

Maryland Consolidated Perkins and Methods of Administration (MOA) Monitoring Plan

Compliance Review Criteria and Required Documents for Juvenile Services and Adult Correctional Education



Career and Technical Education, Education that Works.



Maryland State Department of Education
Division of Career and College Readiness
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Maryland State Department of Education

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Introduction

The Maryland Consolidated Perkins and Methods of Administration (MOA) Monitoring Plan outlines a comprehensive evaluation-compliance-monitoring process under which each recipient's system of CTE is evaluated and progress is monitored to ensure their compliance in the equity and access of high-quality CTE for all. The Maryland State Department of Education (MSDE) is the lead agency responsible for administration of both Perkins V and MOA requirements across the state of Maryland. The Maryland Consolidated Perkins and MOA plan describes how the MSDE will implement federal Perkins V and MOA requirements to support equitable student access and program performance in CTE programs of study. It outlines the selection process for how education agencies are identified for compliance reviews, the criteria used to determine their compliance with state and federal requirements, and the on-going monitoring to ensure progress and completion of corrective actions needed based on findings during compliance reviews. The Maryland Consolidated Perkins and MOA plan is purposefully aligned to the [Maryland CTE Four-Year State Plan](#), which was approved by the United States Department of Education in May 2020, to ensure a consistent approach to CTE statewide.

CTE programs of study are implemented in 24 local school systems, 15 community colleges, and 22 state-operated programs (e.g. Juvenile Services Education and Adult Correctional Education). Each entity that implements a CTE program of study and receives federal funds (referred to as "recipients" throughout this document) is required to adhere to MOA and Perkins V requirements. The Division of Career and College Readiness at the MSDE is responsible for facilitating the evaluation, compliance, and progress monitoring process to ensure that all recipients adhere to federal requirements established by MOA and Perkins V.

The Maryland Consolidated Perkins and MOA Monitoring Plan is

- ✓ grounded in the state's vision and mission for CTE and the Maryland CTE Four-Year State Plan;
- ✓ guided by requirements of the federal
 - [Strengthening Career and Technical Education for the 21st Century Act \(Perkins V\)](#),
 - [Guidelines for the Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs \(MOA Guidelines\) \(34 C.F.R. Part 100, Appendix B\)](#),
 - [Title VI of the Civil Rights Act of 1964 \(34 C.F.R. Part 100\)](#),
 - [Title IX of the Education Amendments of 1972 \(34 C.F.R. Part 106\)](#),
 - [Section 504 of the Rehabilitation Act of 1973 \(34 C.F.R. Part 104\)](#),
 - [Title II of the Americans with Disabilities Act of 1990 \(28 C.F.R. Part 35\)](#); and

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- ✓ informed by the [Maryland Workforce Innovation and Opportunity Act \(WIOA\) State Plan](#), [Maryland State Plan for Postsecondary Education](#), and the [Maryland Commission on Innovation and Excellence in Education](#).

Consolidated Perkins and MOA Compliance Review Criteria

Compliance review criteria are based on Perkins and MOA legislative requirements. These criteria provide alignment with school systems, community colleges, juvenile services education, and adult correctional education current required program protocols, evaluation and reporting requirements. There are 29 review criteria which span seven compliance review categories.

Recipients will be required to compile, at minimum, specific documented items and submit electronically to the Division of Career and College Readiness. The seven Perkins and MOA specific monitoring compliance review categories are outlined on the following pages. Additional information on compliance review criteria categories, including detailed descriptions of each criteria and the evidence requested, can be found on the Perkins and MOA Evaluation Criteria List located on our website. Please note, CCTEP stands for Consolidated Career and Technical Education Plan.

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Assessment of Equity and Student Access- Compliance Review Criteria Category #1

Recipients comprised of all public institutions receiving Federal funds that provide CTE programs of study (e.g. Local School Systems, Community Colleges, Juvenile Services Education, and Adult Correctional Education) are required to provide equal CTE access and equitable support to all students enrolling in a CTE program of study, including students from special populations. Resources or supports must be directed to reduce enrollment gaps and remove barriers to student participation.

**CCTEP1B - MOA
Recruitment Criteria**

Recipient has established and implemented a process to ensure that:

- Recruitment/Marketing/Program awareness activities do not exclude or limit opportunities based on sex, race, color, national origin, or disability.
- Recruitment/Marketing/Program awareness materials do not contain biased or stereotypical contents.
- Recruitment/Marketing/Program awareness teams represent diverse populations.
- Counselors/Case Managers can communicate with limited English proficiency populations and persons with disabilities (e.g. sensory impairments).
- Recruitment/Marketing/Program awareness materials are available to communities of minority-language speakers in their native languages.

