



Baltimore County Public Schools

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AUG 26 2024

REQUEST FOR SUPERINTENDENT'S SIGNATURE Baltimore County Public Schools Office of the Superintendent

Title of Correspondence:

Reviewed and Approved By Educational Opportunities L Schubert
(Submitting Office) Printed Name/Initials Date

The attached is being submitted for:

Superintendent's Signature

Board of Education Chair Signature

Comments/Explanation of Document:

This Perkins grant benefits students enrolled in the Career and Technical Education Programs. This application requires Dr. Rogers' signature as the Superintendent of Schools on pages 3, 5, 7, 10 and 29.

Due Date:

- Mail from Superintendent's Office
- Return to Department Head for mailing – Attn: Leeann Schubert _____
- Return to Division Head for mailing – Attn: _____

Reviewed By: _____ on _____
Office of Law for Legal Form & Sufficiency, if applicable Date

Approved By: *Doug Elmendorf* on 8/21/24
(Department Head) or Signature Date

Approved By: _____ on _____
(Department Head) or Signature Date

Approved By: *[Signature]* on 8/22/24
Chief: Signature Date
Academic/Financial/Human Resources/
Information Technology/Operations/
Schools/Staff

This document has been edited by: _____



Career and Technical Education: Local Perkins Application Baltimore County

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

Office of College and Career Pathways

2024 - 2025

MARYLAND STATE DEPARTMENT OF EDUCATION

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Deputy State Superintendent
Office of Teaching and Learning

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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	Baltimore County Public Schools
Superintendent Information	Dr. Myriam Rogers myriam.rogers@bcps.org
Individual Serving as Director of Career and Technical Education	MiVida Parham Coordinator 443-809-8927 mparham@bcps.org
Individual Authorized to Sign Finalized C-125 (Financial Officer)	Gary Smith Grant Accountant Gsmith11@bcps.org 443-809-9455

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>



 <Superintendent's Name>
 Superintendent of Schools

8/30/24

 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

Sep 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.



Superintendent of Schools or Community College President

8/30/24

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.



Superintendent of Schools or Community College President

8/30/24

Date

General Education Provisions Act (GEPA) Notice

PURPOSE

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

TO WHOM DOES THIS PROVISION APPLY?

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

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

WHAT DOES THIS PROVISION REQUIRE?

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

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

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

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

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

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

Local Perkins Application Certificate of Compliance

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

1. Funds received under this title will be used to carry out Career and Technical Education Programs as required under Worksheet 135b of the Strengthening Career and Technical Education for the 21st Century Act.
2. Provide Career and Technical Education programs of such size, scope, and quality to bring about improvement in the quality of Career and Technical Education.
3. Nothing in the Act shall be construed to modify or affect any Federal or State law prohibiting discrimination based on race, religion, color, ethnicity, national origin, gender, age, or disability.
4. All funds available under this Act shall be used according to its requirements. None of the funds made available under this Act may be used to provide funding under the School-to-Work Opportunities Act of 1994 (20 U.S.C. 6101 et seq.) or to carry out, through programs funded under this Act, activities that were funded under the School-to-Work Opportunities Act of 1994, unless the programs funded under this Act serve only those participants eligible to participate in the programs under this Act.
5. All programs carried out with funds under this title have developed and implemented an evaluation, including an assessment of how the needs of special populations are met.
6. The appropriate secondary and postsecondary partners have collaborated to develop and implement all programs under this title.
7. Articulation agreements are approved annually by the lead administrator.



Superintendent of Schools or Community College President

8/30/24

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 identified in your CLNA and select the top two priorities you will focus on. 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: Apprenticeship Opportunity Expansion

S.M.A.R.T.I.E. Goal: Increase apprenticeship opportunities for fields related to Solar Photovoltaic Installers (58.82%) and Wind Turbine Service Technicians (85.71%) over the next two years by expanding information sessions for employers and students.

