



Career and Technical Education: Local Perkins Application Allegheny County

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

MARYLAND STATE DEPARTMENT OF EDUCATION

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Local Application for Perkins Funding: Cover Page

MARYLAND STATE DEPARTMENT OF EDUCATION

OFFICE OF COLLEGE AND CAREER PATHWAY

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT

LOCAL APPLICATION FOR FEDERAL FORMULA FUNDS

LEA Name	<Name>
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SIGNATURES

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

On behalf of <LEA Name>



Jeffrey S. Blank
Superintendent of Schools

8-19-24

Date

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



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

August 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 band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

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



8-19-24

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 now knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary exclusion-Lower Tier Covered Transactions", without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded for the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge

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

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

CERTIFICATION

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

Nelby D. Blane

8-19-24

Superintendent of Schools or Community College President

Date

General Education Provisions Act (GEPA) Notice

PURPOSE

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

TO WHOM DOES THIS PROVISION APPLY?

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

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

WHAT DOES THIS PROVISION REQUIRE?

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

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

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

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

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

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

Local Perkins Application Certificate of Compliance

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

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



8-19-24

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: Increase Industry Participation in CTE Decision Making

S.M.A.R.T.I.E. Goal: Allegany County Public Schools will improve industry participation in LAC and PAC meetings and will use their input to ensure all CTE programs are aligned to the local labor market and all students are prepared to enter the workforce or postsecondary education. Participation from industry partners will increase by 10% for the FY25 school year.

Strategy	Activities	Benchmarks
Revise of LAC By-Laws	<ul style="list-style-type: none"> Sub-committee will meet to review current by-laws and job descriptions of each LAC officer and member. Sub-committee shared several concerns about the by-laws with the LAC and was given approval to continue to work on them over the summer. Final proposed changes to the By-laws would be shared at the first LAC meeting in FY25. 	<ul style="list-style-type: none"> LAC will review and vote on final proposed changes at the first LAC meeting of FY25 . Fall 2025 - 100 % representation from each career cluster through approval of new LAC members Summer 2025 and Fall 2025 - Recruitment of new LAC and PAC members. Throughout the year - LAC members will attend PAC meetings to ensure consistency of vision and purpose.
Restructure LAC and PAC	<ul style="list-style-type: none"> One change in the by-laws is to increase the number of industry partners to ensure there is a representative from each career cluster and/or PAC. Recommendation for an attendance requirement for LAC members, with a commitment to attend at least 3 of the 5 meetings. 	<ul style="list-style-type: none"> Spring 2025 - Member attendance will be reviewed and consideration for new members will be discussed if needed. 75% attendance average for each member will be attained. PAC and LAC updates will be shared on a regular basis to ensure recommendations and industry input is being considered.

PRIORITY 2: Increase Attainment for IRCs.

S.M.A.R.T.I.E. Goal: Allegany County Public School offers 17 CTE completer programs to students. Several of these programs do not have a viable IRC for students and others require additional support to prepare students for attainment. For FY25 IRC attainment based on 5S1 data, will increase by 10% for all CTE students.