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Required Evidence
<ul style="list-style-type: none"> • Copy of CTE recruitment/marketing/program awareness plans. <i>Please note: The evidence for this criteria must be sure to include representation from all protected groups (e.g. disabilities, sex, race, color, national origin, and age) (e.g. training of staff to minimize/reduce potential stigmas, targeted outreach efforts to ensure broad representation/dissemination of information to key groups, etc.) [same evidence requested for CCTEP1A].</i> • Description of CTE recruitment/marketing/program awareness activities <i>[same evidence requested for CCTEP1A].</i> • Copies of CTE recruitment/marketing/program awareness materials (e.g. course catalogs, etc.) <i>[same evidence requested for CCTEP1A].</i> • Copy of CTE course catalog /course descriptions <i>[same evidence requested for CCTEP1A].</i> • Written plan for recruiting/marketing to/increasing awareness of the program to individuals with English as a second language <i>[same evidence requested for CCTEP1A].</i> • Written plan for recruiting/marketing to/increasing awareness of the program to students with disabilities including procedures for students to request reasonable accommodations and an explanation of the accommodation process. <i>Please note: The evidence for this criteria must be sure to encompass all genres of disabilities (e.g. hearing impairments, blind, learning disabilities, autism, physical impairments, etc.) [same evidence requested for CCTEP1A].</i> • Samples of recruiting/marketing to/increasing awareness materials in alternative languages/formats (as applicable) <i>[same evidence requested for CCTEP1A].</i>
CCTEP1C - MOA Admissions Criteria
<p>Recipient has established and implemented a process to ensure that:</p> <ul style="list-style-type: none"> • Student admission/placement eligibility criteria does not discriminate on the basis of race, color, national origin, sex, disability, or English proficiency. • Candidates for admission/placement to CTE programs of study are not assessed based on race, color, national origin, sex, or disability. • There are no pre-admission/pre-placement inquiries about marital, parental, pregnancy, or disability status. • Access is not denied to any CTE program of study to students with a disability. • Policies and procedures are in place for identifying and serving limited English proficient students and students with disabilities.
Required Evidence
<ul style="list-style-type: none"> • Admissions/Placement policy for CTE and description of admissions/placement process (e.g. description of strategies used, etc.). <i>Please note: The evidence for this criteria must be sure to include representation from all protected groups (e.g. disabilities, sex, race, color, national origin, and age) [same evidence requested for CCTEP1A & 5A].</i> • Procedures and criteria for selective admissions/placement to CTE programs where there are more

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applicants than can be accommodated *[same evidence requested for CCTEP1A & 5A]*.

- Demographics of rejected candidates by selection criteria *[same evidence requested for CCTEP1A]*.
- Procedure for Limited English Proficiency/English Learner identification and placement *[same evidence requested for CCTEP1A]*.
- Procedure for students with disabilities identification and placement including procedures for students to request reasonable accommodations and an explanation of the accommodation process. *Please note: The evidence for this criteria must be sure to encompass all genres of disabilities (e.g. hearing impairments, blind, learning disabilities, autism, physical impairments, etc.) [same evidence requested for CCTEP1A]*.

**CCTEP1D - MOA
Counseling Criteria**

Recipient has established and implemented a process to ensure that:

- Career and Academic Counseling/Case Management materials do not discriminate against individuals based on race, color, national origin, sex, or disability.
- Career and Academic Counselors/Case Managers do not direct students into programs nor measure their prospect for success based on race, color, national origin, sex, or disability.
- Career and Academic Counselors/Case Managers do not direct students with disabilities toward more restrictive career objectives.
- Disproportionate enrollments/placements do not result from unlawful discrimination.

Required Evidence

- Copy of the recipient's written guidance/case management plan (e.g. trainings provided to ensure non-discrimination, etc.) *Please note: The evidence for this criteria must be sure to include representation from all protected groups (e.g. disabilities, sex, race, color, national origin, and age) [same evidence requested for CCTEP1A & 2A]*.
- Copy of the recipient's assessment plan (e.g. surveys, focus group feedback regarding intent vs. impact, etc.) *[same evidence requested for CCTEP1A & 2A]*.
- Calendar of career and academic counseling/case management (e.g. screenshots of online counseling, summary of case management sessions, etc.) *[same evidence requested for CCTEP1A & 2A]*.
- Copy of enrollment/placement forms *[same evidence requested for CCTEP1A]*.
- Description of the process to identify and address disproportionate enrollment/placement in CTE programs *[same evidence requested for CCTEP1A]*.