Strategy	Activities	Benchmarks
Expand Information Sessions for Potential Employers	<ul style="list-style-type: none"> Develop and distribute informational materials about becoming an Apprenticeship employer to the Solar Photovoltaic and Wind Turbine industry. Host informational sessions and workshops for the Solar Photovoltaic and Wind Turbine industry, explaining how to access and benefit from institutional supports aligned with CTE programs. 	<ul style="list-style-type: none"> At least 2 Solar Photovoltaic and Wind Turbine industry representatives will sign up to the Youth Apprenticeship Program in school year 24-25. A 10% increase in CTE students participating in youth apprenticeship experiences related to the solar and wind turbine industry by school year 25-26.
Recruit Students into the Solar and Wind Apprenticeship Programs	<ul style="list-style-type: none"> Develop and distribute informational materials about available the Solar Photovoltaic and Wind Turbine industry. Partner with school counseling and the Career Navigators on promoting the high skill, high-wage, and in-demand fields of solar and wind. 	<ul style="list-style-type: none"> At least 10% of MLL students report being aware of youth apprenticeship opportunities in the wind and solar industry in school year 24-25. A 10% increase in student participation in wind and solar apprenticeship programs in school year 24-25.

PRIORITY 2: Expand Industry Representation

S.M.A.R.T.I.E. Goal: Increase industry partners in high-wage, high skill, in-demand fields to offer guidance on new program design and adoption, like Aviation Technology and Artificial Intelligence expansion that has occurred.

Strategy	Activities	Benchmarks
Review Industry Partnership and Advisory Committees	<ul style="list-style-type: none"> Review LAC and PAC industry representation by cluster and ensure it aligns to local labor market data. Ensure that a diverse representation of LAC and PAC members participate in the review of CTE program expansion. 	<ul style="list-style-type: none"> Ensure a minimum of 2 representatives from every career cluster on LAC during the 24-25 school year. 20 members of CTE Local Advisory Council participating in 4 quarterly meetings.
Review Curriculum for Alignment to Industry Trends	<ul style="list-style-type: none"> Develop clear career pathways that guide students from secondary education to post-secondary credentials or degrees and into the workforce. Review 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. 	<ul style="list-style-type: none"> Ensure that every CTE program in BCPS has an articulation agreement or post-secondary opportunities in school year 24-25. Review all BCPS CTE courses during the 1st quarter of 24-25

FUNDING NOTES

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

- Blueprint Career Counseling Funds: Leverage Career Counseling funds and the County Workforce Development board to improve industry partnerships and opportunities for Youth Apprenticeship students.
- Title II: Leverage Title II funds to train CTE instructors, Career Counselors, and Career Navigators on the various industry fields that are expected to expand in the coming years.

ADDITIONAL NOTES FOR THIS COMPONENT

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: Male Representation in TAM

S.M.A.R.T.I.E. Goal: Male students have traditionally been underrepresented in the TAM programs at each of our 12 programs. Increase male student representation by 10% over the next two years by disrupting the traditional stereotypes around the teaching profession dissuade students from being encouraged to enroll.

Strategy	Activities	Benchmarks
Targeted Outreach and Recruitment	<ul style="list-style-type: none"> • Develop and distribute informational materials about the benefits of the Teacher Academy of Maryland Program. • Host informational sessions and workshops for black/male students and their families, explaining how to access and benefit from institutional supports aligned with TAM • Create a CTE mentorship program pairing black male students with peers or educators who can guide them through the available resources. 	<ul style="list-style-type: none"> • A 10% improvement in students registering for the TAM program. • At least 75% of black male students' report being aware of institutional supports by the end of the first year. • A 10% increase in black male student persistence TAM by school year 25-26.
Implement NAPE PIPE Program	<ul style="list-style-type: none"> • Implement the NAPE PIPE program across all TAM programs. • Ensure that TAM teachers identify a root cause for their specific program of study. • TAM teachers will review their root cause hypothesis and identify a strategy specific to their school. 	<ul style="list-style-type: none"> • A 15% improvement in black male students showing an interest in remaining in the TAM program during school year 24-25. • A 10% improvement in students registering for the TAM program in school year 25-26.

PERSISTENCE PRIORITY: IT CISCO Female Concentrators

S.M.A.R.T.I.E. Goal: Increase female concentrators in the IT Cisco Networking program by 10% by 2025 through targeted outreach and recruitment practices.