Strategy	Activities	Bench marks
<p>Tailor curriculum to align with IRC skills and competencies</p>	<ul style="list-style-type: none"> ● Review curriculum to evaluate if gaps exist between the current POS and the IRC requirements ● Provide professional development for teachers to review IRCs available in their area and understand what is needed for student attainment. ● Identify IRCs for programs that currently do not have one or have not tested for one that has been approved. Specifically explore options with the PLTW Biomedical Science, Ag Sciences and Operations, and Law Enforcement programs. ● Include discussion of IRCs that relate to CTE programs in all PAC meetings for FY25 in order to receive recommendations on effectiveness of the current and newly suggested IRCs. 	<ul style="list-style-type: none"> ● August 2024 - PD session will focus on review of curriculum. 90% of CTE teachers will provide feedback on areas that need to be added to the curriculum or enhanced. ● Throughout FY25, PD will be made available to teachers to enhance instruction with the goal of preparing students for IRC attainment. ● 100% of CTE Programs will have an IRC by FY26. ● Potential new IRCs will be submitted to the CTE Committee for approval by end of FY25.
<p>Provide targeted support for IRC student preparation</p>	<ul style="list-style-type: none"> ● Improve student buy-in to the importance of IRCs through interaction and presentations from industry partners. ● Support curriculum through purchase and/or use of IRC test related questions and strategies for test preparation. ● Professional development for teachers to provide small group and individual instruction for students that need additional support. ● CTE teachers and support personnel incorporate IRC prep in their curriculum as a focus and goal. ● Purchase materials of instruction and equipment to support hands-on skills needed to support student success on industry certifications. ● Provide training of new equipment and resources for CTE teachers. 	<ul style="list-style-type: none"> ● 75 % of programs will work with career coaches to schedule industry partners to present about industry needs and expectations throughout the 24-25 school year.. ● Student access to approved IRCs and access to retake the IRC if needed throughout the 24-25 school year. ● 75 % of Students will complete a reflection on the assessment process and how well they feel they were prepared. Spring 2025. Data from IRCs will be compared to the reflection.

FUNDING NOTES

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

- Local
- Perkin's

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1
- Note 2
- Note 3

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: Increase Participation of Special Populations in CTE Programs

S.M.A.R.T.I.E. Goal: Based on heatmap data, only 6 of our 342 students participating in the health and biosciences were identified as students with disabilities. For FY25, the number of students with disabilities participating in the HB cluster will increase by 10%..

Strategy	Activities	Bench marks
<p>Inform guidance counselors and special educators about the value of CTE Biomed Programs and the supports offered to students with disabilities.</p>	<ul style="list-style-type: none"> ● Present CTE data to guidance counselors at one of their monthly PD meetings. ● Meet with special education facilitators to discuss data and information presented to parents and students during special education transition meetings. ● Create social media posts and highlight the accessibility of the program to all students. Pay for Facebook boost or Google Ads to increase reach. 	<ul style="list-style-type: none"> ● In fall 2024, CTE supervisor will be asked to be put on a monthly agenda for guidance counselors. ● Fall 2024, CTE supervisor will meet with 100% of ACPS high school special ed facilitators. ● January and February 2025 boost FB posts to promote the program. Record number of views to get a baseline for future promotional ads.

Strategy	Activities	Bench marks
Enhance student support services	<ul style="list-style-type: none"> ● Provide comprehensive support to students with disabilities enrolled in the HBS cluster. ● Provide in-school and after school tutoring options for students. ● Recruit student mentors 	<ul style="list-style-type: none"> ● Fall 2024, provide PD to HBS teachers to discuss strategies for providing support for student success and retainment ● Fall 2024 identify qualified tutors and inform students of the process to get a tutor. 100% of students will be made aware of the process. ● October 2024, identify mentors and students would best benefit from a mentor.

PERSISTENCE PRIORITY: Student Persistence of Economically Disadvantaged Students

S.M.A.R.T.I.E. Goal: Economically disadvantaged students are underrepresented by 29% in the P-Tech/ IT Networking Academy Program. This signifies a need for more student persistence for ED students since each cohort of students begins with 50% ED students and 50% non-ED students. For FY25, this gap will be reduced by 25%.

