



Career and Technical Education: Local Perkins Application Washington County

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

MARYLAND STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.

Interim State Superintendent of Schools

Dr. Deann Collins

Deputy State Superintendent
Office of Teaching and Learning

Richard W. Kincaid

Senior Executive Director
Office of College and Career Pathways

Wes Moore

Governor

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Dr. Irma E. Johnson

Dr. Joan Mele-McCarthy, D.A., CCC-SLP

Rachel L. McCusker

Samir Paul, Esq.

Holly C. Wilcox, Ph.D.

Abisola Ayoola (Student Member)

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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	<Name>
Superintendent Information	Dr. David Sovine Sovindav@wcps.k12.md.us
Individual Serving as Director of Career and Technical Education	Mr. Adam Parry Supervisor of Career Technology Education <Phone Number> <Email Address>
Individual Authorized to Sign Finalized C-125 (Financial Officer)	Mr. Eric Sisler <Phone Number> <Email Address>

SIGNATURES

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

On behalf of <LEA Name>



 Dr. David Sovine
 Superintendent of Schools

Date 8/12/24

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



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

August 5, 2024
 Date

Recipient Assurances

INSTRUCTIONS

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


RECIPIENT ASSURANCES

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

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

7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology 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 of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.



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 into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason or changed circumstances.
4. The terms "covered transaction", "debarred", "suspended", "ineligible", "lower tier covered transaction", "participant", "person", "primary covered transaction", "principal", "proposal", and "voluntarily excluded", as used in this clause, have the meaning set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall 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 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 (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 1994 (Public Law (P.L.) 103-382).

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 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 so as to modify or affect any Federal or State law prohibiting discrimination on the basis of race, religion, color, ethnicity, national origin, gender, age, or disability.
4. All funds made available under this Act shall be used in accordance with the requirements of this Act. None of the funds made available under this Act may be used to provide funding under the School-to-Work Opportunities Act of 1994 (20 U.S.C. 6101 et seq.) or to carry out, through programs funded under this Act, activities that were funded under the School-to-Work Opportunities Act of 1994, unless the programs funded under this Act serve only those participants eligible to participate in the programs under this Act.
5. All programs carried out with funds under this title have developed and implemented an evaluation, including an assessment of how the needs of special populations are met.
6. The appropriate secondary and postsecondary partners have collaborated to develop and implement all programs under this title.
7. Articulation agreements are approved annually by the lead administrator.



Superintendent of Schools or Community College President



Date

Component A: Labor Market Alignment

OVERVIEW

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

INSTRUCTIONS

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

PRIORITY 1: Expand knowledge of the programs at the middle school level to help shape student awareness transitioning into high school.

S.M.A.R.T.I.E. Goal: By the end of the 2024-2025 academic year, increase all student awareness of CTE programs by 30% through the implementation of innovative awareness campaigns at the high school and middle school, measured by conducting surveys before and after the campaigns.

Strategy	Activities	Benchmarks
<p>Strategy 1: Develop a county wide process for expanding community awareness of CTE program offerings</p>	<ul style="list-style-type: none"> • Conduct a baseline assessment survey at the beginning of the academic year to assess students' current knowledge and awareness of middle school programs. • Implement an awareness campaign, including digital platforms, guest speakers, high school CTE days, within the first marking period of the school year • Conduct a mid-term evaluation, survey or focus groups, to measure the impact of the awareness campaigns on student's knowledge and perception of CTE programs. 	<ul style="list-style-type: none"> • By the end of October 2024, 90% of MS students will complete a baseline assessment survey to gauge students' understanding and familiarity with CTE programs. • By the end of the first semester, there will be a 15% increase in students' knowledge and positive perception of CTE programs offered at their comprehensive high school as measured by the mid-term evaluation, survey or focus group.

Strategy	Activities	Benchmarks
<p>Strategy 2: Implement a data collection process to assess pre and post awareness campaign impacts on CTE awareness from students and parents</p>	<ul style="list-style-type: none"> Gather feedback from students, teachers, and parents by the end of the first semester about the effectiveness and engagement level of awareness campaigns. Review feedback and assessment results to identify areas of improvement or adjustments needed in the awareness campaigns. Administer a final "end of year" assessment, survey, or other activity at the start of the final marking period to measure the overall increase in student awareness and understanding of CTE programs and compare that to the baseline assessment. 	<ul style="list-style-type: none"> Gather feedback from 80% of students, 90% of teachers, and 75% of parents by the end of the first semester regarding the effectiveness and engagement level of awareness campaigns. Students will take a baseline assessment by October 2024 regarding understanding of CTE programs offered at their comprehensive high schools. By the June 2025, student awareness and understanding of CTE programs offered at their comprehensive high school will increase by 20% compared to the baseline assessment.

