



Career and Technical Education: Local Perkins Application Saint Mary's County

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

Office of College and Career Pathways

2024 - 2025

MARYLAND STATE DEPARTMENT OF EDUCATION

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Local Application for Perkins Funding: Cover Page

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

LEA Name	St. Mary's County Public Schools
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SIGNATURES

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

On behalf of St. Mary's County Public Schools



 James Scott Smith, EdD
 Superintendent of Schools

 8/6/2024
 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

 August 12, 2024
 Date

Recipient Assurances

INSTRUCTIONS

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

RECIPIENT ASSURANCES

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

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall always comply with the Family Educational Rights and Privacy Act (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 follows 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 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 7-910 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 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.



Superintendent of Schools or 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 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. 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, it shall now knowingly enter 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 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.



Superintendent of Schools or Community College President



Date

General Education Provisions Act (GEPA) Notice

PURPOSE

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

TO WHOM DOES THIS PROVISION APPLY?

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

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

WHAT DOES THIS PROVISION REQUIRE?

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

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

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

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

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

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

Local Perkins Application Certificate of Compliance

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

1. Funds received under this title will be used to carry out Career and Technical Education Programs as required under Worksheet 135b of the Strengthening Career and Technical Education for the 21st Century Act.
2. Provide Career and Technical Education programs of such size, scope, and quality to bring about improvement in the quality of Career and Technical Education.
3. Nothing in the Act shall be construed 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



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.

PRIORITY 1: Increase enrollment in programs identified as meeting HS, HW, and ID criteria.

S.M.A.R.T.I.E. Goal: Increase enrollment in programs identified as meeting the criteria of high-skill, high-wage, and in-demand standards by 2% over the next two year by increased marketing and executing targeted outreach.

Strategy	Activities	Benchmarks
<ul style="list-style-type: none"> Target Students 	<p>Collaborate with Workforce Development Career Counselors to identify students that have the skills within the targeted programs meeting HS, HW, and ID (currently 473 students total in 15 identified programs).</p> <p>Analyze growth opportunity data to prioritize programs with the highest potential for increased enrollment and focus recruitment efforts accordingly. plans for each of the 100 identified candidates.</p>	<p>Month 1-2: Establish a baseline enrollment number for each targeted program.</p> <p>Month 3-4: Identify and list 50 potential candidates using data from the Workforce Development Career Counselors and Growth Opportunity Data.</p> <p>Month 4-5: Develop individualized outreach plans for each of the 50 identified candidates</p> <p>Month 5-6 Contact 100% of (50) identified candidates through personalized emails or phone calls.</p>
<ul style="list-style-type: none"> Student Outreach 	<p>Design and host informative and engaging information sessions tailored to the needs and interests of the identified student candidates, highlighting the benefits and</p>	<p>Month 1-2: Develop content for 3 different types of information sessions (e.g., webinar, in-person workshop, virtual Q&A).</p>

Strategy	Activities	Benchmarks
	<p>opportunities associated with the targeted programs.</p>	<p>Month 3-4: Host at least 2 information sessions, with a goal of 25 attendees per session.</p> <p>Month 5-6: Secure applications from 50% of information session attendees.</p> <p>End of academic year: Increase enrollment in targeted programs by 1% (halfway to 2-year goal).</p> <p>End of second academic year: Achieve full 2% increase in enrollment across all targeted programs.</p>

PRIORITY 2: Align approved IRCs and TSAs to the curriculum within individual programs.

S.M.A.R.T.I.E. Goal: To better meet the needs of the community, the program curricula will be updated to reflect the current demand signals identified by Workforce Development, incorporate feedback from industry-led PAC), and align with credentialing requirements for both Perkins and Blueprint initiatives. This alignment will have a positive impact on all students, with a focus on supporting those from underrepresented groups in CTE programs.

Strategy	Activities	Benchmarks
<p>Update Curriculum and Align to Demands.</p>	<p>Reestablish and strengthen PACs at the Comprehensive High Schools, particularly those that have been impacted by Covid, to ensure industry input in curriculum development.</p> <p>Foster a strong working relationship with Workforce Development to identify specific area needs and validate alignment with course content.</p> <p>Allocate resources to hire dedicated staff to conduct a comprehensive evaluation of current curricula and identify areas requiring alignment with workforce needs.</p>	<p>Month 1: Create a comprehensive list of all PACs and their status.</p> <p>Month 2: Reestablish at least 50% of inactive PACs.</p> <p>Month 3: Hold initial meetings for all reestablished PACs.</p> <p>Month 4-5: Develop a standardized evaluation tool for curriculum alignment with industry needs.</p> <p>Month 6-7: Complete initial evaluation of 25% of CTE programs using the new tools.</p> <p>End of first semester: Complete evaluation of 50% of CTE programs.</p> <p>End of academic year: Complete evaluation of 100% of CTE programs and set specific alignment targets for SY26.</p>

Strategy	Activities	Benchmarks
<p>Update and Revise Certifications</p>	<p>Review and update curriculum to match approved Blueprint IRCs and align with approved Perkins measures.</p> <p>Identify areas where staff may need additional professional development in data-based research and certification areas.</p> <p>Create committees or PLCs to evaluate and align approved Blueprint IRCs and Perkins TSAs to the appropriate programs.</p>	<p>Month 1: Establish a task force to oversee the alignment of IRCs and TSAs.</p> <p>Month 2: Complete a gap analysis between current curricula and approved Blueprint IRCs/Perkins TSAs.</p> <p>Month 3: Develop a professional development needs assessment for staff.</p> <p>Month 4: Create a comprehensive checklist of all program curricula and corresponding IRCs/TSAs.</p> <p>Month 5: Begin professional development sessions for identified areas of need.</p> <p>End of first semester: Complete alignment for 25% of the curricula.</p> <p>End of Month 8: Complete alignment for 50% of the curricula.</p> <p>End of academic year: Complete alignment for 75% of the curricula and develop a plan for the remaining 25%.</p>

STRETCH PRIORITY (OPTIONAL): Collaborate with the College of Southern Maryland to develop a Child Development Associate (CDA) program.