Strategy	Activities	Bench marks
Make connections with students in grades 9 and 10	<ul style="list-style-type: none"> ● Reinstate quarterly lunch and learns sessions from PTECH cohort students at each of the comprehensive high schools ● Encourage students to participate in FBLA at their home school in grades 9 and 10 ● Monthly check-ins with PTECH Coordinator 	<ul style="list-style-type: none"> ● 90 % of P-Tech Students in grades 9 and 10 will participate in the quarterly lunch and learn sessions in the 24-25 academic year. ● August 2024 - Connect with FBLA Coordinator at home schools and provide names of students in PTECH. ● PTECH Coordinator schedules and logs meetings with 100% of the students in Grades 9 and 10 throughout the 24-25 academic school year.
Provide support and mentoring for college courses	<ul style="list-style-type: none"> ● Provide clear guidance between the ACPS teacher of record and ACM professor ● Provide in-school tutoring and support for students struggling in college courses. ● PTECH coordinator will perform bi-weekly check-ins with students taking college and dual enrollment courses. 	<ul style="list-style-type: none"> ● August 2024, PTECH coordinator will connect ACPS teachers of record with ACM professor and Early College Coach ● 95% of students taking college and dual enrollment courses will pass with a C or higher. ● 100% of meetings will be logged and noted by P-Tech Coordinator.

FUNDING NOTES

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

- Local
- Perkin's
- P-Tech Grant

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1
- Note 2
- Note 3

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: Priority 1: Increase student success on Perkins Indicator 5S1 Attained Recognized Post-Secondary Credentials.

S.M.A.R.T.I.E. Goal: Based on the FY23 Heatmap data, only 17% of students in the CSHT Cluster attained recognized post-secondary credentials (5S1), missing the target of 78.41 by a significant margin. **Students with disabilities will need additional services to obtain the IRC.** For FY25, attainment of 5S1 will increase by 25% for students in the CSHT cluster **and within the 25% there will be a 5% increase with students with disabilities.**

Strategy	Activities	Benchmarks
<p>Provide targeted support for students in the Cosmetology for preparation on the theory portion of the exam.</p>	<ul style="list-style-type: none"> ● Review gaps in knowledge for the theory exam and increase collaboration between cosmetology instructor and academic science teacher who provides instruction related to the anatomy, physiology and chemistry of cosmetology. ● Increase practice testing for the theory portion of the exam through the online software purchased in FY24. ● Provide struggling students tutoring. 	<ul style="list-style-type: none"> ● Cosmo instructor and science teacher will meet quarterly to plan and discuss student progress. ● 80% of students will achieve 75% or higher on at least two practice tests before taking the MD State Licensure tests - Spring 25. ● Students not achieving at least 75% on practice tests throughout the 24-25 school year will be provided extra support in the form of in-school and/or after-school tutoring.

Strategy	Activities	Benchmarks
<p>Provide support for Culinary Students taking the ServSafe Manager IRC.</p>	<ul style="list-style-type: none"> ● Review curriculum and pacing to ensure that all components of the IRC are included. ● Purchase exam prep materials and incorporate practice sessions into the normal class period. 	<ul style="list-style-type: none"> ● FY25 - 80% of students achieving a 75% or higher on practice tests will attain IRC. ● Students not achieving at least a 75% on practice tests during the 24-25 school year will be provided extra support in the form of in-school or after-school tutoring.

PRIORITY 2: Increase the percentage of CTE concentrators who are transitioning into advanced training or employment following graduation

S.M.A.R.T.I.E. Goal: For FY23, indicator attainment 3S1 in Transportation Technologies cluster was 65%, missing the target of 76.5%. For Y25, the goal is to increase postsecondary placement for students in TT by 12% and within the 12% there will be a 5% increase with students with disabilities.

Strategy	Activities	Benchmarks
<p>Increase the participation of industry partners in the PAC meetings and classroom experiences.</p>	<ul style="list-style-type: none"> ● Based on recommendations from the ASE recertification visit, recruit new local industry partners to participate in PAC meetings. ● Work with Career Coach to schedule more work-based learning experiences and guest classroom speakers. ● Engage different employers to participate in the mock interview process. 	<ul style="list-style-type: none"> ● FY25 – Increase in the number of industry partners on the PAC by 50%. ● Provide 2 field trip experiences and/or guest speaker presentations during the 24-25 school year.
<p>Provide dual enrollment courses specific to TT.</p>	<ul style="list-style-type: none"> ● Enroll senior students (and offer free of charge) in the approved dual enrollment courses for Auto Technology FY25. One course offered each semester to give students the opportunity to receive 6 college credits. ● Monitor student progress throughout the course ● Provide support services when needed. ● Collaborate with ACM to tour Auto Tech program and options for seniors. 	<ul style="list-style-type: none"> ● For FY25, 75% of the concentrators in the Auto Tech program will enroll in at least one of the DE courses. ● For FY25, 80% of students taking the DE courses will pass with the C or higher.