PRIORITY 2: Update program curriculum, assessments and certifications to increase program relevancy to local workforce needs.

S.M.A.R.T.I.E. Goal: To support the Blueprint for Maryland’s Future goal of 45% of all students obtaining an IRC, WCPS will identify industry credentials and/or realign curriculum to approved credentials to support student interest and achievement in Homeland Security, Computer Science, and Manufacturing. Criteria for curriculum realignment will include resources to support under-represented student participation (Homeland Security: 25% minority; Computer Science: 13% minority; Manufacturing: 30% minority), retention, and achievement. By October, 2024, WCPS will identify credentials or realign curriculum for each of these areas, leading to a 10% increase in under-represented student enrollment in related programs by June 2025.

Strategy	Activities	Benchmarks
<p>Strategy 1: Ensuring Curriculum Relevancy</p>	<ul style="list-style-type: none"> Offer curriculum writing and professional development events that will enhance program curriculum, assessments, and certifications to align closely with the current and future needs of the local workforce partners. Teachers will collaborate with program advisory committees and the local advisory committee to review the curriculum for each CTE program to identify and implement necessary curriculum changes. Write and implement culturally responsive curriculum that is aligned with industry standards Provide professional development for teachers on updated curriculum to include strategies for diverse learners 	<ul style="list-style-type: none"> Four times during the school year, teachers and PAC partners will suggest curriculum adjustments that will be implemented to ensure program relevance. Five planned professional development opportunities including strategies for diverse populations and learners will take place by June 2025. <p>By August 5, 2024 WCPS will purchase additional equipment to support instructional needs identified within curriculum adjustments to support either Homeland Security, Computer Science and/or Manufacturing pathways</p>

Strategy	Activities	Benchmarks
<p>Strategy 2: Curriculum and IRC Development</p>	<ul style="list-style-type: none"> ● Ensure that CTE programs have integrated industry-recognized certifications. ● Engage with business partners for input to ensure students are prepared with essential skills and certifications. ● Prepare students to take and pass IRCs for their programs of study. ● Purchase IRC vouchers that align with industry needs and are approved by the Blueprint CTE Committee. ● Celebrate student success in acquiring certifications. ● Identify the most in-demand certifications by using workforce database(s). ● Leverage certifications needed by State/Federal Government. ● Create a crosswalk between curriculum and industry recognized certification. ● Complete curriculum updates, assessments redesign, and certification revisions by the end of the 2025-2026 school year. ● Gather feedback from students, faculty, industry partners and employers about the effectiveness and relevance of the updated curriculum, assessments and certifications 	<ul style="list-style-type: none"> ● Submission of IRCs identified by PACs to CTE Committee for consideration/approval by October 2024 ● 100% of teachers offering an IRC for their program will have acquired certification preparation materials by December 2024. ● Equipment purchases to support curriculum and/or IRC attainment in Homeland Security, Agriculture, Natural Resources, Computer Science and Manufacturing will be completed by January 2026. ● Celebration of 100% of the students earning an IRC certifications will take place during senior award nights, posted on social media, principal and CTE newsletters by June 2025. ● By March 2026, 90% of all WCPS CTE programs will have an IRC with supporting resources that will help promote student interest and enrollment in the program. ● By the conclusion of the 2024-2025 school year, complete 80% of phase one curriculum updates, assessments redesign and certification revisions based on feedback gathered from major stakeholders.
<p>Strategy 3: Improve CTE program awareness and recruitment through marketing</p>	<ul style="list-style-type: none"> ● Create a marketing campaign to increase student enrollment in relevant programs within the next academic year at the MS and HS levels. ● Align programs which can be connected with Community College or Apprenticeships to market those tracks as potential paths towards completion/certification. 	<ul style="list-style-type: none"> ● Due to increased program awareness, enrollment in CTE programs for the 2025-2026 school year will increase by 5% in under-represented student enrollment in related programs by June 2025.