S.M.A.R.T.I.E. Goal: Develop a Child Development Associate (CDA) program in collaboration with the College of Southern Maryland by the end of SY26 that allows high school students to continue their CDA certification after high school.

Strategy	Activities	Benchmarks
<ul style="list-style-type: none"> • Pathway Development and increase the awareness of the Need of a CDA Program at the College Level 	<ul style="list-style-type: none"> • Convene a curriculum development team to identify key content areas and design an engaging and rigorous CDA certification pathway. • Schedule regular meetings with representatives from the College of Southern Maryland to discuss the evolution of the Child Development program and identify necessary changes to align with CDA certification requirements. • Prioritize establishing a strong partnership with the College early in the school year to facilitate collaboration and ensure a smooth transition for students continuing their CDA certification post-high school. • Develop a clear implementation plan for adopting the CDA program in high schools, including timeline, resource allocation, and stakeholder communication. • follow district protocols to submit program changes for approval, ensuring compliance with all necessary requirements and timelines. 	<ul style="list-style-type: none"> • Establish a timeline for CDA program development, adoption, and implementation, with clear milestones and accountability measures. • Track the progress of partnership development with the College and set targets for key collaboration milestones. • Monitor student enrollment in the CDA program and set targets for year-over-year growth. • Develop a system to track student continuation of CDA certification post-high school and set a target percentage.
<ul style="list-style-type: none"> • Professional Development 	<ul style="list-style-type: none"> • Invest in professional development opportunities for teachers to ensure they are well-prepared to effectively deliver the CDA curriculum. 	<ul style="list-style-type: none"> • Have 100% of teachers PD and prepared to teach the CDA curriculum aligned with the CSM Program by the end of the second year.

FUNDING NOTES

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

- Perkins Funding.

- Local General Funds.
- Title II Funding.

ADDITIONAL NOTES FOR THIS COMPONENT

- We will expand our course offerings to all three high schools, necessitating professional development for AOF instructors.
- To effectively market the pathway, we will intensify our marketing efforts across all three high schools, potentially requiring additional staffing support.
- We will establish a single Professional Advisory Committee (PAC) across all high schools, rather than individual PACs for each school. This consolidation will promote continuity and ensure that students receive a consistent educational experience despite changes in teacher assignments or course offerings over time.

PROMISING PRACTICES TO CONSIDER

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

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

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

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

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

Component B: Student Participation and Persistence

OVERVIEW

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

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

PARTICIPATION PRIORITY: Focused increase in students success in CTE .

S.M.A.R.T.I.E. Goal: Implement strategies to meet students for success and who are underrepresented in CTE - Black students, Students with Disabilities and Students living in Economically Disadvantaged circumstances.

Strategy	Activities	Benchmarks
<p>Increase Awareness of Career Opportunities</p>	<ul style="list-style-type: none"> • Create a Black Student Union in the three high schools to offer services directed at Black student that will level the overrepresentation and underrepresentation from identified career clusters. • Offer career exploration programs or workshops helping Black students learn about different fields and industries, as well as the opportunities available to them. • Building support networks for Black students providing them with a sense of community and belonging, which can help them stay motivated and focused on their goals. • Providing mentorship opportunities to help Black students connect with role models and gain valuable insights about different careers. 	<p>Month 1 (SY25):</p> <ul style="list-style-type: none"> • Black students will see the establishment of Black Student Unions (BSUs) in all three high schools, providing them with dedicated spaces for community building and support • Students will be invited to help shape the goals and activities of the newly formed BSUs <p>Month 3 (SY25):</p> <ul style="list-style-type: none"> • Black students will participate in their first career exploration workshops, gaining insights into diverse fields and industries • Students will have the opportunity to provide feedback on the workshops, helping to tailor future sessions to their interests and needs <p>End of Month 5 (First Semester SY25):</p> <ul style="list-style-type: none"> • Black students will be matched with mentors in various career fields, particularly in underrepresented sectors • Students in the MET, AMC, and EANR clusters will see increased outreach and support from BSUs <p>End of SY25 (Month 10):</p> <ul style="list-style-type: none"> • Black students will experience a 1% shift in enrollment towards underrepresented programs • Students in the CRD cluster will see efforts to diversify representation, with a 1% reduction in overrepresentation • Black students will have participated in multiple career

Strategy	Activities	Benchmarks
		<p>awareness events tailored to their interests and goals</p> <p>SY26 (Month 12):</p> <ul style="list-style-type: none"> • Students will benefit from refined BSU strategies based on their feedback and experiences from the previous year • Black students will see expanded mentorship opportunities, particularly in the MET, AMC, and EANR clusters <p>End of Month 15 (First Semester SY26):</p> <ul style="list-style-type: none"> • Black students in the CRD cluster will experience targeted support to explore diverse career options <p>SY26 (Month 22):</p> <ul style="list-style-type: none"> • Students in the MET, AMC, and EANR clusters will see a 2% increase in Black student enrollment • The CRD cluster will achieve a 2% reduction in overrepresentation, creating a more balanced student population <p>Both years (Quarterly):</p> <ul style="list-style-type: none"> • Students will provide regular feedback on BSU activities, career exploration programs, and mentorship experiences • Black students will see ongoing adjustments to support strategies based on their expressed needs and goals <p>End of SY26:</p> <ul style="list-style-type: none"> • All students will benefit from a more diverse and representative CTE program environment