Strategy	Activities	Benchmarks
Targeted Outreach and Recruitment	<ul style="list-style-type: none"> • Develop and distribute informational materials about the benefits of the CISCO programs to middle school feeder programs. • Host informational sessions and workshops for female students and their families, explaining how to access and benefit from institutional supports aligned with CISCO. • Create a CTE mentorship program pairing female students with peers or educators who can guide them through the available resources. 	<ul style="list-style-type: none"> • A 10% improvement in female students applying for the CISCO IT program for school year 25-26. • At least 75% of female students report being aware of institutional supports by the end of the 24-25 school year. • A 10% increase in female student persistence CISCO IT by school year 25-26.

Strategy	Activities	Benchmarks
Enhanced Support Services	<ul style="list-style-type: none"> • Offer CISCO bootcamp for middle school students, targeting female students. • Ensure that CISCO teachers identify curricular resources that can better illustrate female representation. 	<ul style="list-style-type: none"> • A 15% improvement in female students applying for CISCO IT programs in school year 25-26. • A 10% improvement in students registering for the CISCO IT program in school year 25-26.

FUNDING NOTES

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

- Local Operating Budget: leverage school system funding to offer professional development for CTE teachers to expand outreach for black males/female students.
- Title II: Consider Title II funding for professional development.
- Perkins Reserve Grant: Consider Perkins Reserve Grant funding for middle school exploratory and bridge programs.

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 on 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 identified in your CLNA and select the top two priorities you will focus on. 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 Computer Science Performance

S.M.A.R.T.I.E. Goal: 1. Increase female performance in the IT Computer Science program by 12% by increasing student support services and awareness of the benefits of computer science skill sets in school year 24-25.

Strategy	Activities	Benchmarks
<p>Increase Data Awareness for IT Computer Science Teachers</p>	<ul style="list-style-type: none"> • Present student performance data to IT computer science teachers. • Disaggregate data by school site and develop individual SMARTIE goals for each program. • Identify key learning outcomes needed for IT computer science certification exams. 	<ul style="list-style-type: none"> • 100% of CTE IT Computer Science teachers will review their certification data and create SMARTIE goals. • 10% increase in female performance on mid-term for IT computer science.

Strategy	Activities	Benchmarks
Provide Professional Development For Teachers	<ul style="list-style-type: none"> • CTE office will provide professional development on key outcomes for IT Computer Science certifications. • Partner with College Board on AP testing results and strategies for ensuring female students are provided adequate training. 	<ul style="list-style-type: none"> • 100% of CTE IT Computer Science teachers will participate in College Board presentation on test preparation. • A 100% pass rate for instructors of a practice exam for IT Computer Science.

PRIORITY 2: Hispanic Pass Rates for IRCs in HB

S.M.A.R.T.I.E. Goal: 4. Increase Hispanic students in the HB cluster attaining IRCs by providing professional development for teachers and increasing student support services in school year 25-26.

Strategy	Activities	Benchmarks
Increase Student Support Services	<ul style="list-style-type: none"> • Provide learning plans for students that do not meet academic benchmarks during the first quarter. • Provide mentoring sessions for students that are aligned to • Offer tutoring sessions for students not successful on the midterm exams for HB programs. 	<ul style="list-style-type: none"> • At least 75% of Hispanic students report being aware of institutional supports by the end of the first year. • A 10% increase in Hispanic student outcomes in support programs and workshops each semester.
Provide Professional Development For Teachers	<ul style="list-style-type: none"> • CTE office will provide professional development on key outcomes for Health and Biosciences curricula • Partner with Health and Bioscience industry professionals to provide training on key outcomes being missed on exams. • Provide testing results and strategies for ensuring Hispanic students are provided adequate support. 	<ul style="list-style-type: none"> • 100% of CTE Health and Biosciences teachers will participate in a presentation on test preparation. • A 100% pass rate for instructors of a practice exam for CTE HB teachers.

FUNDING NOTES

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

- Local Operating Budgets: Braid funding between the CTE Office and the Office of World Languages/English Language Learners to provide professional development training for teachers.
- Title II: Consider available Title II funding for training of CTE teachers by content experts.