FUNDING NOTES

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

- For Priority 1 and part of Priority 2, we will use Local Funds to create the assessments for the awareness campaigns with our Career Coaches and CTE teachers at the middle school level.

We will also use local funds to engage in paying teachers for curriculum writing, PAC meetings and additional professional development related to these goals.

- For Priority 2, we will use Perkins funds to pay for a portion of our IRC certification examinations and to obtain equipment to support curriculum improvements or ensure students can obtain IRCs in specific program clusters that offer employment opportunities within our communities.

ADDITIONAL NOTES FOR THIS COMPONENT

- Mechatronics, manufacturing, and unmanned autonomous vehicles are specific growing fields within the industries in Washington County. Their impact can be seen within Healthcare, Transportation, Construction, Fire and Rescue, Homeland Security and Agriculture and Natural Resources. These industries provide a range of employment opportunities for county residents.

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.

INSTRUCTIONS

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

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

PARTICIPATION PRIORITY: Improve our communication with parents and students regarding the CTE programs we offer, highlighting the benefits of pursuing a career pathway through career exploration courses and informational sharing with students and parents with specific emphasis on career fields that where data analysis demonstrates low turnout based on gender or ethnic demographics.

S.M.A.R.T.I.E. Goal: By January 2025, increase participation and attendance of all parent and student stakeholders, with special attention to gender or ethnic demographics in historically low turnout career pathways, at CTE program informational sessions by 20% through enhanced communication channels and materials, utilizing a variety of methods such as emails, newsletters, social media and school events to effectively inform parents and students about the CTE programs offered at their comprehensive high schools and the benefits of pursuing career pathways.

Strategy	Activities	Benchmarks
<p>Strategy 1: Increase Program Awareness by informing stakeholders about the value of CTE targeting underrepresented and underserved populations</p>	<ul style="list-style-type: none"> ● Develop a comprehensive communication strategy that includes information sessions for parents and students that include: ● Create a communication pipeline using social media, PTA, and middle school newsletters (translated in multiple languages). ● Collaborate with community outreach groups to promote CTE ● Host student-centered events-facilitated by WCPS ● Facilitate students attending events sponsored by community colleges, businesses/non-profit organizations e.g., Engineering, ACE, Women in Manufacturing. ● Utilize Career Coaching staff to target identified student populations. ● Target Middle School programs that serve these populations. ● Track attendance at information sessions to develop a data footprint to build upon. 	<ul style="list-style-type: none"> ● 90% of all informational/program awareness materials will be developed by November 2024. ● Complete the development of a comprehensive communication strategy by December 2024 that includes: <ul style="list-style-type: none"> ○ Documentation of consistent media posts by CTE Office. ○ Tracking sheet of the number of student participants for each event. ○ Flyers for WCPS facilitated events. ● Development of data analysis structures by January 2025 that will allow the examination and assessment of the impact of the social media outreach campaigns. Working in conjunction with our WCPS Communications Team, this data may include Click through rates, number of open emails, twitter feedback, "likes" on social media, etc. ● 100% funding for substitute coverage for CTE department participation in middle school career fairs and scheduling night events
<p>Strategy 2: Expand Career Exploration coaching</p>	<ul style="list-style-type: none"> ● Provide training to Career Coaches on career exploration techniques, CTE program benefits, and effective information sharing strategies. ● Students will participate in a career pathway assessment developed by CTE and Career Coaches to identify CTE pathway candidates and increase participation. ● Host interactive career pathway workshops led by Career Coaches to help students explore different career paths and understand how they related to CTE programs offered at the comprehensive high schools. 	<ul style="list-style-type: none"> ● 100% of career coaches will participate in specific career exploration training sessions four times a year. ● 100% of eligible students will participate in the pathway assessment in the first semester. ● Collecting 95% of student participation and feedback data from career pathway workshops to guide future planning.

PERSISTENCE PRIORITY: Increasing Student Persistence, Community Inclusion, and Industry Engagement

S.M.A.R.T.I.E. Goal: Of the 10 CTE Clusters in WCPS, 9 have a persistence rates of less than 49% reaching concentrator status, and 5 Clusters are between 11% and 25% persistence rate. While there are many factors that lead to student attrition, we have identified a lack of awareness of the value of these CTE programs to students, a lack of industry engagement, and a lack of community involvement as the top three root causes. Our goal is to increase the retention of students so that at least 30% of all students who start a program persist to reach concentrator status by 2025, and 40% by 2026.

