Measurable:** Increase the retention rate of CTE instructors by 15% and achieve an 80% satisfaction rate regarding work-life balance and support within one academic year

**Achievable:** Achieve this goal by implementing flexible scheduling options, providing mental health resources, organizing wellness programs, and creating support networks for CTE instructors.

**Relevant:** This goal aligns with the mission to retain a highly skilled and motivated CTE workforce by addressing the critical issue of work-life balance and overall well-being.

**Time-bound:** Implement work-life balance initiatives and achieve the retention and satisfaction targets within one academic year.

**Inclusive:** Engage a diverse group of stakeholders, including CTE instructors, school administrators, and mental health professionals, to ensure comprehensive and effective support initiatives.

**Equitable:** Ensure that all CTE instructors, regardless of their background or personal circumstances, have equal access to work-life balance resources and support.

Strategy	Activities	Benchmarks
<b>Flexible Scheduling Options</b>	<ul style="list-style-type: none"> <li>SCTE IS Admin will Survey to understand instructors scheduling preferences and needs</li> <li>SCTE IS Admin will Develop and implement flexible scheduling practices based on survey results</li> <li>SCTE IS Admin will Monitor and adjust scheduling options as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Survey completed with 90% response rate. Q1</li> <li>Flexible scheduling practices implemented. Q1</li> <li>Quarterly reviews and adjustments schedules when needed</li> </ul>

Strategy	Activities	Benchmarks
<p><b>Providing Mental Health Resources</b></p>	<ul style="list-style-type: none"> <li>• SCTHS Admin and Student Services will Partner with mental health professionals to offer counseling services</li> <li>• HR and SC THS admin will ensure the Employee Assistance Program (EAP) is offered and explained to all employees</li> <li>• SC THS Admin and Student Services will Organize mental health awareness workshops and activities for the staff</li> </ul>	<ul style="list-style-type: none"> <li>• Partnership established with 2 mental health providers Q1</li> <li>• EAP information distributed to staff Q1</li> <li>• Conduct at least 4 workshops/activities Q1-Q4</li> </ul>
<p><b>Organizing Wellness Programs</b></p>	<ul style="list-style-type: none"> <li>• SC THS Admin and staff will Launch wellness programs including fitness classes, mindfulness sessions, and stress management workshops. This will be known as the Wellness Team.</li> <li>• The Wellness Team will Create a wellness calendar with regular activities and events</li> <li>• The Wellness Team will Track participation and collect feedback to improve programs.</li> </ul>	<ul style="list-style-type: none"> <li>• 4 wellness programs launched Q1-Q4</li> <li>• Wellness calendar published and shared with all instructors. Q1-Q4</li> <li>• Participation will be tracked and feedback collected from 80% of participants. Q4</li> </ul>

**FUNDING NOTES**

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

- Perkins V
- Local
- Fundraising

**ADDITIONAL NOTES FOR THIS COMPONENT**

- We have found it difficult to secure certain CTE instructors because of negotiated contracts and individuals are making more in the private sector. In some trade areas.

**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 and teach in professional training or alternative certification roles.

**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 crucial 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:** Provide opportunities for CTE educators to engage with industry through externships, workshops, and conferences, 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** These 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 current and future 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 workforce.

### 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 toward 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 SMART goal related to the missed indicator, as well as a strategic plan to address the cause and be reported back to us. Use the example on page 5 as a guide for this work. You will need one strategic plan for each of the indicators chosen.

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

Indicator	Performance Target	Performance Target (90%)	Actual Local Performance
1S1: Four-Year Graduation Rate	89.97%	80.97%	98%
2S1: Academic Proficiency in Reading / Language Arts	52.03%	47.07%	<b>37%</b>
2S2: Academic Proficiency in Mathematics	48.00%	43.2%	<b>14%</b>
2S3: Academic Proficiency in Science	-	-	0%
3S1: Post-Secondary Placement	76.50%	68.85%	76%
4S1: Non-traditional Program Completion	78.12%	75.85%	31%
5S1: Program Quality Achieved Recognized Credential	78.41%	70.57%	84%
5S4: Program Quality CTE (TSA Attainment)	78.11%	70.57%	87%

**MISSED INDICATOR 1: 2S1: Academic Proficiency in Reading / Language Arts**

**S.M.A.R.T.I.E. Goal:** By the end of the next academic year, we will increase the academic proficiency in Reading/Language Arts for students from 37% to 47.07%, a 10% increase, meeting the 90% calculation for the State of Maryland's SDPLs through targeted interventions, enhanced instructional practices, and additional support resources.

**Specific:** Improve the academic proficiency in reading/language arts of CTE students in Somerset County to meet the state assessment target of 47.07%. This includes implementing targeted interventions, enhancing instructional practices, and providing additional support resources.