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**CCTEP1E - MOA
Administrative Criteria**

Recipient has:

- Taken continuing steps to notify students, applicants, parents, employees, and unions or professional organizations that its policies do not discriminate based on race, color, national origin, sex or disability.
- Provided an annual public notice of nondiscrimination prior to the beginning of each school/program year that advises students, parents, employees, and the general public that all CTE program opportunities will be offered to all students regardless of race, color, national origin, sex or disability or age.
- Designated at least one qualified employee to coordinate efforts to comply with Section 504, Title II, Title VI, and Title IX. The recipient must notify students, staff, and the public of the name and/or title, address and phone number of designated employee(s).
- Adopted and published grievance procedure for prompt and equitable resolution of complaints alleging discrimination based on sex, race, color, national origin, or disability.

Required Evidence

- A copy of the recipient's continuous nondiscrimination notice.
- Copies of a variety of the recipient's publications that notify applicants, students, and employees that it does not discriminate on the basis of race, color, national origin, sex, or disability. Can include the following:
 - Brochures on programs, activities
 - Student application
 - Job application
 - Catalog
 - Student handbook
 - Staff handbook
 - Job announcements
 - Posters advertising various programs
 - Recruitment/Marketing/Program awareness materials
 - Website
 - School newspaper
- Copies of the annual public notice of nondiscrimination (e.g. as published in local newspapers, pamphlets, recipient's newsletters, radio/TV, etc.)
- Description of plans for providing annual public notice to persons with disabilities (e.g. visually impaired) and national origin minority persons. *Please note: The evidence for this criteria must be sure to encompass representation of protected groups including all applicable genres of national origin minority persons and all genres of disabilities (e.g. hearing impairments, blind, learning disabilities, autism, physical impairments, etc.)*
- Document(s) which designate the Title IX and Section 504 Coordinator(s) that includes name (or position), business address, and phone number.

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- Copies of the recipient’s publications that notify applicants, students, and employees of the names or titles, addresses, and phone numbers of the Title IX and Section 504 Coordinator(s) in the notice of nondiscrimination
- Job description for the Title IX and Section 504 Coordinator(s) which outlines the duties and responsibilities of the position(s).
- Description of the training the Title IX and Section 504 Coordinator(s) have received.
- Copy of the recipient’s grievance procedure for persons who feel like they have been discriminated against based on sex or disability.
- Copies of publications/list of locations where the recipient’s grievance procedure can be accessed by students, employees, parents, and patrons.

Assessment of Student Progress - Compliance Review Criteria Category #2

Recipients comprised of all public institutions receiving Federal funds that provide CTE programs of study (e.g. Local School Systems, Community Colleges, Juvenile Services Education, and Adult Correctional Education) are required to provide support to all students completing a CTE program of study, which also includes students from special populations. Resources or supports must be directed to reduce performance gaps and remove barriers to student success. Career guidance with the development of a career and academic plan should be provided in order to assist each student enrolled in a career and technical education program of study with successful completion.

CCTEP2D - MOA

Services for Students with Disabilities Criteria

Recipient has established and implemented a process to ensure that:

- Related aids or adaptations are available as necessary.
- Educational settings accommodate the needs of all learners.
- Students with disabilities are placed according to the provisions of Individual Education Programs (IEPs) and Section 504.
- Tests of academic achievement measure abilities and achievement.

Required Evidence

- Description of how the recipient provides access to all programs, courses, services, and activities offered to students with disabilities (e.g. process used for IEP/504 identification and implementation).
Please note: The evidence for this criteria must be sure to encompass all genres of disabilities (e.g. hearing impairments, blind, learning disabilities, autism, physical impairments, etc.)
- Description of how equipment and/or facilities have been adapted to accommodate students with disabilities.
- Policy(ies) for providing aids and services to students including procedures for students to request reasonable accommodations and an explanation of the accommodation process.
- List of aids and services available to students with disabilities.

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- Copy of policies governing use of service animals, tape recorders, note takers, etc.
- Policies for testing modification for students with disabilities.
- List of testing modifications that have been used by the recipient for persons with disabilities.

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Assessment of CTE Alignment with Local Workforce Needs - Compliance Review Criteria Category #3

CTE programs of study must lead to careers that are high-skill, high-wage, and/or in-demand. All CTE programs of study provide Technical Skill Assessments and work-based learning opportunities directly aligned to career preparation and placement for local workforce needs to ensure each student transitions to the workforce, postsecondary education, and/or apprenticeship programs.

**CCTEP3A - Perkins
Needs Assessment Alignment of Workforce and/or Economic Needs Criteria**

Recipient has established and implemented a process to ensure that:

- The labor market analysis tool provided by the Division of Career and College Readiness is utilized and ensures that state data can verify that CTE programs of study meet one or more of the high-skill, high-wage, or in-demand occupation criteria. Evidence only needs to be provided for one category in order to be in compliance with Perkins V. CTE programs of study that do not lead to high-skill, high-wage, or in demand careers are ineligible for Perkins V funding.
- Local/regional data can verify that locally developed CTE programs of study meet one or more of the high-skill, high-wage, or in-demand occupation that do not meet these criteria with State data. A plan must be developed on how students will be transitioned to other state-approved programs of study that do meet high-skill, high-wage, or in-demand occupation criteria.