Strategy	Activities	Benchmarks
<p>Career guidance and educational pathways need to reach everyone</p>	<ul style="list-style-type: none"> • increased outreach and recruitment efforts to reach SWD and Students from economic disadvantage. • Providing additional support and resources to help SWD and Students from economic disadvantage succeed in these programs, such as mentoring, tutoring, and marketing outreach to target the groups. . 	<ul style="list-style-type: none"> • Black students will have access to a robust support network, including BSUs, mentors, and tailored career exploration opportunities • Students across all clusters will experience a more balanced representation, falling within the acceptable range of variance <p>End of Month 1 (SY25):</p> <ul style="list-style-type: none"> • Students will see the launch of a comprehensive career guidance program designed to reach all student groups • SWD and Students from economic disadvantage will receive personalized invitations to explore CTE programs tailored to their interests and abilities <p>End of Month 3 (SY25):</p> <ul style="list-style-type: none"> • All students will have access to a new online career exploration platform, with special features for SWD and Students from economic disadvantage • SWD will see the introduction of adaptive technologies in CTE classrooms to support their learning needs <p>End of Month 5 (First Semester SY25):</p> <ul style="list-style-type: none"> • Students from economic disadvantage will participate in targeted workshops showcasing high-demand, high-wage career paths in CTE <p>End of SY25 (Month 10):</p> <ul style="list-style-type: none"> • All students will have participated in at least one career guidance session, with additional sessions available for

Strategy	Activities	Benchmarks
		<p>SWD and Students from economic disadvantage</p> <ul style="list-style-type: none"> • Students from economic disadvantage will see a 1% increase in enrollment across underrepresented CTE programs (except CRD) • SWD will experience a 1% shift towards more balanced representation across CTE programs <p>By start of SY26 (Month 12):</p> <ul style="list-style-type: none"> • Students will benefit from refined outreach strategies based on feedback from the previous year • SWD and Students from economic disadvantage will have access to expanded mentoring and tutoring programs specific to their chosen CTE pathways <p>End of Month 15 (First Semester SY26):</p> <ul style="list-style-type: none"> • All students will participate in a career fair featuring diverse representation, with special accommodations for SWD • Students from economic disadvantage will see increased support services, including assistance with materials and equipment needed for CTE programs. <p>End of SY26 (Month 22):</p> <ul style="list-style-type: none"> • Students from economic disadvantage will achieve a 2% increase in enrollment across underrepresented CTE programs (except CRD) • SWD will see a 2% increase in enrollment in underrepresented

Strategy	Activities	Benchmarks
		<p>programs while maintaining an overall 11% enrollment rate</p> <ul style="list-style-type: none"> · All students will have equal access to comprehensive career guidance, with specialized pathways for SWD and Students from economic disadvantage <p>Throughout both years (Quarterly):</p> <ul style="list-style-type: none"> · Students will provide feedback on the effectiveness of career guidance and support services · SWD and Students from economic disadvantage will see ongoing adjustments to programs based on their expressed needs and goals <p>End of SY26:</p> <ul style="list-style-type: none"> · All students will benefit from a more inclusive and accessible career guidance system · SWD and Students from economic disadvantage will have clear, supported pathways into CTE programs that match their interests and abilities · The CTE program enrollment will reflect a more balanced representation of all student groups

PERSISTENCE PRIORITY: Increase Participation to increase Persistence in Special Populations

S.M.A.R.T.I.E. Goal: The goal is to create targeted awareness and support initiatives to empower Special Population students to succeed, resulting in an increase in participation by 5% and persistence by 2% by the end of SY26.

Strategy	Activities	Benchmarks
<p>Increase Awareness through marketing events</p>	<ul style="list-style-type: none"> • Information Nights for parents • Create a survey for 8th graders on their career goals. • 8th Grade field trip to the Tech Center options. • 6th Grade assemblies at all the Middle Schools • Present to parent at a Raising Freshman Night at all three schools for both Tech Center and Comprehension HS pathways. 	<ul style="list-style-type: none"> • The CTE Coach will create a survey to gain insights into student’s plans and aspirations of raising 9th grade students in SY25. • Work Based Development Career Coaches will work with the CSD teacher in the middle school to distribute the survey to 90% of all 8th grade students by the end of SY25. • CTE staff at the Tech Center will ensure that 90% of all 8th grade students visit the Tech Center in a multitude of available events. Those unable to attend will be transported via an in-school visitation each year. • CTE staff will organize assemblies presenting CTE options available in all Middle Schools, with 90% of all 6th grade students in attendance every year starting in SY25.
<p>Targeted Outreach of underrepresented students</p>	<ul style="list-style-type: none"> • Start a program that targets special population students in 8th grade to enroll in a course showcasing Tech Center offerings. • Create support services for Special Population student. 	<ul style="list-style-type: none"> • The CTE Coach will work with the high schools in identifying Special Population students to participate in the ATEX CTE exploration course, increasing the Special Population attendees by 5% by the end of SY26. • Provide targeted support to increase the persistence rate in CTE programs by 2% among Special Population students by the end of SY26.

FUNDING NOTES

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

- Perkins Funds
- Local General Funds
- Title II Funds

ADDITIONAL NOTES FOR THIS COMPONENT

- The Black Student Union (BSU) has the potential to positively impact disparities among the Black community.
- The stakeholder group emphasized the importance of creating the BSU as a targeted initiative to address concerns not only within the school but also in society.
- While our program persistence rates are already high, we aim to increase participation and interventions for Special Populations to further boost our persistence rate among concentrators.
- With high persistence rates, we expect that increased enrollment of Special Population students will also lead to higher retention rates, thereby increasing overall persistence.