Strategy	Activities	Benchmarks
<p>Strategy 1 - Increase community involvement and awareness of CTE opportunities</p>	<ul style="list-style-type: none"> ● Host Parent/Student informational workshops to create increased awareness of programs. ● Career Coaches will leverage students with demonstrated interests aligned to high school CTE programs through individual counseling sessions. ● Hold quarterly meetings with School Counselors to ensure awareness and understanding of programs and benefits. 	<ul style="list-style-type: none"> ● Three times a school year WCPS through the support of Career Coaches will host parent/student informational workshops to increase awareness of CTE programs. ● Obtain a 20% increase in student participation and persistence in CTE programs by March 2025 when scheduling for the next school year begins by having Career Coaches will meet with 100% of all 9th grade students by February 2025 to develop career pathway goals leading into 10th grade. ● Obtain a 30% increase in student participation and persistence in CTE programs by March 2026 when scheduling for the next school year begins by having Career Coaches will meet with 100% of all 9th and 10th grade students by February 2026 to develop career pathway goals leading into 10th grade.
<p>Strategy 2 - Increase industry engagement</p>	<ul style="list-style-type: none"> ● Participate in job shadowing events and establish business mentors. ● Enable students to attend career fairs. ● Encourage business, parent, and student involvement/participation in CTSO's. ● Market advantages of IRC's early in CTE programs. 	<ul style="list-style-type: none"> ● Increase student access to career relevance mentorship by 30% within the next two years. ● Increase student participation in CTE skill development pathways aligned with dual credit programs by 10% by the conclusion of SY24-25. ● Career Coaches will meet with 100% of all 9th grade students to develop career pathway goals by February 2025.

Strategy	Activities	Benchmarks
<p>Strategy 3 - Flexible Program Scheduling</p>	<ul style="list-style-type: none"> • Increase in completer opportunities available during Evening High School. • Consider implementing a WV version of a "Jump Start Program" where students can begin their program in the summer prior to entering 9th grade in the Fall. • Identify programs that can be run in block scheduling to allow completion in less time. 	<ul style="list-style-type: none"> • Develop 2 new Evening High School completer options by 2026 that meet the needs of community stakeholders. • Hold 3 stakeholders meets by June 2025 to strategize around "Jump Start Programs" and schedule options within comprehensive high schools.

FUNDING NOTES

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

- For the Participation Priority, we will use Local Funds to develop informational programs, pay for workshops, train our staff and cover substitute costs.
- For the Persistence Priority, we will use a combination of local funds and Perkins funds. Local funds for informational workshops, career fairs, and support of Career Coaches helping to raise awareness and ensure students knowledge of pathway alignment. Perkins funds would be explored as we develop new programs for the 2025-2026 school year at our Evening High School program.

ADDITIONAL NOTES FOR THIS COMPONENT

- As WCPS looks to make changes and shift current mindsets, much of our efforts are going into building awareness within the middle school level around the benefits that each pathway at our comprehensive and technical high school offers to students, and how those translate into employment in our communities. This is a 5 year vision. So, we are building awareness in grades 6 to 8, and then into 9th grade; ensuring that we have the resources/tools aligned to our curriculum that give our students the best opportunity to earn IRCs or Dual Credits so that they have a post graduation plan.

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: Develop initiatives to increase all African American and Hispanic student performance in academic proficiency in mathematics through modeling and reasoning.

S.M.A.R.T.I.E. Goal: Two subgroups (African American and Hispanic) within CTE programs consistently underperform compared to their peers in mathematics. WCPS will help to increase minority student academic performance in mathematics from -12% below peers in mathematics to -9% by the end of the 2024-2025 school year and -9% to -5% by the end of the 2025-2026 school year through the application of specific modeling and reasoning lesson.