Required Evidence

- Regional/local data verifying high skill, high wage, or in-demand occupations criteria for locally developed programs not meeting State criteria.
- Documentation that the content of each locally-developed CTE program of study is validated to meet current occupational standards by business/industry representatives from Program Advisory Committees, Local Advisory Committees, Agency Partners or other sources (e.g. meeting minutes and agendas demonstrating discussion of content, etc.)

**CCTEP3C MOA
Work-Based Learning Criteria**

Recipient has established and implemented a process to ensure that:

- Opportunities in work-based learning programs are made available to all students, regardless of race, color, national origin, sex, or disability.
- Prospective employers do not discriminate based on race, color, national origin, sex, or disability.
- Agreements for any work-based learning/training opportunities with any entity does not discriminate based on race, color, national origin, sex, disability.
- Written agreements include assurances of non-discrimination.

Required Evidence

- Copy of apprenticeship, workplace, job shadowing, and/or cooperative education agreements (e.g. copies of agreements that verify work-based learning opportunities are non-discriminatory).

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Curriculum and Instruction - Compliance Review Criteria Category #4

Recipients comprised of all public institutions receiving Federal funds that provide CTE programs of study (e.g. Local School Systems, Community Colleges, Juvenile Services Education, and Adult Correctional Education) must provide all students with high-quality CTE programs of study that include safety and health, technical, academic, and employability knowledge and skills. All students must be provided with strong experiences in and an understanding of all aspects of the industry with linkages between secondary and postsecondary programs.

**CCTEP4B - Perkins
Needs Assessment Scope Criteria**

Recipient has established and implemented a process to ensure that:

- Curricula for each program of study is aligned to state-approved industry standards that lead to students earning recognized credentials, certifications, licenses, college credit, or degrees.
- Curricula for each program of study reflect a progression from secondary to postsecondary and community college to bachelor degree programs.
- Curricula for each program of study allow students to learn and demonstrate academic, technical, and employability skills.
- Curricula for each program of study demonstrates a continuum of learning that allows students to progress in a career field.
- Curricula for each program of study include differentiated supports and modifications to meet the needs of diverse learners.
- Approved programs of study are guided by Local Advisory Committees, Program Advisory Committees, or Agency Partners.

Required Evidence

- List of locally-developed programs of study that are accredited/aligned to industry standards (e.g. course/program catalog, ACF, ASE, PrintEd, Cosmetology, NCCER).
- List of locally-developed programs of study with 3rd party partners (e.g. ASE, PLTW, etc.) that developed/provided curriculum (e.g. course/program catalog).
- Documentation of how standardized state assessments, technical skills assessments and/or other academic assessment results are used to design instructional and support services in CTE programs (e.g. lesson plans, curriculum plans, etc.).
- Documentation demonstrating consultation among appropriate staff (and other stakeholders as appropriate) in the development and implementation of Perkins Local Applications and Improvement Plans (e.g. meeting minutes and agendas demonstrating discussion of content, etc.) *[same evidence requested for CCTEP2A and CCTEP6A].*

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CTE Capacity, Resources, and Instructional Facilities - Compliance Review Criteria Category #5

Recipients comprised of all public institutions receiving Federal funds that provide CTE programs of study (e.g. Local School Systems, Community Colleges, Juvenile Services Education, and Adult Correctional Education) have adequate financial and human resources as well as instructional and housing facilities to meet the needs of all students enrolled in all CTE programs of study. Recipients must also meet current industry and occupational safety and health administration standards.

CCTEP5A - MOA

Site Location and Facilities Selection Criteria

Recipient has established and implemented a process to ensure that:

- CTE facilities, renovations, and building sites are accessible and do not result in disproportionately excluding students of certain race, color, national origin, sex, or disability.
- Geographic boundaries do not unlawfully exclude students on the basis of race, color, national origin, sex, or disability.

Required Evidence

- Admissions/Placement policy for CTE and description of admissions/placement process (e.g. description of strategies used, etc.). *Please note: The evidence for this criteria must be sure to include representation from all protected groups (e.g. disabilities, sex, race, color, national origin, and age) [same evidence requested for CCTEP1A & 1C].*
- Procedures and criteria for selective admissions/placement to CTE programs where there are more applicants than can be accommodated *[same evidence requested for CCTEP1A & 1C].*
- Copy of student enrollment/placement demographics by program. (May be requested from MSDE)
- Population demographics of recipient's attendance area or local community. (May be requested from MSDE)

CCTEP5C - Perkins

Needs Assessment Scope Criteria

Recipient has established and implemented a process to ensure that:

- An adequate number of staff, availability of equipment, and access to facilities are maintained and acquired to meet requirements detailed by each program of study.