PROMISING PRACTICES TO CONSIDER

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

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

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

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

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

Peer Networks and Student Organizations: Encourage participation in CTE student organizations and peer networks that provide community, leadership opportunities, and a sense of belonging. These

organizations can help students build connections, develop soft skills, and increase their engagement with their CTE program.

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

Component C: Program Performance

OVERVIEW

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

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

INSTRUCTIONS

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

PRIORITY 1: Increasing MCAP Scores in Math and English.

S.M.A.R.T.I.E. Goal: Increase Black Student's, SWD, and ED student's proficiency in ELA and Math by 1% by the end of SY25, with an additional 1% increase by the end of SY26.

Strategy	Activities	Benchmarks
<p>Student Performance</p>	<ul style="list-style-type: none"> • Implementing evidence-based interventions through the partnership with the Math and English Supervisors and teachers • Leveling the performance test results of Black students, SWD, and Students from economic disadvantage in ELA and Math to their peers. • Provide a Learning Coach for small group instruction to students who need additional support in ELA and Math. • Regularly analyze data to identify areas where gaps are occurring and target interventions accordingly. 	<p>Month 1 (SY25):</p> <ul style="list-style-type: none"> • Students will see the introduction of new, evidence-based learning strategies in their Math and English classes • Black students, SWD, and Students from economic disadvantage will be invited to participate in needs assessment surveys to tailor support <p>Month 3 (SY25):</p> <ul style="list-style-type: none"> • Students needing additional support will begin working with Learning Coaches in small group settings • All students will benefit from enhanced collaboration between their Math and English teachers and subject supervisors <p>Month 5 (First Semester SY25):</p> <ul style="list-style-type: none"> • Black students, SWD, and Students from economic disadvantage will participate in targeted intervention programs based on initial data analysis • Students will see the implementation of personalized learning plans in Math and English <p>End of SY25 (Month 10):</p> <ul style="list-style-type: none"> • Black students will experience a 1% increase in their ELA and Math proficiency on MCAP scores • SWD will see a 1% improvement in their ELA and Math performance, narrowing the gap with their peers • Students of economic disadvantage will achieve a 1% increase in their ELA and Math proficiency rates

Strategy	Activities	Benchmarks
		<p>By start of SY26 (Month 12):</p> <ul style="list-style-type: none"> • Students will benefit from refined intervention strategies based on comprehensive data analysis from SY25 • Black students, SWD, and Students from economic disadvantage will see expanded access to Learning Coaches and small group instruction <p>End of Month 15 (First Semester SY26):</p> <ul style="list-style-type: none"> • All students will participate in progress check assessments, with targeted follow-up for those needing additional support • Students will engage in peer-led study groups, fostering collaborative learning environments <p>End of SY26 (Month 22):</p> <ul style="list-style-type: none"> • Black students will achieve an additional 1% increase in their ELA and Math proficiency, totaling a 2% improvement over two years • SWD will experience a further 1% improvement, reaching a total 2% increase in ELA and Math performance • Students from economic disadvantage will see another 1% increase, resulting in a cumulative 2% growth in ELA and Math proficiency <p>Both years (Monthly):</p> <ul style="list-style-type: none"> • Students will receive regular feedback on their progress in ELA and Math • Black students, SWD, and Students from economic disadvantage will

Strategy	Activities	Benchmarks
		<p>have ongoing access to tailored support resources</p> <p>Quarterly throughout both years:</p> <ul style="list-style-type: none"> · Students will participate in data-driven reviews of their performance, helping to shape their learning strategies · Black students, SWD, and Students from economic disadvantage will see adjustments to their support plans based on their individual progress <p>End of SY26:</p> <ul style="list-style-type: none"> · Black students, SWD, and Students from economic disadvantage will experience significant improvements in their MCAP scores, narrowing performance gaps
<p>Professional Development and collaboration</p>	<ul style="list-style-type: none"> • Use data to find Math and English deficiencies in students and evaluate CTE curriculum to integrate those deficiencies in the CTE curriculum. • Provide ongoing professional development opportunities for teachers to improve their knowledge and skills in supporting diverse student populations. • Encourage collaborative leadership among school administrators, teachers, and parents to develop a unified approach to addressing gaps. 	<p>End of Month 1 (SY25)</p> <ul style="list-style-type: none"> · Students will benefit from initial data analysis identifying Math and English areas needing support within CTE curricula · Teachers will begin receiving professional development on supporting students from diverse backgrounds <p>End of Month 3 (SY25):</p> <ul style="list-style-type: none"> · Students in CTE programs will see the first integration of targeted Math and English support in their coursework · Parents will be invited to collaborative sessions with school administrators and teachers to discuss addressing academic gaps

Strategy	Activities	Benchmarks
		<ul style="list-style-type: none"> · End of Month 5 (First Semester SY25): · Students will experience lessons enhanced by teachers' collaboration with Math and English content specialists · Students from diverse backgrounds will benefit from teachers applying new strategies learned in ongoing professional development <p>End of SY25 (Month 10):</p> <ul style="list-style-type: none"> · Students in CTE programs will see improvements in curriculum alignment with Math and English standards · Students will benefit from a more unified approach to addressing academic gaps, thanks to increased collaboration among school staff and parents <p>By start of SY26 (Month 12):</p> <ul style="list-style-type: none"> · Students will experience refined support strategies based on comprehensive data analysis from SY25 · Teachers will begin participating in newly established Professional Learning Communities (PLCs) focused on curriculum review and improvement <p>End of Month 15 (First Semester SY26):</p> <ul style="list-style-type: none"> · Students in 9th and 10th grades will see targeted improvements in CTE curriculum addressing MCAP score gaps