Strategy	Activities	Benchmarks
Strategy 1: Integrate	<ul style="list-style-type: none"> Develop a modeling and reasoning logic-based learning environments 	<ul style="list-style-type: none"> Increase the number of underrepresented/ minority

Strategy	Activities	Benchmarks
<p>modeling and reasoning content into CTE lessons</p>	<p>at the middle school level through a revised computer science curriculum centered around MSDE computer science standards by June 2025 for Tech Education grades 6 to 8. This curriculum will be supported by instructional resources that require students to apply modeling and reasoning concepts through a hands-on learning approach.</p> <ul style="list-style-type: none"> • Provide grades 6-8 with modeling and reasoning resources. An example of this would be in Computer Science with the application of Block and Python coding for project-based learning for middle school tech education programs starting in August of the 2024-2025 school year. • Provide grades 9-10 with modeling and reasoning resources to support learning progressions from middle school. This would entail more advanced Computer Science applications of Block and Python coding for project-based learning starting in August of the 2025-2026 school year. 	<p>students with access to curriculum and resources within CTE that apply modeling and reasoning in project based learning by 20% by March 2025.</p> <ul style="list-style-type: none"> • Purchase equipment that allows students to work on hands on learning projects that apply Block and/or Python coding, starting in grades 6 to 8, between November 2024 to November 2025. • Expand purchasing of equipment that builds on the grades 6 to 8 learning platform that allows students to work on hands on learning projects with Block and/or Python coding, in grades 9 and 10 between November 2025 to May 2026. • By January 2025, develop a feedback mechanism to regularly assess the impact of CTE curriculum on student performance in modeling and reasoning with the goal of achieving a 15% improvement within the next two years.
<p>Strategy 2 : Teacher Professional Development</p>	<ul style="list-style-type: none"> • Provide all CTE instructors with flexible professional development consisting of evidence- based strategies to improve their IRC instruction/preparation for ML students and SWDs. • Include modified PD opportunities to provide teachers alternative ways for participation. • Incorporate reading and technical vocabulary strategies in all CTE programs. • Offer Sheltered Instruction Observation Protocol (SIOP) Training to teachers 	<ul style="list-style-type: none"> • 75% of CTE staff will participate in the modified PD events by June 2025

PRIORITY 2: Increasing Non Traditional Enrollment

S.M.A.R.T.I.E. Goal: WCPS needs to increase non-traditional student representation at the "concentrator" level in the following career clusters: Construction and Development (-19%), Health and Biosciences (-28%), Information Technology (-42%), Manufacturing, and Transportation Technology (-39%). In each of these clusters, non-traditional enrollment represented less than 20%. WCPS will grow non-traditional enrollment in each of these clusters at the "concentrator" level by 2% of total "concentrator" enrollment by February of the 2024-2025 school year; and 5% or to at least 20% of total "concentrator" enrollment by the 2025-2026 school year.

Strategy	Activities	Benchmarks
<p>Strategy 1: Establish mentorship programs that pair minority students with industry professionals who can provide guidance, advice, and support.</p>	<ul style="list-style-type: none"> Reach out to local professionals in the community to discuss potential partnership opportunities. Plan and organize field trips for interested minority students to visit workplaces and observe industry professionals in action. 	<ul style="list-style-type: none"> Establishing partnerships with at least 10 local professionals by January 2025 Arrange for 100% of interested minority students to do a field trip to observe industry professionals in a workplace setting by March 2025. Using data from the activities and benchmarks from Component A, track the percentage of students who express interest in pursuing related career paths and connect them within the mentorship program by September 2025
<p>Strategy 2- Develop a range of student recruitment tactics to inform students and parents about the benefits of careers in non-traditional occupations.</p>	<ul style="list-style-type: none"> Provide professional development and access to labor market tools that empower career coaches to deliver career guidance that supports nontraditional learners to pursue high skill, high wage, or in-demand fields. 	<ul style="list-style-type: none"> By March 2025 and March 2026, Career Coaches will receive labor market professional development twice within that school year to help with career guidance awareness to support nontraditional learner career exploration

FUNDING NOTES

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

- Priority 1 will use local funds to support curriculum workshops and professional development training.
- Perkins funds will be used for Priority 1 to expand our student access to autonomously programmed devices that align with Computer Science programming and modeling and reasoning applications.
- Priority 2 will use local funds to support our development and implementation of mentorship programs, field trips, data collection and student awareness and recruitment campaigns.