**Measurable:** Improve the proficiency rate from the current level of 37% to the target of 47.03%, a 10% increase, to meet the 90% calculation for the State of Maryland's SDPLs.

**Achievable:** Implement targeted interventions such as personalized tutoring, literacy workshops, enhanced reading resources, and professional development for teachers to address specific areas of need.

**Relevant:** This goal aligns with the State of Maryland's SDPLs for federal performance indicators, ensuring that students meet the required academic proficiency standards in Reading/Language Arts.

**Time-bound:** Achieve the target proficiency rate by the end of the next academic year.

**Inclusive:** Ensure that interventions are accessible to all students, including those from diverse backgrounds and with varying levels of proficiency, to support equitable academic achievement.

**Equitable:** Provide additional support and resources to students who are historically underserved, ensuring they receive the necessary assistance to achieve proficiency in Reading/Language Arts.

Strategy	Activities	Benchmarks
<b>Targeted Interventions</b>	<ul style="list-style-type: none"> <li>• SCTHS admin and instructors will Identify and Support At-Risk Students. Data will be given by Reading Supervisor.</li> <li>• CTE Instructors will Provide additional Reading Support within their CTE POS.</li> <li>• CTE Instructors will Provide Test-taking Strategies to students.</li> </ul>	<ul style="list-style-type: none"> <li>• List at-risk students by Q1 and Identify those in CTE POS.</li> <li>• Conduct at least two reading workshops for CTE teachers to provide additional reading support in the classroom (Q2/Q4)</li> <li>• Include test-taking strategies in at least 50% of CTE lesson plans throughout the year.</li> </ul>
<b>Enhance Instructional Practices and Support Resources</b>	<ul style="list-style-type: none"> <li>• CTE Instructors will Integrate Reading Skills into the CTE Curriculum.</li> <li>• CTE Instructors will Utilize Literacy-Rich Instructional Materials.</li> <li>• CTE Instructors will Create a Resource Library with Reading Materials related to industry needs and POS.</li> </ul>	<ul style="list-style-type: none"> <li>• Have 80% of CTE classrooms display educational posters and charts that highlight key literacy and numeracy skills used within the industry by Q2 or when relevant to instruction.</li> <li>• Set up classroom libraries in CTE classrooms by the end of Q1.</li> </ul>

**MISSED INDICATOR 2: 2S2: Academic Proficiency in Mathematics**

**S.M.A.R.T.I.E. Goal:** Over the next three years, we will increase the academic proficiency in Mathematics for students from 14% to 20%, a 6% increase, making progress towards the 90% calculation for the State of Maryland's SDPLs through targeted interventions, enhanced instructional practices, and additional support resources.

**Specific:** Increase the academic proficiency in Mathematics for students in the school system.

**Measurable:** Improve the proficiency rate from the current level of 14% to the target of 20%, a 6% increase, to make meaningful progress towards the 90% calculation for the State of Maryland's SDPLs.

**Achievable:** Implement targeted interventions, enhance instructional practices, and provide additional support resources, focusing on areas of greatest need.

**Relevant:** This goal aligns with the State of Maryland’s SDPLs for federal performance indicators, ensuring that students begin to close the proficiency gap in Mathematics.

**Time-bound:** Achieve the target proficiency rate over the next three years.

**Inclusive:** Ensure that interventions and support resources are accessible to all students, including those from diverse backgrounds and with varying levels of proficiency, to support equitable academic achievement.

**Equitable:** Provide additional support and resources to students who are historically underserved, ensuring they receive the necessary assistance to improve their proficiency in Mathematics.

Strategy	Activities	Benchmarks
<b>Targeted Interventions</b>	<ul style="list-style-type: none"> <li>• SCTHS admin and instructors will Identify and Support At-Risk Students. Data will be given by Math Supervisor.</li> <li>• CTE Instructors will Provide additional Mathematic Support with CTE POS</li> <li>• CTE Instructors will Provide Test-taking Strategies to students</li> </ul>	<ul style="list-style-type: none"> <li>• List at-risk students by Q1 and identify those in CTE POS.</li> <li>• Conduct at least two math workshops for CTE teachers to provide additional reading support in the classroom (Q1/Q3)</li> <li>• Include test-taking strategies in at least 80% of CTE lesson plans throughout the year</li> </ul>
<b>Enhance Instructional Practices and Support Resources</b>	<ul style="list-style-type: none"> <li>• CTE Instructors will Integrate Math Skills into CTE Curriculum</li> <li>• CTE Instructors will Utilize Math-Rich Instructional Materials</li> <li>• CTE Instructors will Create a Resource Library with Math Materials and resources related to industry needs and POS</li> </ul>	<ul style="list-style-type: none"> <li>• Have 80% of CTE classrooms display educational posters and charts that highlight key literacy and numeracy skills used within the industry by Q2 or when relevant to instruction</li> <li>• Set up classroom libraries in CTE classrooms by the end of Q1</li> </ul>