Required Evidence

- List of CTE teachers who work with CTE students by programs of study and student to teacher ratio.
- List of equipment/supplies needed for each program of study and by class student to equipment/supplies ratio.
- Program budgets for each program of study indicating adequate financial resources to operate program with respect to staff, supplies, equipment, and facilities.
- Any other documentation showing that the recipient has adequate staff, supplies, equipment, and access to facilities to enable the programs to meet current industry and OSHA standards (e.g. evaluations, assessment of programs, etc.).

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CCTEP5D - Perkins Needs Assessment Quality Criteria
<p>Recipient has established and implemented a process to ensure that:</p> <ul style="list-style-type: none"> • Human Resources is included in the recruitment process to ensure a diverse CTE teacher and faculty member candidate pool. • Metrics are used to ensure CTE teacher and faculty member recruitment strategies are successful. • Teacher retention rates are reviewed annually, for the most recent 3 years, to understand the top three contributing factors to CTE teacher and faculty member turnover.
Required Evidence
<ul style="list-style-type: none"> • Employee recruitment policies [<i>same evidence requested for CCTEP5E</i>]. • Outline of Employee hiring process • Documentation demonstrating consultation among appropriate staff (and other stakeholders as appropriate) on the evaluation of CTE teacher/faculty retention rates and plans to address needed improvement (e.g. meeting minutes and agendas demonstrating discussion of content, etc.).
CCTEP5E - MOA Employment of Faculty and Staff Criteria
<p>Recipient has established and implemented a process to ensure that:</p> <ul style="list-style-type: none"> • Employment practices do not result in segregation, exclusion, or discrimination against faculty and/or staff. • There are no pre-employment inquiries concerning disability, marital, or parental status. • All staff are notified of non-discrimination policies. • Salary schedules reflect conditions and responsibilities of employment. • All positions are open to qualified candidates with reasonable accommodations provided. • Demographics of the recipient’s employees reflect the demographics of the community.
Requested Evidence
<ul style="list-style-type: none"> • Copy of employee handbooks. • Example job announcement. • Employee recruitment policies. • Copy of employment applications. • Salary schedule. • Promotion or tenure policy.

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CCTEP5F- MOA Accessibility of Facilities Criteria
<p>Recipient has established and implemented a process to ensure that:</p> <ul style="list-style-type: none"> • Each facility or part of a facility, constructed under standards for construction initiated on or after January 27, 1992 (ADA or UFAS) by, on behalf of, or for the use of a recipient, is readily accessible and usable by persons with disabilities. • Each facility or part of a facility constructed under standards for construction initiated or altered on or after January 18, 1991 (UFAS) by, on behalf of, or for the use of a recipient, is readily accessible and usable by persons with disabilities. • Existing facilities whose construction or alteration initiated before June 4, 1977 (ANSI) when viewed in entirety, are readily accessible to disabled persons, programs or activities, or when each part is viewed in its entirety, are readily accessible to disabled persons. • Each facility or part of a facility, constructed under standards for construction initiated or altered between June 4, 1977 and January 18, 1991 (ANSI) by, on behalf of, or for the use of a recipient, is readily accessible and usable by persons with disabilities.
Requested Evidence
<ul style="list-style-type: none"> • Copy of the Americans with Disability Act (ADA) accessibility self-study. <i>(Provided by MSDE)</i> • Copy of the ADA transition plan (e.g. documentation of recipient’s responsibility to make students aware of accommodations/accessibility, copies of procedures and process for making facilities accessible and ADA compliant, etc.) • Listing or description of facility modifications with dates made to assure accessibility compliance. <i>(For On-Site Compliance Reviews Only) Please note: This will occur after an on-site compliance review has been conducted and accessibility violations have been identified</i>
CCTEP5G - MOA Comparable Facilities Criteria
<p>Recipient has established and implemented a process to ensure that:</p> <ul style="list-style-type: none"> • Separate programs or facilities for students with disabilities are comparable to those of students without disabilities. • Changing rooms, showers, and other facilities and equipment for students of one sex or students with disabilities are comparable to those of the other sex and to students without disabilities.
Required Evidence
<ul style="list-style-type: none"> • Listing of separate programs, services, and/or facilities for students with disabilities. • Listing of separate programs, services, and/or facilities for male and female students. • Listing of separate programs, services, and/or facilities for English Learner students. • Description of action taken to ensure no disparities exist in programs, services, and/or facilities for students with disabilities, male/female students, or English Learner students (e.g. documentation of

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recipient's responsibility to make students aware of accommodations/accessibility, copies of procedures and process for making facilities accessible and ADA compliant, etc.)