ADDITIONAL NOTES FOR THIS COMPONENT

- This focus is driven in part by our data and discussions around how to support and improve instruction. CTE will support modeling and reasoning by incorporating specific lessons into our computer science programs. WCPS will also enhance and expand our computer science curriculum through curriculum writing and implementation into our Tech Ed programs for grades 6 to 8. This will allow us to continue to build off the great work our K-5 curriculum team and teachers are doing in this area. We will also offer an additional, non-AP computer science pathway at our high school level starting in the 2025-2026 school year because we have only 52 students participating in our present computer science programs countywide on a yearly basis. This additional non-AP computer science pathway will offer greater opportunities for students not interested in AP classes, and it will focus on the modeling, reasoning and coding that aligns

with dual credit opportunities and IRCs that tie into autonomously programmed devices that are being used in our local industries.

- Additionally, WCPS will build industry-community-student mentorship and awareness programs starting in grades 6 to 8 to begin to plant the seeds of awareness and start the recruitment process prior to high school. Expansion of this program will continue as these students move into high school with the intention that this leads to greater participation and persistence, along with apprenticeship opportunities.

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: Ensuring that every teacher receives a personalized professional development plan that is tailored to their unique needs and goals

S.M.A.R.T.I.E Goal: By the end of school year 24-25, 100% of Career Technology teachers will have developed a personalized professional development plan tailored to their unique needs and goals, with progress tracked and documented.

Strategy	Activities	Benchmarks
<p>Strategy 1: Improved Professional Development for teachers</p>	<ul style="list-style-type: none"> • Conduct individual assessments: Administer assessments to identify the specific needs and goals of each teacher. • Provide teachers with resources and support to accomplish their specific goals • Regular check-ins and progress tracking to help teachers maintain fidelity in the process and celebrate their successes 	<ul style="list-style-type: none"> • Conduct individual assessments to identify the specific needs and goals of each teacher within the first month, aiming to assess 100% of teachers by the end of SY 24-25 • Provide teachers with resources and support to achieve their specific goals, with a target of supporting 90% of teachers by the end of the first semester. • Implement regular bi-monthly check-ins and progress tracking to assist teachers in maintaining fidelity, with a goal of conducting check-ins with 100% of teachers every quarter and celebrating successes at the end of each semester. • Provide five quality virtual PD sessions to assist new teachers, ensuring they are publicized through multiple forums.

PRIORITY 2: Recruitment of Diverse CTE Educators & Staff

S.M.A.R.T.I.E Goal: Washington County Public Schools (WCPS) has made considerable efforts to recruit a diverse teaching staff across the district. This extends to Career and Technical Education (CTE) teachers, but still 1 in 10 new teachers that are hired represent minority populations. In pursuit of hiring highly qualified candidates, WCPS priority alignment will continue to be to increase the number of minority teachers hired by 10%, including new CTE hires for the 2024-2025 school year.

Strategy	Activities	Benchmarks
<p>Strategy 1 - Identify non-traditional pathways for teachers to earn the necessary credentials to become a CTE educator.</p>	<ul style="list-style-type: none"> • Assist new teachers with industry experience but lack teaching credentials in pursuing alternative pathways to certification • Work with the WCPS Human Resources Office to recruit candidates who are members of diverse populations. • Implement a comprehensive program to identify potential teaching candidates from 6th to 12th grade, involving CTE teachers in the selection process. 	<ul style="list-style-type: none"> • The number of teachers recruited, representing minority populations to increase by 10% by May 2025. • By the end of March 2025, teachers will have identified 3-5 student candidates who can be recognized as future CTE teachers based on personal attributes that stand out to each teacher

Strategy	Activities	Benchmarks
<p>Strategy 2 - Develop a range of teacher recruitment strategies that motivate individuals to pursue a CTE teaching career.</p>	<ul style="list-style-type: none"> • Consult with employer advisory groups to explore prospective teacher candidates who possess relevant industry experience, expertise, and a passion for education, ensuring alignment with the needs and values of WCPS. • Create marketing materials that resonate with a diverse audience, highlighting the inclusive and supportive environment, career advancement opportunities, and the chance to make a meaningful impact as educators within WCPS. • Create a social media campaign that highlights the benefits of being a CTE teacher. • Employ WBL facilitators to consult with business partners and recent graduates to recruit new teachers. • Recruit new teachers that reflect the demographic of the student population by connecting with Historically Black Colleges and Universities, black fraternities and sororities, and other ethnic organizations and faith-based groups. 	<ul style="list-style-type: none"> • Employer advisory groups' suggested teacher candidates are invited to apply for CTE positions by March 2025. • Marketing materials representing diverse audiences are available for use and distribution by January 2025. • CTE will partner with WCPS Human Resources to participate in two teacher recruitment fairs by March 2025.