FUNDING NOTES

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

- Local

- Perkin's

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1
- Note 2
- Note 3

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: Offer targeted professional development to support new and veteran CTE instructors in strengthening their teaching skills.

S.M.A.R.T.I.E. Goal: CTE teachers will be provided with professional development on strategies for scaffolding learning to improve the performance of students with disabilities on IRCs. Attainment of IRC's of students with disabilities will increase by 10% for FY25

Strategy	Activities	Benchmarks
<p>Offer targeted professional development to support CTE instructors in meeting the needs of SWD</p>	<ul style="list-style-type: none"> ● Collaborate with special education department to offer strategies that improve learning outcomes of SWD ● Create co-teaching opportunities for special educators and CTE instructors in the CTE classrooms. ● Provide PD session to evaluate IRC and determine specific areas of focus for student attainment. Teacher best practices and ideas will be shared ● Summer PD session for Biomed Teachers to be trained in the use of 3D Printers based on PAC discussion and the need of teachers. 	<ul style="list-style-type: none"> ● August 2024, meet to determine PD outcomes and agenda ● Sept 24–May25, periodically provide opportunities for co-teaching and planning ● August 2024 and November 2024, PD focused on IRC's ● Spring 2025 review data and check for goal attainment. ● August 2024, 75% of Biomed teachers will attend one or more days of summer training.

Strategy	Activities	Bench marks
<p>Provide PD individualized to CTE instructors specific needs</p>	<ul style="list-style-type: none"> • Survey CTE instructors to see what specific PD needs they have • Provide a portion of the supervisor's PD session with a flex-time for teachers to engage in content-specific sessions. • Provide funding through Perkin's for teachers to attend PD sessions that are relevant for their content area and provide strategies to improve student mastery of material and IRCs. 	<ul style="list-style-type: none"> • August 2024 - give teachers a survey and analyze data to inform future PD sessions. 85% of teachers will complete the form and provide feedback. • November 2024 - add flex time to the second PD session of the year. Teacher completes a form to indicate what they learned and will use in the classroom. • Summer 2024 - Teachers attend PD and indicate what strategies they will use for FY25. Three teachers attend content-specific summer PD.

PRIORITY 2: Recognition of CTE Teachers

S.M.A.R.T.I.E. Goal: Use social media to recognize the outstanding job that many of our CTE teachers have done and highlight the positive impact they have had on students. **For FY25,** the goal is to increase the number of views about CTE with the specific focus on recruitment of teachers and their significance to the success of each CTE program.

Strategy	Activities	Bench marks
<p>Develop marketing campaign that highlight the benefits and impacts of being a CTE educator.</p>	<ul style="list-style-type: none"> • Work with current CTE Public Relations committee to develop a marketing plan that will promote CTE instructors. • Collaborate with the LEA's Public Information Officer to cross post all social media messaging. • Purchase geofencing and facebook ads with local advertising specialists. 	<ul style="list-style-type: none"> • 75% of CTE instructors will be highlighted throughout the 24-25 school year. • 15% increase in LEA's promotion of CTE programs from. • For FY25, we will collect baseline data for the number of promotional posts and views of the posts.
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