Program Plan and Evaluation - Compliance Review Criteria Category #6

Recipients comprised of all public institutions receiving Federal funds that provide CTE programs of study (e.g. Local School Systems, Community Colleges, Juvenile Services Education, and Adult Correctional Education) must conduct an evaluation of progress towards the implementation of CTE programs of study. This includes a backward and forward review of all programs of study offered along with Federal and State evaluation requirements

**CCTEP6B - Perkins
Needs Assessment Scope Criteria**

Recipient has established and implemented a process to ensure that:

- Each CTE program of study meets all the requirements of the MSDE evaluation criteria.

Required Evidence

- Documentation that the quality of each program is locally validated to maintain current occupational standards by business/industry representatives from Program Advisory Committees, Local Advisory Committees, Agency Partners or other sources (e.g. meeting minutes and agendas demonstrating discussion of content, etc.).
- Copies of instruments, material or resources used to evaluate the quality and effectiveness of CTE programs of study (e.g. surveys, evaluations, etc.).

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Reporting and Record Keeping - Compliance Review Criteria Category #7

Recipients comprised of all public institutions receiving Federal funds that provide CTE programs of study (e.g. Local School Systems, Community Colleges, Juvenile Services Education, and Adult Correctional Education) must adequately maintain internal processes to provide accurate and timely financial, grant, program and student data reports.

**CCTEP7A - Perkins
Data Reporting and Record Keeping Criteria**

Recipient has established and implemented a process to ensure that:

- Accurate and timely submission of Career and Technical Education data to Office of Accountability (*Local School Systems*), Maryland Higher Education Commission (MHEC) (*Community Colleges*), and to the Division of Career and College Readiness (*Local School Systems, Community Colleges, Juvenile Services Education, and Adult Correctional Education*) is appropriately developed and maintained.
- Local and state annual CTE data-reporting requirement are met, in addition to conducting reviews of all annual Program Quality Index reports to inform data accuracy, consistency and reliability.

Required Evidence

- Process used to enroll students in CTE courses, including the names/roles of the individuals involved.
- Process used to assign CTE Course SCED (School Courses for the Exchange of Data) codes to local course codes, including the names/roles of the individuals involved. (*Local School Systems Only*)
- Process used to collect and enter CTE data elements in required State file submissions, including the names/roles of the individuals involved.
- Process to ensure accurate CIP, SCED (*Local School Systems Only*) and TSA codes reported for all CTE students each year.
- Process to ensure accurate cumulative CTE concentrator and TSA counts are reported for CTE students each year.
- Documentation demonstrating that stakeholders are apprised of and discuss local and state annual CTE data-reporting requirements and annual program quality index reports for each program for the purpose of improving data accuracy, consistency and reliability (e.g. meeting minutes and agendas demonstrating discussion of content, etc.).

**CCTEP7B - Perkins
Grant and Program Reporting and Record Keeping Criteria**

Recipient has established and implemented a process to ensure that:

- Accurate and timely completion, submission, amendment, and monitoring of all Perkins Local Plans and Applications as well as program and TSA proposals are appropriately developed and maintained.

Required Evidence

- Documentation of internal process that allows recipient to monitor and ensure adherence of improvement plans (e.g. standard operating procedures (SOPs), etc.).
- Documentation of the established process used to complete, submit, amend, and monitor local plans, applications, program proposal, and TSA proposals in an accurately and timely manner (e.g. timelines,

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outlines, etc.).

CCTEP7C Perkins

Financial Reporting and Record Keeping Criteria

Recipient has established and implemented a process to ensure that:

- Financial records pertaining to Perkins are appropriately maintained.
- Expenditures from Perkins funds are in concert with approved grant application(s).
- Perkins funds are used in accordance with statutory fund-use rules, including supplement not supplant provisions.

Required Evidence

- List of all products that have been developed with Perkins Act allocation grant funding in the current school/program year and preceding school/program year, if applicable. (Final Report will be used by MSDE as evidence for preceding school/program year. If Final Narrative was submitted within the last 3 months, no submission will be required and the Final Narratives for the last 2 years will be used as evidence.)

***Example:** If teachers received Perkins-funded stipends to participate in professional development where lesson plans were developed as a result of that professional development.*

***Example:** If Perkins funded the development of brochures for the recruitment of/marketing to/increasing program awareness of students to programs that are nontraditional for one gender.*

- Job Descriptions for all Perkins Act allocation grant funded positions.
- Personnel/staff activity reports of any staff (s) time spent in activities charged to the Perkins grant, and how time charged to the Perkins grant supported Perkins activities.
- Documentation that Perkins funds are being used in accordance with statutory fund-use rules, including supplement not supplant provisions (Approved Local Plan with detailed budget and Final Narrative (if submitted with the last 3 months) will be used by MSDE.)
- Documentation of internal inventory system that allows recipient to track and identify items purchased with Perkins funding and provide accurate and timely submission of Annual Equipment Inventory Reports.
- Documentation of internal checks and balances system to ensure that grants are appropriately expended.
- Recipient has not returned unspent 5% or more of Perkins allocation.