FUNDING NOTES

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

- For Priority 1, we will use local funds to support teacher professional development workshops, trainings and conferences.
- For Priority 2, we will continue to use local funds to support our grow-our-own initiatives, marketing plans, and advisory groups to recruit new teachers.

ADDITIONAL NOTES FOR THIS COMPONENT

- WCPS continues to address the need to attract minority teachers and one of our primary long term solutions is to rely upon a grow-your-own model. By putting our own students into apprenticeship and completer program for education, celebrating their successes and contributions, and supporting them through networking organizations, our objective is to develop a foundation and relationship that sees these individuals return to teaching in WCPS.
- We plan to expand this process by recognizing students with the potential to teach as early as the 6th grade and celebrating their capabilities. By planting this seed early, we hope to expand student interest into our TAM program and our Reading Tutor Apprenticeships. The long term vision being that we see returns on this investment as those students graduate high school and decide on a career pathway.

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
1SI: Four-Year Graduation Rate	89.97%	80.97%	94%
2S1: Academic Proficiency in Reading / Language Arts	52.30%	47.07%	51%
2S2: Academic Proficiency in Mathematics	48.00%	43.2%	24%
2S3: Academic Proficiency in Science	-	-	12%
3SI: Post-Secondary Placement	76.50%	68.85%	75%
4SI: Non-traditional Program Concentration	28.72%	25.85%	22%
5S1: Program Quality Attained Recognized Credential	78.41%	70.57%	77%
5S4: Program Quality: Other (TSA Attainment)	78.41%	70.57%	80%

MISSED INDICATOR 1: Improve Modeling and Reasoning skills within 2S2

S.M.A.R.T.I.E. Goal: CTE will support improving Academic Proficiency in Mathematics within Modeling and Reasoning test results from 24% to 30% by June 2025 by increasing Modeling and Reasoning tasks into CTE curriculum.

Strategy	Activities	Benchmarks
<p>Strategy 1: Integrate modeling and reasoning content into CTE lesson</p>	<ul style="list-style-type: none"> • Develop a modeling and reasoning logic-based learning environments at the middle school level through a revised computer science curriculum centered around MSDE computer science standards by June 2025 for Tech Education grades 6 to 8. This curriculum will be supported by instructional resources that require students to apply modeling and reasoning concepts through a hands-on learning approach. • Building on these modeling and reasoning tasks for grades 6-8, students entering 9th grade in school year 2025-2026 will continue to have exposure to a modeling and reasoning logic-based learning environments through either computer science curriculum or foundations of technology curriculum. This curriculum will be supported by instructional resources that require students to apply modeling and reasoning concepts through a hands-on learning approach. 	<ul style="list-style-type: none"> • By January 2025, develop 4 specific modeling and reasoning lessons to be incorporated into computer science programs for grades 6-8. • By January 2025, develop a feedback mechanism to regularly assess the impact of CTE curriculum on student performance in modeling and reasoning with the goal of achieving a 10% improvement on math benchmark scores in modeling and reasoning by May 2025. • By January 2026, develop 4 specific modeling and reasoning lessons to be incorporated into 9th grade computer science of foundations of technology courses. • By January 2026, develop a feedback mechanism to regularly assess the impact of CTE curriculum on student performance in modeling and reasoning with the goal of achieving a 15% improvement on math benchmark scores in modeling and reasoning by May 2026.

MISSED INDICATOR 2: Increasing Non-traditional Program Concentration

S.M.A.R.T.I.E. Goal: WCPS needs to increase non-traditional student representation at the “concentrator” level in the following career clusters: Construction and Development (-19%), Health and Biosciences (-28%), Information Technology (-42%), Manufacturing, and Transportation Technology (-39%). In each of these clusters, non-traditional enrollment represented less than 20%. WCPS will grow non-traditional enrollment in each of these clusters at the “concentrator” level by 2% of total “concentrator” enrollment by February of the 2024-2025 school year; and 5% or to at least 20% of total “concentrator” enrollment by the 2025-2026 school year.