Strategy	Activities	Benchmarks
		<ul style="list-style-type: none"> • Students will benefit from teachers' enhanced skills in supporting diverse learners, as all CTE staff progress through comprehensive professional development <p>End of SY26 (Month 22):</p> <ul style="list-style-type: none"> • Students in CTE programs will experience a curriculum where at least 50% has been comprehensively reviewed and improved • Students, particularly those in underperforming programs, will benefit from more effective support strategies aimed at bridging MCAP score gaps <p>Throughout both years (Monthly):</p> <ul style="list-style-type: none"> • Students will see ongoing improvements in their CTE courses as teachers apply new knowledge from professional development • Students will benefit from regular data-driven adjustments to curriculum and teaching strategies <p>Quarterly throughout both years:</p> <ul style="list-style-type: none"> • Students will experience the results of collaborative efforts as school administrators, teachers, and parents work together to address academic gaps • Students in CTE programs will see progressive improvements as PLCs review and enhance curriculum <p>End of SY26:</p> <ul style="list-style-type: none"> • All students in CTE programs will benefit from a more integrated and supportive learning environment

Strategy	Activities	Benchmarks
		<ul style="list-style-type: none"> · Students from diverse backgrounds will experience more tailored and effective support in their CTE courses · Students in 9th and 10th grades will see significant improvements in how their CTE curriculum supports Math and English proficiency

PRIORITY 2: Increase Enrollment of Economically Disadvantaged Students.

S.M.A.R.T.I.E. Goal: Increasing students facing economically disadvantaged situations enrollment by the end of the second year through heightening awareness of the benefits from taking CTE courses and by reducing barrier that hinder Students from economic disadvantage from participating in CTE programs.

Strategy	Activities	Benchmarks
<p>Increase Awareness and Target Outreach</p>	<ul style="list-style-type: none"> • Partner with Middle Schools Administration to identify the FARMs students attending for targeted outreach. • Market the importance of CTE courses in high school related to earning potential. • Inform targeted students about the benefits of CTE courses, equipping them with the essential skills, knowledge, and practical experiences necessary to thrive in the workforce. 	<p>Month 1 (SY25):</p> <ul style="list-style-type: none"> • Students from economically disadvantaged backgrounds will see the formation of a cross-departmental team dedicated to identifying barriers to their success in CTE programs • CTE staff will begin compiling existing data on ED student participation and known obstacles <p>Month 3 (SY25):</p> <ul style="list-style-type: none"> • Students will participate in initial surveys and focus groups to share their experiences and challenges in CTE programs • CTE teachers will receive training on recognizing and reporting potential barriers faced by ED students <p>Month 5 (First Semester SY25):</p> <ul style="list-style-type: none"> • Students will see the implementation of preliminary support measures based on early findings <p>Month 6-7:</p> <ul style="list-style-type: none"> • Students and their families will participate in dedicated feedback sessions to discuss identified barriers and potential solutions
<p>Reduce Barriers and Provide Financial Support</p>	<ul style="list-style-type: none"> • Offer wraparound services, such as childcare, transportation assistance, and food assistance, to 	<p>SY25</p> <ul style="list-style-type: none"> • Students will have ongoing opportunities to provide feedback on

Strategy	Activities	Benchmarks
	<p>help Students from economic disadvantage overcome non-academic barriers to enrollment.</p> <ul style="list-style-type: none"> • Offer financial assistance, such as scholarships, grants, or tuition waivers, to help Students from economic disadvantage overcome financial barriers to enrollment. 	<p>their experiences and the effectiveness of interventions</p> <ul style="list-style-type: none"> • CTE staff will regularly review and adjust strategies to ensure continuous Students from economic disadvantage' success in CTE. <p>SY26</p> <ul style="list-style-type: none"> • Implemented targeted solutions to overcome each barrier and ultimately reduce the obstacles faced by these students increasing ED student participation by 2%.

FUNDING NOTES

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

- Perkins Funds
- Local General Fund
- Title II Funds

PROMISING PRACTICES TO CONSIDER

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

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

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

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

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

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

Component D: Recruiting, Developing, and Retaining CTE Educators

OVERVIEW

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

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

INSTRUCTIONS

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

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

PRIORITY 1: Recruitment and Retention

S.M.A.R.T.I.E. Goal: We will intensify recruitment efforts starting in SY25 to attract certified and qualified CTE teachers who mirror our student body's diversity, while also implementing retention strategies to upskill our existing teachers, ensuring they have a deeper understanding of labor market demands and are better equipped to align to those demands by the end of SY26.

Strategy	Activities	Benchmarks
<p>Recruit CTE Teachers</p>	<ul style="list-style-type: none"> • With the assistance of the HR Department, we will explore colleges that offer programs in CTE or Technology Education for aspiring teachers in these fields. • Identify and recruit internal candidates from within the education system who have prior experience in industry or a related field, as well as current teachers from other disciplines who are willing to take the Praxis exam for CTE certification. • Work with the AMP Coordinator to leverage partnerships with local businesses to recruit industry professionals who are interested in transitioning to a career in education. 	<p>End of Month 1 (SY25):</p> <ul style="list-style-type: none"> • Students will see the launch of a comprehensive CTE teacher recruitment campaign • The HR Department will begin identifying colleges offering CTE or Technology Education programs for teacher recruitment <p>End of Month 3 (SY25):</p> <ul style="list-style-type: none"> • Students will benefit from outreach to internal candidates with industry experience, potentially bringing real-world insights to CTE classrooms • The AMP Coordinator will start engaging local businesses to identify industry professionals interested in teaching <p>End of Month 5 (First Semester SY25):</p> <ul style="list-style-type: none"> • Students will see CTE representatives at their first job fair or career event of the year, showcasing teaching opportunities • Teachers from other disciplines will receive information about transitioning to CTE through Praxis exam certification <p>End of SY25 (Month 10):</p> <ul style="list-style-type: none"> • Students will benefit from a more diverse pool of CTE teacher candidates, including those recruited from HBCUs • The CTE department will have attended at least two job fairs, career events, or college visits <p>By start of SY26 (Month 12):</p> <ul style="list-style-type: none"> • Students will see the results of enhanced partnerships with local