Career and Technical Education, Education that Works.



Appendix A: Division of Career and College Readiness and Office of Leadership Development and School Improvement Team Members

All members of the Division of Career and College Readiness Team and Office of Leadership Development and School Improvement team will support compliance reviews and technical assistance to recipients.

Tiara Booker-Dwyer, Assistant State Superintendent

Miranda Hill, Administrator to the Assistant State Superintendent

Nicassia Belton, Ed.D., Director of Data and Accountability for Career Programs and MOA
Coordinator

China Wilson, Ph.D., Equity and Civil Rights Compliance Specialist

Osh Oshitoye, Ph.D., Coordinator of Data and Accountability for Career Programs

Marquita Friday, Director of Career Programs

Charles (Scott) Nichols, Interim Coordinator Career Programs, STEM, and Computer Science

Charles (Chuck) Wallace, Coordinator of Career Programs and Student Organizations

Michelle Brownson, Management Associate

Jennifer Griffin, Career Programs and Apprenticeship Specialist

Elissa Hozore, Computer Science Specialist

Kent Seuferer, Career Programs and Student Organization

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Nina Roa, Director of Finance and Legislation for Career Programs
Traci Verzi, Interim Coordinator of Finance and Legislation for Career Programs
Hazel Hamond-Terry, Administrative Officer III
Nancy Hauswald, Career Programs and Grants Specialist, Region II
Dean Kendall, Career Programs and Grants Specialist, Region I

Office of Leadership Development and School Improvement

Ed Mitzel, Executive Director of Leadership Development and School Improvement
Laura Liccione, Coordinator of Academic Improvement
Morrall Thompson, Coordinator of Systematic Improvement
Anders Alicea, Instructional Transformation Specialist
Tara Corona, Continuous Improvement Specialist
Lori Ellis, Ed.D, Leadership Development Specialist
Katherine Key, Data Analyst
Felicia Lanham Tarason, Ed.D., School Leadership Support Specialist
Mary Minter, Ed.D., School Leadership Support Specialist

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Appendix B: Glossary

All Students

The term “all students” means both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students, students with diverse racial ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited English proficiency, migrant children, school dropouts, and academically-talented students.

Apprenticeship (Registered)

See Work-Based Learning.

Career

The sequence of occupations and other life roles that combine to express one’s commitment to work in a person’s total pattern of self-development. Each person has one lifelong career consisting of several occupations.

Career and Technical Education (or High Quality CTE)

The term ‘career and technical education’ means organized educational activities that offer a sequence of courses that provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. CTE programs provide technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses (other than a remedial course). CTE programs include applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

CTE Participant

The term “CTE participant” means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.

CTE Program Completer

The term “CTE Completer” means a student who meets all requirements outlined in the State approved proposal for a CTE program of study.

CTE Program Concentrator

The term “CTE Concentrator” means at the secondary school level, a student served by an eligible recipient who has completed at least two courses in a single career and technical education program or program of study. At the postsecondary level, it is a student enrolled in eligible recipient who has earned at least 12 credits within a career and technical education program or program of study; or completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

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CTE Program Developers

Anyone who works with the program advisory committee to develop high-quality CTE programs in accordance with the Division of Career and College Readiness prescribed process is a CTE program developer.

Classification of Instructional Programs (CIP)

The Classification of Instructional Programs (CIP) provide a taxonomic scheme that support the accurate titling, categorization, tracking, assessment and reporting of fields of study including career and technical education programs in Maryland. The full list of CIP codes developed by the U.S. Department of Education's National Center for Education Statistics (NCES) are available in electronic format and can be found at National Center for Education Statistics: The Classification of Instructional Programs (CIP) Codes found at URL: <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Cluster Frameworks and Programs

Career and Technical education programs typically provide programs for students to pursue within one of Maryland's ten cluster areas:

1. Arts, Media and Communication
2. Business Management and Finance
3. Consumer Service, Hospitality and Tourism
4. Construction and Development
5. Environmental, Agricultural and Natural Resources
6. Health and Biosciences
7. Human Resource Services
8. Information Technology
9. Manufacturing, Engineering Technical
10. Transportation Technologies

Career cluster

A grouping of occupations and industries based on shared features or "core functions." The cluster framework defines the scope of the industry, including the core business functions that are critical to the competitiveness and growth of the industry in Maryland. Career clusters provide a tool for schools to organize into small learning communities, academies, or magnet schools (through the use of programs).

Career programs

Related programs of study that provide a multi-year sequence of career guidance, coursework, and work-based learning experiences that enable students to make more informed career choices. Programs are derived from the core functions of the cluster and include the major activities of each function.