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 data to inform instruction and identify 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: Targeted Recruitment Efforts

S.M.A.R.T.I.E. Goal: Decrease CTE teacher vacancies by 10% by the end of the 24-25 school year by improving marketing and outreach initiatives and partnering with recruitment organizations.

Strategy	Activities	Benchmarks
Improve Marketing and Outreach	<ul style="list-style-type: none"> Develop and distribute informational resources on the benefits of teaching CTE. Partner with Human Resources to host 1 CTE Career Fair each year. Host CTE instructor interest days at schools to meet with students and teachers at specific programs requiring an instructor. 	<ul style="list-style-type: none"> 2 CTE Career Fairs 24-25. At least 75% of participants will report a change in their interest in pursuing teaching CTE.

PRIORITY 2: Non-Traditional Recruitment

S.M.A.R.T.I.E. Goal: Increase CTE teacher non-traditional representation across CTE programs of study by engaging in targeted efforts to recruit individuals who are nontraditional for their field during the 25-26 school year.

Strategy	Activities	Benchmarks
Partner with Professional Recruitment Services	<ul style="list-style-type: none"> Identify a recruitment service (e.g. Kelly Services) to assist with identifying career changers interested in pursuing CTE. Host a targeted career fair specific to increasing non-traditional representation in specific programs (e.g. female engineering teachers on the west side). 	<ul style="list-style-type: none"> Identify a recruitment agency by December 2025 Identify 2 potential career changers per cluster by Spring 2025 for the 25-26 SY.
Create Promotional Videos Highlighting Teachers in Non-Traditional Fields.	<ul style="list-style-type: none"> Partner with BCPS-TV to create a "non-trad" CTE instructor highlight video for select CTE programs of study. Identify students to illustrate the need of having representation in the classroom. 	<ul style="list-style-type: none"> Post a CTE video by January 2025 and distribute throughout the Baltimore region Reduce attrition for 24-25 by showcasing the gap non-trad (current) instructors are providing

FUNDING NOTES

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

- School system budget: leverage existing marketing and contracted services for CTE.
- CTE Reserve Grant: consider opportunities to leverage CTE Reserve Grant for recruitment events and training of human resources on program needs.

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%	95%
2S1: Academic Proficiency in Reading / Language Arts	52.30%	47.07%	55%
2S2: Academic Proficiency in Mathematics	48.00%	43.2%	48%
2S3: Academic Proficiency in Science	-	-	22%
3S1: Post-Secondary Placement	76.50%	68.85%	78%
4S1: Non-traditional Program Concentration	28.72%	25.85%	27%
5S1: Program Quality Attained Recognized Credential	78.41%	70.57%	70%
5S4: Program Quality: Other (TSA Attainment)	78.41%	70.57%	59%

MISSED INDICATOR 1: 5S1 Program Quality Attained Recognized Credential

S.M.A.R.T.I.E. Goal: Increase 5S1 from 70% to 80% by the end of the 24-25 school year by increasing data driven decision making and ensuring program accountability.

Strategy	Activities	Benchmarks
Improve Data Driven Decision Making	<ul style="list-style-type: none"> • Provide professional development to all CTE teachers on the CTE Data Certification Dashboard. • Illustrate how to submit certification data and provide due dates. • Provide professional development on interpreting results during quarterly PLCs. 	<ul style="list-style-type: none"> • An increase of 10% of reporting by February 2025. • At least 75% of CTE instructors will report their ability to upload certification data by end of the first year.

Strategy	Activities	Benchmarks
Monitor Individual Program Accountability	<ul style="list-style-type: none"> • Conduct program check-ins with CTE Department Chairs and Career Navigators to review individual program data. • Work with CTE school-based administrators to review certification data. 	<ul style="list-style-type: none"> • Meet with every school by December 2024 to review 23-24 SY data. • Create individual program SMARTIE goals by February 2025.

MISSED INDICATOR 2: 5S4 Program Quality

S.M.A.R.T.I.E. Goal: Increase 5S4 from 59% to 70% by the end of the 24-25 school year by increasing data driven decision making and ensuring program accountability.