Strategy	Activities	Benchmarks
		<p>businesses as industry professionals begin transitioning to teaching roles</p> <ul style="list-style-type: none"> • The HR department will have refined its recruitment strategies based on the previous year's outcomes <p>End of Month 15 (First Semester SY26):</p> <ul style="list-style-type: none"> • Students will experience classes led by newly recruited CTE teachers, bringing fresh perspectives to the program • The CTE department will have attended its second strategic job fair, career event, or college visit <p>End of SY26 (Month 22):</p> <ul style="list-style-type: none"> • Students will benefit from a stronger and more diverse pool of CTE educators • The CTE department will have completed its goal of attending three strategic recruitment events <p>Throughout both years (Quarterly):</p> <ul style="list-style-type: none"> • Students will see ongoing efforts to attract and retain quality CTE teachers • The CTE department will regularly assess the effectiveness of various recruitment strategies <p>End of SY26:</p> <ul style="list-style-type: none"> • Students will experience a more robust CTE program with a diverse and qualified teaching staff • The CTE department will have established sustainable recruitment pipelines from colleges, industry, and within the education system

Strategy	Activities	Benchmarks
		<p>Ongoing:</p> <ul style="list-style-type: none"> · Students will benefit from continuous efforts to maintain and improve the quality and diversity of the CTE teaching staff · The CTE department will regularly review and adjust recruitment strategies to meet evolving program needs
<p>Retain CTE Teachers</p>	<ul style="list-style-type: none"> • Provide targeted PD and coaching for beginning teachers who are transitioning to the CTE teaching profession from either post-secondary education or industry. • Establish a CTE mentorship program that pairs new CTE teachers with experienced mentors who have also transitioned into teaching from similar backgrounds, such as post-secondary educational or industry. This mentorship program will provide new teachers with guidance, support, and insight from someone who has navigated a similar career path. • Prioritize professional development opportunities that are both meaningful and informative, providing a sense of accomplishment and fulfillment 	<p>Month 1 (SY25):</p> <ul style="list-style-type: none"> · New CTE teachers transitioning from post-secondary education or industry will begin receiving targeted professional development and coaching · Experienced CTE teachers will be invited to participate in a new mentorship program <p>End of Month 3 (SY25):</p> <ul style="list-style-type: none"> · CTE teachers will see the launch of a structured mentorship program, pairing new teachers with experienced mentors from similar backgrounds · Teachers will participate in a needs assessment to identify meaningful professional development opportunities <p>End of Month 5 (First Semester SY25):</p> <ul style="list-style-type: none"> · New CTE teachers will have completed their first round of targeted professional development · Experienced CTE teachers interested in becoming mentors will begin specialized training in partnership with the National Research Center for Career & Technical Education

Strategy	Activities	Benchmarks
		<p>End of SY25 (Month 10):</p> <ul style="list-style-type: none"> • All new CTE staff will be actively engaged in mentorship relationships • Teachers will have participated in at least two discipline-specific professional development opportunities to deepen their expertise <p>By start of SY26 (Month 12):</p> <ul style="list-style-type: none"> • CTE teachers will benefit from refined professional development programs based on feedback and outcomes from SY25 • Teachers will participate in workshops focused on current labor market alignment to enhance their understanding of industry needs <p>End of Month 15 (First Semester SY26):</p> <ul style="list-style-type: none"> • CTE teachers will see the implementation of additional retention strategies based on data analysis from the previous year • Teachers will have opportunities to provide feedback on the effectiveness of the mentorship program and professional development offerings <p>End of SY26 (Month 22):</p> <ul style="list-style-type: none"> • CTE teachers will experience a more supportive and growth-oriented professional environment • Teachers will see a significant reduction in turnover rates compared to the previous five years <p>Throughout both years (Quarterly):</p>

Strategy	Activities	Benchmarks
		<ul style="list-style-type: none">• CTE teachers will participate in regular check-ins to assess job satisfaction and address any concerns• Teachers will have ongoing access to professional upskilling opportunities aligned with current industry trends <p>End of SY26:</p> <ul style="list-style-type: none">• CTE teachers will benefit from a comprehensive support system including mentorship, targeted professional development, and upskilling opportunities• Teachers will see the turnover rate reduced to less than 50% in a five-year examination

PRIORITY 2: Career Changers and Diversity

S.M.A.R.T.I.E. Goal: By the end of SY25 will be equipped to increase opportunities for hiring a more diverse population by providing alternate pathways for individuals from non-traditional backgrounds, with a specific emphasis on supporting non-traditional teachers as they earn their teaching certifications.

Strategy	Activities	Benchmarks
<p>Supporting Non-Traditional Teachers</p>	<ul style="list-style-type: none"> • Support non-traditional teachers transitioning from industry to education by providing guidance and resources to help them achieve their teaching certification. • Collaborate with Human Resources to explore and develop alternative routes to teaching certification. • We aim to reduce the high turnover rate among non-traditional teachers, who have joined our team through alternative routes, and work to retain their expertise and commitment. 	<ul style="list-style-type: none"> • To facilitate the success of non-traditional teachers and future candidates, we will develop a comprehensive guide to teacher certification (per cluster). • By the end of SY25. The clear and accessible document will simplify the process, eliminating confusion and uncertainty, and ultimately increasing our retention rate above the 50% by the end of SY26. <p>End of SY26:</p> <ul style="list-style-type: none"> • CTE teachers will have a comprehensive support system including mentorship, targeted professional development, and upskilling opportunities (1 externship per cluster).