FUNDING NOTES

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

- Local
- Perkin's

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1
- Note 2
- Note 3

PROMISING PRACTICES TO CONSIDER

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

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

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

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

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

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

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

Component E: State Determined Performance Level Attainment

OVERVIEW

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

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

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

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

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

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

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

INSTRUCTIONS

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

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

TABLE: STATE DETERMINED PERFORMANCE LEVELS AND ACTUAL LOCAL PERFORMANCE

Indicator	Performance Target	Performance Target (90%)	Actual Local Performance
1S1: Four-Year Graduation Rate	89.97%	80.97%	94%
2S1: Academic Proficiency in Reading / Language Arts	52.30%	47.07%	47%
2S2: Academic Proficiency in Mathematics	48.00%	43.2%	56%
2S3: Academic Proficiency in Science	-	-	50%
3S1: Post-Secondary Placement	76.50%	68.85%	81%
4S1: Non-traditional Program Concentration	28.72%	25.85%	17%
5S1: Program Quality Attained Recognized Credential	78.41%	70.57%	82%
5S4: Program Quality: Other (TSA Attainment)	78.41%	70.57%	71%

MISSED INDICATOR 1: 2S1 - Performance level was .07% below the performance target for Academic Proficiency in Reading/Language Arts.

S.M.A.R.T.I.E. Goal: For FY25, the performance level for Academic Performance in Reading/Language Arts (2S1) will improve by 5%.

Strategy	Activities	Benchmarks
Partner with ELA initiatives	<ul style="list-style-type: none"> ACPS is currently working with TNTP (The New Teacher Project) on a system-wide focus for improvement in ELA. Year one consisted of administrator walk-throughs and feedback sessions for ELA teachers. ELA teachers will share strategies to CTE teachers of ways to incorporate proven techniques that improve ELA proficiency. 	<ul style="list-style-type: none"> 80% of CTE teachers will show evidence (i.e., lesson plans and/or activity sheets) of incorporating ELA strategies when performing reading and writing tasks related to the skill area during the 24-25 school year. For FY25, CTE teachers will focus on one strategy to use in their instruction and take anecdotal notes to its effectiveness.
CTE students not achieving proficiency will be provided with test prep activities.	<ul style="list-style-type: none"> Provide CTE students with practice tests to gauge areas of weakness and inform individual needs for instruction. Provide motivation and incentives for giving maximum effort while re-taking ELA test. 	<ul style="list-style-type: none"> 75% of students not making proficiency on the ELA test will take at least one practice ELA test and complete it with maximum effort during the 24-25 school year. Purchase incentives and work with school PBIS team - Spring 25.

MISSED INDICATOR 2: 4S1 - Performance level was 17%, missing the performance target of 25.85% for non-traditional program concentration.

S.M.A.R.T.I.E. Goal: For FY25, non-traditional program concentration will increase by 12%. Programs historically not meeting goals will improve by 8%.

Strategy	Activities	Bench marks
<p>Targeted recruitment to inform students and parents about the opportunities and benefits of careers in non-traditional occupations.</p>	<ul style="list-style-type: none"> ● Use strategies provided by the MOA Visit as part of recruitment activities. ● Highlight non-traditional completers and success of alumni in non-traditional fields - through video, presentations, and print materials. 	<ul style="list-style-type: none"> ● Throughout the 24-25 school year, incorporate MOA recruitment strategies. ● Quarterly alumni presentations coordinated by Career Coach.
<p>Research “Women in Trades” initiative presented at MCTA meeting.</p>	<ul style="list-style-type: none"> ● Reach out to Frederick County’s Women in Trades organization leaders to request meeting. ● Discuss the feasibility and interest with starting an initiative in Allegany County. ● Meet with local trade unions and industry partners to determine interest. 	<ul style="list-style-type: none"> ● Schedule meeting for Fall 2024. ● Add interest and discussion to agenda for LAC in Spring 25. ● Schedule meetings in Spring 25.