Career and Technical Education programs of study are derived from the cluster framework and its accompanying pathways. Programs consist of a coherent sequence of secondary and postsecondary courses leading to a high school diploma, postsecondary degree, and/or an industry certification or credential. Maryland's Ten Career Cluster Frameworks can be found at the following link: Maryland High School Career and Technical Education Programs of Study 2019 found at URL:

<http://marylandpublicschools.org/programs/Documents/CTE/CTEProgramsofStudy2019.pdf>

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Internship

See Work-Based Learning.

Maryland CTE Programs of Study

A Maryland CTE Program of Study is a structured sequence of academic and CTE courses leading to a postsecondary-level credential and employment. It provides students with a planned, sequential program of study that blends academic, technical, and workplace skills to prepare them for careers and further education. The Maryland CTE Programs of Study are based on the proposal development process with involvement by one or more of the cluster teams in the Division of Career and College Readiness. The cluster team leader convenes or endorses a design team consisting of employers as well as secondary and postsecondary educators. Approved CTE Programs of Study demonstrate the levels of accountability, structure, and support to ensure program quality and replication. The approval process is simplified for local CTE directors since the contents of the program are standardized. When local school systems adopt a Maryland CTE Program of Study, all of the program requirements must be adhered to without modification.

Occupation

An occupation is a cluster of jobs with common characteristics and requiring similar skills (e.g., photographer).

Special Populations

The term 'special populations' means individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (such as term is defined in section 101(d)(1) of such title).

Work

Work is a conscious effort aimed at producing goods or services for the benefit of self or others. Work may be paid or unpaid.

Work-Based Learning

Activities at the high school and college levels that involve actual work experience and connect classroom learning to work. This is an all-encompassing term that includes: apprenticeships, cooperative education, and internships.

Supervised work-based learning (WBL) experiences are designed to provide meaningful work experience as an integral part of the regular career and Technical curricula. They require a partnership involving the education system, business and industry, community agencies and organizations, and the family.

Cooperative CTE is a method of education for students who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related CTE instruction, by alternating study in school with placement in a related career field. These experiences are organized around a training plan that is cooperatively developed by the school and employer to add value to and extend a student's career preparation. This instruction is planned, organized,

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and coordinated to assure that each component contributes to the student's education and employability. Cooperative education is provided in one of three major formats: capstone, integrated, and diversified. Diversified education has been revised and is a Maryland CTE Program of Study called Career Research and Development.

- **Capstone WBL:** The on-the-job component of the program is subsequent to the in school, skill development component. Students are placed at training sites that have the potential to extend and refine competencies that are developed in the in-school component.
- **Career Research and Development:** The major portion of skill development is provided through on-the-job work experience based on a training agreement (signed by the parent, student, employer, and work-based learning coordinator). The in-school component is concurrent with the on-the-job component and is general in nature rather than directly related to the occupation or placement. The program consists of at least two in-school credits and two on-the-job. The occupational placements are targeted employment opportunities for which an in-school career and Technical program does not exist. This option exists when CTE programs are over-enrolled or when a program is unavailable for students.
- **Integrated WBL:** The on-the-job component of the program is entered after some in-school skill development, and the in-school skill development component is maintained concurrent with on-the-job experience. Students are placed at training sites that have potential to complement the in-school component.
- **Internships:** Internships are short-term, paid or unpaid experiences that offer students a chance to work under the tutelage of employers and experience on-the-job training in a mentoring relationship. Students work with an employer to learn about a particular industry or career program. Workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single career program.
- **School-Sponsored or School-Based Enterprise or In-School Clinic:** A school-sponsored enterprise or clinic is an enterprise in which goods or services are produced by students as part of their school program. School-sponsored enterprises or clinics typically involve students in the management of a project that may involve the sale of goods or services for use by others. Enterprises may be undertaken on or off the school site, but are always part of the school's program.
- **Apprenticeship:** Apprenticeship is a voluntary, industry-driven program sponsored by employers, employer associations, and jointly by management and labor. An apprentice, as an employee, receives supervised, structured, on-the-job training combined with related technical instruction in a specific occupation. Apprenticeship is open to anyone age 16 or older; however, an employer may set a higher entry age. Individuals must be age 18 to apprentice in specified hazardous occupations. A training program must be at least 2,000 hours in duration to be considered as an apprenticeable occupation. The Maryland Apprenticeship and Training Council (MATC) is the registration agency for apprenticeship programs. The Apprenticeship and Training Council has approved and registered programs in 207 occupations.

For additional information, contact: Division of Labor and Industry, Maryland Apprenticeship and Training Program, 1100 North Eutaw Street (Room 606) Baltimore, MD 21201, (410) 767-2246, Fax: (410) 767-2220, e-mail: matp@dllr.state.md.us.