## 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 5 MAZRLH goals detailed in this application. Once the funds are allocated across all required uses, determine the funding level needed across the budget categories (i.e., Salaries/Benefits, Contract Services, Equipment, Supplies and Materials, and/or Other). While grantees are required to allocate funds across all of the 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/or the tertiary level, including offering the relevant elements of not less than three CTE programs of study.
3. Provide students with strong, workable, 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 priorities 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 roles are 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, Annual/Conference Training Fees.

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

**BUDGET ALLOCATION TABLE**

**Total Formula Award: \$250,000.00**

Required Uses of Perkins Funds (See List for Details)	Salaries / Wages	Contract Services	Equipment	Supplies and Materials	Other
1	\$0.00	\$0.00	\$0.00	\$9000.00	\$0.00
2	\$0.00	\$0.00	\$0.00	\$2720.00	\$0.00
3	\$97000.00	\$0.00	\$0.00	\$0.00	\$48000.00
4	\$0.00	\$23900.00	\$0.00	\$0.00	\$0.00
5	\$0.00	\$0.00	\$0.00	\$0.00	\$6700.00
6	\$0.00	\$0.00	\$0.00	\$0.00	\$25680.00
7	\$0.00	\$0.00	\$18000.00	\$12300.00	\$0.00
8	\$0.00	\$0.00	\$0.00	\$1200.00	\$0.00
9	\$0.00	\$0.00	\$0.00	\$5500.00	\$0.00
<b>Total</b>	<b>\$97000.00</b>	<b>\$23900.00</b>	<b>\$18000.00</b>	<b>\$30720.00</b>	<b>\$80380.00</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	\$250,000	Amended Budget #		Request Date	6/3/2024
Grant Name	Perkins V	Recipient Grant Name	SCPS		
MSDE Grant #		Recipient Grant #	351-5F		
Revenue Source	Federal	Recipient Agency Name	SCTHS		
Fund Source Code		Grant Period	7/1/2024	6/30/2025	
			From	To	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIP- MENT	08 - TRANS- FERS	BUDGET BY CAT./PROG.
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
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.	97,000.00	23,900.00	30,720.00	25,680.00	18,000.00		195,300.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.				6,700.00			6,700.00
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. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				48,000			48,000.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Building & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	97,000.00	23,900.00	30,720.00	80,380.00	18,000.00	0.00	250,000.00

Finance Official Approval:	Linda Johnson		8/22/2024	410-651-1616
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval:	Ava Tasker-Mitchell		9/10/24	410-651-1616
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval:	Richard Kincaid		August 5, 2024	410-767-0426
	Name	Signature	Date	Telephone #

**Secondary Financial Compliance Worksheet Template**

	A	B	C	D
1	<b>Administrative (Indirect and Direct) Cost : SOMERSET COUNTY</b> The total amount for Administrative Cost (Indirect and Direct) may not exceed 5% of the total Grant Award. The total amount of equipment purchased must be subtracted from the total grant award in order to determine the maximum amount allowable from which to calculate indirect cost.			
2	<b>Total Grant Award</b>		\$250,000	\$250,000
3	<b>Total Perkins Proposed Budget From Plans of Action</b>			
4	<b>Allowable Indirect Cost Calculation</b>			
5	Plans of Action Equipment Purchases (subtracted from Total Grant Award)	(-)		\$18,000
6	Subtotal	(=)		\$232,000
7	Multiply by Restricted Local Indirect Cost Rate Factor*	(x)	\$ 0.0500	
8	Subtotal	(=)	\$11,600	
9	Divide by Indirect Cost Adjustment	/(1+Rate)	\$ 1.0500	
10	Allowable Indirect Cost Amount	(=)	\$11,048	
11	<b>Administrative Cost Calculation</b>			
12	Actual Indirect Cost Amount Taken (cannot exceed row 10)		\$0	
13	Administrative (Direct) Cost Taken	(+)	\$0	
14	Total (Indirect/Direct) Administrative Cost Taken	(=)		\$0
15	<b>Total Budget Amount</b> (Rows 3+14 must equal row 2 amount)			\$250,000
16				
17	<b>Maintenance of Effort Local/State</b>			
18			\$2,537,788	
19			\$2,559,278	
20	*NOTE: An indirect cost rate factor listed in the table as a percentage must be converted into a number. Ex: 2.63% = .0263			