Strategy	Activities	Benchmarks
Improve Data Driven Decision Making	<ul style="list-style-type: none"> • Provide professional development to all CTE teachers on the CTE Data Certification Dashboard. • Illustrate how to submit certification data and provide due dates. • Provide professional development on interpreting results during quarterly PLCs. 	<ul style="list-style-type: none"> • An increase of 10% of reporting by February 2025. • At least 75% of CTE instructors will report their ability to upload certification data by end of the first year.
Monitor Individual Program Accountability	<ul style="list-style-type: none"> • Conduct program check-ins with CTE Department Chairs and Career Navigators to review individual program data. • Work with CTE school-based administrators to review certification data. 	<ul style="list-style-type: none"> • Meet with every school by December 2024 to review 23-24 SY data. • Create individual program SMARTIE goals by February 2025.

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: \$1,503,235.00

Required Uses of Perkins Funds (See List for Details)	Salaries / Wages	Contract Services	Equipment	Supplies and Materials	Other
1	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	\$0.00	\$72,000	\$0.00	\$0.00	\$0.00
4	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	\$0.00	\$145,986.37	\$0.00	\$0.00	\$0.00
6	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7	\$126,164	\$0.00	\$43,162	\$961,899.36	\$0.00
8	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9	\$4,000	\$0.00	\$0.00	\$0.00	\$91,036.32
Total	\$130,164.00	\$217,986.37	\$43,162	\$961,899.36	\$91,036.32

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](#).

ORIGINAL GRANT BUDGET	1,503,235.00	AMENDED BUDGET #		REQUEST DATE	6/3/24
GRANT NAME	Carl D. Perkins Grant, Title IC, FY25	GRANT RECIPIENT NAME	Baltimore County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Baltimore County Public Schools		
FUND SOURCE CODE	5335	GRANT PERIOD	7/1/24	TO	6/30/25

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						58,986.95	58,986.95
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.	130,164.00	211,055.00	961,899.36		43,162.00		1,346,280.36
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Programs							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instructional Staff Dev.				80,495.00			80,495.00
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. 06 Educ. Prog. In State Institution							0.00
Prog. 07 Non Public Programs							0.00
Prog. 09 Instructional Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation		6,931.37					6,931.37
210 Operation of Plant							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Maintenance of Plant							0.00
212 Fixed Charges				10,541.32			10,541.32
213 Food Services							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	130,164.00	217,986.37	961,899.36	91,036.32	43,162.00	58,986.95	1,503,235.00

Finance Official Approval	Gary Smith	6/3/2024	443-809-9455	
	Name	Date	Telephone #	
Supl./Agency Head Approval	Dr. Myriam Rogers		443-809-4281	8/30/24
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	Richard Kincaid		410-767-1904	Sep 5, 2024
	Name	Signature	Date	Telephone #

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 to determine the maximum amount allowable from which to calculate indirect cost.			
Total Grant Award			\$1,503,235
Total Perkins Proposed Budget from Plans of Action		\$1,446,539	
Allowable Indirect Cost Calculation			
Plans of Action Equipment Purchases (subtracted from Total Grant Award)	(-)		\$43,162
Subtotal	(=)		\$1,460,073
Multiply by Restricted Local Indirect Cost Rate Factor*	(x)	\$0.0404	
Subtotal	(=)	\$58,987	
Divide by Indirect Cost Adjustment	/(1+Rate)	\$1.0404	
Allowable Indirect Cost Amount	(=)	\$56,696	
Administrative Cost Calculation			
Actual Indirect Cost Amount Taken (cannot exceed row 10)		\$56,696	
Administrative (Direct) Cost Taken	(+)		
Total (Indirect/Direct) Administrative Cost Taken	(=)		\$56,696
Total Budget Amount (Rows 3+14 must equal row 2 amount)			\$1,503,235
Maintenance of Effort Local/State			

FY 2023 Reported Expenditures	\$38,873,975		
FY 2025 Estimated Expenditures	\$41,241,400		
<i>*NOTE: An indirect cost rate factor listed in the table as a percentage must be converted into a number. Ex: 2.63% = .0263</i>			