Diversity from Alternative Pathways

- Fostering alternative pathways for teaching certificate can help increase representation from underrepresented groups.
- Partnering with organizations that serve underrepresented groups, such as historically black colleges and universities (HBCUs) or the local NAACP can potentially increase our diversity.
- Establish and leverage alternative partnerships to increase diversity in the hiring pool, expanding opportunities for underrepresented groups to join the education workforce and promoting a more inclusive and diverse teaching profession.

Month 1 (SY25):

- Individuals from underrepresented groups will see the launch of a campaign promoting alternative pathways to CTE teaching certificates

Month 2-3 (SY25):

- Potential CTE teachers from diverse backgrounds will learn about new partnerships with HBCUs and local NAACP chapters
- Students will see the establishment of a diversity, equity, and inclusion task force within the CTE department (including student from each cluster being a representative of the task force).

Month 5 (First Semester SY25):

- Individuals interested in CTE teaching will participate in the first information session about alternative certification pathways
- Students will benefit from CTE staff attending diversity-focused job fairs and recruitment events

SY26 (Month 12):

- CTE teacher candidates from diverse backgrounds will benefit from refined recruitment strategies based on first-year outcomes

Both years (Quarterly):

- Potential CTE teachers from diverse backgrounds will have ongoing access to information and support for alternative certification pathways (as an additional section to the comprehensive cluster focused certification manual).

Strategy	Activities	Benchmarks
		<p>End of SY26:</p> <ul style="list-style-type: none"> • CTE programs will have established task force and have started collaborative partnerships with organizations focused on equity and equality in CTE

FUNDING NOTES

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

- Perkins Funds
- Local General Funds

ADDITIONAL NOTES FOR THIS COMPONENT

- By focusing on both recruiting and retaining we can create a more stable and effective teaching workforce that benefits students and the school system.
- I have not received the information requested to date so the goals are written using anecdotal data and baseline can be set after year one.

PROMISING PRACTICES TO CONSIDER

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

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

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

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

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

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

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

Component E: State Determined Performance Level Attainment

OVERVIEW

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

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

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

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

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

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

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

INSTRUCTIONS

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

For each indicator where the actual local performance level is less than the 90% performance target, the school system is required to complete a S.M.A.R.T.I.E. goal related to the missed indicator, as well as

a strategic plan to address the tasks and expected outcomes. Use the example on page 8 as a guide for this work; you will need one strategic plan for each of the priorities chosen.

TABLE: STATE DETERMINED PERFORMANCE LEVELS AND ACTUAL LOCAL PERFORMANCE

Indicator	Performance Target	Performance Target (90%)	Actual Local Performance
1S1: Four-Year Graduation Rate	89.97%	80.97%	99%
2S1: Academic Proficiency in Reading / Language Arts	52.30%	47.07%	53%
2S2: Academic Proficiency in Mathematics	48.00%	43.2%	52%
2S3: Academic Proficiency in Science	-	-	14%
3S1: Post-Secondary Placement	76.50%	68.85%	76%
4S1: Non-traditional Program Concentration	28.72%	25.85%	21%
5S1: Program Quality Attained Recognized Credential	78.41%	70.57%	89%
5S4: Program Quality: Other (TSA Attainment)	78.41%	70.57%	92%

MISSED INDICATOR 1: 4S1: Non-traditional Program Concentration

S.M.A.R.T.I.E. Goal: Increase non-traditional student participation to within the 90% of the Performance Target by concentrating on the three clusters with the greatest disparities (H&B, C&D, TT) through targeted marketing and outreach efforts by the end of SY26.

Strategy	Activities	Benchmarks
<p>Marketing and Promotion and Retainment</p>	<ul style="list-style-type: none"> • Developing and implementing marketing campaigns tailored to each cluster's unique needs and demographics. • Create an organization that caters to Non-Traditional students. • Celebrate Non-Traditional students for what they have accomplished. • Utilize Non-Tradition Mentors while addressing student groups. • Teacher PD on strategies for engaging non-traditional students. 	<ul style="list-style-type: none"> • Increase marketing of non-traditional students in our H&B, C&D, and TT programs in SY25, aiming to increase non-traditional enrollment by 5% combined among the three clusters for SY26. • In SY25 the CTE staff will establish a Non-Traditional Club at our Tech Center, providing a welcoming space for students to connect with peers, share experiences, and build a sense of community. • By SY26 this club will offer support, resources, and networking opportunities to help non-traditional students thrive in their academic and professional pursuits, increasing our retention rate of non-traditional students. • In SY25, club members will actively participate in marketing initiatives targeting non-traditional students, with the objective of driving a 5% increase in non-traditional student enrollment in SY26, ultimately moving closer to achieving our target goal.

Strategy	Activities	Benchmarks
<p>Partnering with Career Coaches</p>	<ul style="list-style-type: none"> • Partnering with school counselors and career coaches to reach underrepresented groups. • PD career coaches and school counselors on what programs are considered to have Non-Traditional classifications. • Career Exploration focused on non-traditional employment. • Parental Outreach at parent nights is already being offered as a marketing effort for CTE. • Targeted Outreach to student groups that are already established or being recognized through other Perkins initiatives. 	<ul style="list-style-type: none"> • Provide PD for 100% of our Workforce Development Career Coaches and our school counselor in SY25 in identifying and supporting students in non-traditional programs, empowering them to better serve students in these programs increasing our non-traditional enrollment by 2% overall by the end of SY26. • We are committed to reducing the gap in representation of underrepresented non-traditional students by 1% by SY26. To achieve this goal, we will focus on increasing female participation in traditionally male-dominated programs in SY25. • Starting SY25 we will target marketing efforts of 15 programs historically dominated by males working to attract more female students to participate. • To enhance diversity in our CTE programs, starting SY25 we will strive to reduce the participation gap between male (56%) and female (44%) through marketing. Equalizing both percentages by 1% in SY26, improving the alignment of our comparison group's ratio of 48%-52%.