Strategy	Activities	Benchmarks
<p>Strategy 1: Establish mentorship programs that pair minority students with industry professionals who can provide guidance, advice, and support.</p>	<ul style="list-style-type: none"> Reach out to local professionals in the community to discuss potential partnership opportunities. Plan and organize field trips for interested minority students to visit workplaces and observe industry professionals in action. 	<ul style="list-style-type: none"> Establishing partnerships with at least 10 local professionals by January 2025 Arrange for 100% of interested minority students to do a field trip to observe industry professionals in a workplace setting by March 2025. Using data from the activities and benchmarks from Component A, track the percentage of students who express interest in pursuing related career paths and connect them within the mentorship program by September 2025
<p>Strategy 2- Develop a range of student recruitment tactics to inform students and parents about the benefits of careers in non-traditional occupations.</p>	<ul style="list-style-type: none"> Provide professional development and access to labor market tools that empower career coaches to deliver career guidance that supports nontraditional learners to pursue high skill, high wage, or in-demand fields. 	<ul style="list-style-type: none"> By March 2025 and March 2026, Career Coaches will receive labor market professional development twice within that school year to help with career guidance awareness to support nontraditional learner career exploration

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 of the budget categories.

REQUIRED USES OF PERKINS FUNDING

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

EXAMPLES OF BUDGET ITEM EXPENDITURES

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

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

BUDGET ALLOCATION TABLE

Total Formula Award: \$330,714.00

Required Uses of Perkins Funds (See List for Details)	Salaries / Wages	Contract Services	Equipmen t	Supplies and Materials	Other
1	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	\$0.00	\$0.00	\$0.00	\$0.00	\$53409.00
4	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7	\$0.00	\$0.00	\$277305.00	\$0.00	\$0.00
8	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$0.00	\$277305.00	\$0.00	\$53409.00

FINANCIAL COMPLIANCE WORKSHEET AND BUDGET FORM C-125

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

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

Original Grant Budget		Amended Budget #		Request Date	
Grant Name	Perkins FY25	Recipient Grant Name	Perkins FY25		
MSDE Grant #		Recipient Grant #			
Revenue Source	Federal	Recipient Agency Name	WCPS		
Fund Source Code		Grant Period	7/1/2024	6/23/2025	
			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.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
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.			53,409.00		277,305.00		330,714.00
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.							0.00
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							0.00
210 Plant Operatlon							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
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	0.00	0.00	53,409.00	0.00	277,305.00	0.00	330,714.00

Snb 8/8/24

Finance Official Approval:	Eric Sisler	<i>Eric Sisler</i>	8/8/24	301-166-2915
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval:	David T. Sovine	<i>David T. Sovine</i>	8/12/24	301-766-2815
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval:	Richard Kincaid	<i>Richard Kincaid</i>	August 5, 2024	410-767-1904
	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		\$330,714	\$330,714
3	Total Perkins Proposed Budget From Plans of Action			
4	Allowable Indirect Cost Calculation			
5	Plans of Action Equipment Purchases (subtracted from Total Grant Award)	(-)		\$277,305
6	Subtotal	(=)		\$53,409
7	Multiply by Restricted Local Indirect Cost Rate Factor*	(x)	\$ 0.0318	
8	Subtotal	(=)	\$1,698	
9	Divide by Indirect Cost Adjustment	/(1+Rate)	1.0318	
10	Allowable Indirect Cost Amount	(=)	\$1,646	
11	Administrative Cost Calculation			
12	Actual Indirect Cost Amount Taken (cannot exceed row 10)			
13	Administrative (Direct) Cost Taken	(+)		\$0
14	Total (Indirect/Direct) Administrative Cost Taken	(=)		\$330,714
15	Total Budget Amount (Rows 3+14 must equal row 2 amount)			
16				
17	Maintenance of Effort Local/State			
18	FY 2023 Reported Expenditures		\$7,293,181	
19	FY 2025 Estimated Expenditures		\$7,680,000	
20	*NOTE: An indirect cost rate factor listed in the table as a percentage must be converted into a number. Ex: 2.63% = .0263			