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: \$250,000.00

Required Uses of Perkins Funds (See List for Details)	Salaries / Wages	Contract Services	Equipment	Supplies and Materials	Other
1	\$0.00	\$7688	\$18,500	\$24,270	\$0.00
2	\$0.00	\$0.00	\$20,000	\$600	\$0.00
3	\$0.00	\$0.00	\$18,195	\$17,850	\$0.00
4	\$0.00	\$0.00	\$10,460	\$0.00	\$0.00
5	\$7,850	\$3,000	\$0.00	\$0.00	\$3,487
6	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7	\$0.00	\$16,500	\$99,203	\$2,397	\$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	\$7,850	\$27,188	\$166,358	\$45,117	\$3,487

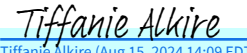

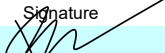
FINANCIAL COMPLIANCE WORKSHEET AND BUDGET FORM C-125

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

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

Original Grant Budget	\$250,000	Amended Budget #		Request Date	
Grant Name	25 Perkins Formula	Recipient Grant Name	seph W. Brewer, Jr.		
MSDE Grant #		Recipient Grant #			
Revenue Source	Federal	Recipient Agency Name			
Fund Source Code		Grant Period	7/1/2024	6/30/2025	
			From	To	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIP- MENT	08 - TRANS- FERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							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.		22,687.00	45,117.00		166,358.00		234,162.00
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.	7,850.00	4,501.00		2,860.00			15,211.00
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 Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				627			627.00
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	7,850.00	27,188.00	45,117.00	3,487.00	166,358.00	0.00	250,000.00

Finance Official Approval:	Tiffany Alkire		08/15/2024	
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval:	Jeffrey S. Blank		8-19-24	
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval:	Richard Kincaid		August 5, 2024	
	Name	Signature	Date	Telephone #

Secondary Financial Compliance Worksheet Template

	A	B	C	D
1	Administrative (Indirect and Direct) Cost The total amount for Administrative Cost (Indirect and Direct) may not exceed 5% of the total Grant Award. The total amount of equipment purchased must be subtracted from the total grant award in order to determine the maximum amount allowable from which to calculate indirect cost.			
2	Total Grant Award			\$250,000
3	Total Perkins Proposed Budget From Plans of Action		\$250,000	
4	Allowable Indirect Cost Calculation			
5	Plans of Action Equipment Purchases (subtracted from Total Grant Award)	(-)		\$166,358
6	Subtotal	(=)		\$83,642
7	Multiply by Restricted Local Indirect Cost Rate Factor*	(x)		
8	Subtotal	(=)	\$0	
9	Divide by Indirect Cost Adjustment	/(1+Rate)	\$ 1.0000	
10	Allowable Indirect Cost Amount	(=)	\$0	
11	Administrative Cost Calculation			
12	Actual Indirect Cost Amount Taken (cannot exceed row 10)			
13	Administrative (Direct) Cost Taken	(+)		
14	Total (Indirect/Direct) Administrative Cost Taken	(=)		\$0
15	Total Budget Amount (Rows 3+14 must equal row 2 amount)			\$250,000
16				
17	Maintenance of Effort Local/State			
18	FY 2023 Reported Expenditures		\$2,086,500	
19	FY 2025 Estimated Expenditures		\$2,586,500	
20	*NOTE: An indirect cost rate factor listed in the table as a percentage must be converted into a number. Ex: 2.63% = .0263			











Allegany_County_FY25_Perkins_Grant_Submission

Final Audit Report

2024-08-19

Created:	2024-08-14
By:	Marquita Friday (Marquita.Friday@maryland.gov)
Status:	Signed
Transaction ID:	CBJCHBCAABAA_-tThRnCq12W1NEdWcSmwiob72NPoyIT

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2024-08-14 - 2:29:45 PM GMT
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2024-08-15 - 6:08:46 PM GMT
-  Signer tiffanie.alkire@acpsmd.org entered name at signing as Tiffanie Alkire
2024-08-15 - 6:09:41 PM GMT
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2024-08-15 - 6:09:45 PM GMT
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2024-08-19 - 11:43:14 AM GMT
-  Signer jeffrey.s.blank@acpsmd.org entered name at signing as Jeffrey S. Blank
2024-08-19 - 11:45:49 AM GMT
-  Document e-signed by Jeffrey S. Blank (jeffrey.s.blank@acpsmd.org)
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