Component F: Budget

INSTRUCTIONS

The Carl D. Perkins Act provides nine specific required uses of federal formula funds. After reviewing these required uses in the section below, begin thinking about how you will strategically allocate your federal funds across each of these required uses and to support each of the S.M.A.R.T.I.E. goals detailed in this application. Once the funds are allocated across all required uses, determine the funding level needed across the budget categories (e.g., Salaries/Benefits, Contract Services, Equipment, Supplies and Materials, and/or Other). While grantees are required to allocate funds across all nine Perkins categories, there is not a requirement to budget across all 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., if 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: \$250,000.00

Required Uses of Perkins Funds	Salaries / Wages	Contract Services	Equipment	Supplies and Materials	Other
1	\$ 11,445		\$ -		\$ 4,987
2	\$ 11,445		\$ -		\$ 4,987
3	\$ 21,274		\$ -	\$ 2,795	\$ 12,187
4	\$ 11,444		\$ -		\$ 4,462
5	\$ 21,274	\$ 2,000	\$ -	\$ 2,796	\$ 19,987
6	\$ 21,274		\$ -	\$ 2,796	\$ 4,987
7	\$ 11,444		\$ -		\$ 14,462
8	\$ 11,444		\$ -		\$ 11,662
9	\$ 21,274		\$ -	\$ 2,796	\$ 12,187
Total	\$ 142,320	\$ 2000	\$ -	\$ 11,183	\$ 89,908

08 - Transfer = Indirect \$4,588


Total \$250,000

FINANCIAL COMPLIANCE WORKSHEET AND BUDGET FORM C-125 [Budget Forms](#).

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

Original Grant Budget	\$250,000	Amended Budget #	0	Request Date	6/5/2024
Grant Name	Perkins CTE	Recipient Grant Name	SMCPS		
MSDE Grant #		Recipient Grant #	030-25		
Revenue Source	F	Recipient Agency Name	SMCPS		
Fund Source Code	5333	Grant Period	7/1/2024	6/30/2025	
			From	To	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIP- MENT	08 - TRANS- FERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						4,589.00	4,589.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.	138,320.00		11,183.00	25,000.00			174,503.00
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.	4,000.00	2,000.00					6,000.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation				21,600.00			21,600.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				43308			43,308.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Building & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	142,320.00	2,000.00	11,183.00	89,908.00	0.00	4,589.00	250,000.00

Finance Official Approval:	Tammy McCourt		8/8/24	301-475-5511
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval:	Dr. J. Scott Smith		8/8/24	301-475-5511
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval:	Richard Kincaid		August 12, 2024	410-767-0426
	Name	Signature	Date	Telephone #

Secondary Financial Compliance Worksheet Template

	A	B	C	D
1	Administrative (Indirect and Direct) Cost The total amount for Administrative Cost (Indirect and Direct) may not exceed 5% of the total Grant Award. The total amount of equipment purchased must be subtracted from the total grant award in order to determine the maximum amount allowable from which to calculate Indirect cost.			
2	Total Grant Award			\$250,000
3	Total Perkins Proposed Budget From Plans of Action		\$245,411	
4	Allowable Indirect Cost Calculation			
5	Plans of Action Equipment Purchases (subtracted from Total Grant Award)	(-)		\$0
6	Subtotal	(=)		\$250,000
7	Multiply by Restricted Local Indirect Cost Rate Factor*	(x)	\$ 0.0187	
8	Subtotal	(=)	\$4,675	
9	Divide by Indirect Cost Adjustment	/(1+Rate)	\$ 1.0187	
10	Allowable Indirect Cost Amount	(=)	\$4,589	
11	Administrative Cost Calculation			
12	Actual Indirect Cost Amount Taken (cannot exceed row 10)		\$4,589	
13	Administrative (Direct) Cost Taken	(+)		
14	Total (Indirect/Direct) Administrative Cost Taken	(=)		\$4,589
15	Total Budget Amount (Rows 3+14 must equal row 2 amount)			\$250,000
16	Maintenance of Effort Local/State			
18			FY 2023 Reported Expenditures	\$3,774,078
19			FY 2025 Estimated Expenditures	\$3,776,042
20	*NOTE: An indirect cost rate factor listed in the table as a percentage must be converted into a number. Ex: 2.63% = .0263			

James McCourt






St_Mary's_County_FY25_Perkins_Application_signed

Final Audit Report

2024-08-12

Created:	2024-08-12
By:	Marquita Friday (Marquita.Friday@maryland.gov)
Status:	Signed
Transaction ID:	CBJCHBCAABAA5RTq8Eop54hjMgrL6VYU_8Ty58UaZ4oT

"St_Mary's_County_FY25_Perkins_Application_signed" History

-  Document created by Marquita Friday (Marquita.Friday@maryland.gov)
2024-08-12 - 6:51:46 PM GMT
-  Document emailed to Richard Kincaid -MSDE- (richard.kincaid@maryland.gov) for signature
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-  Document e-signed by Richard Kincaid -MSDE- (richard.kincaid@maryland.gov)
Signature Date: 2024-08-12 - 9:08:20 PM GMT - Time Source: server
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