



Career and Technical Education: Local Perkins Application Calvert County

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

Office of College and Career Pathways

2024 - 2025

MARYLAND STATE DEPARTMENT OF EDUCATION

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Local Application for Perkins Funding: Cover Page

MARYLAND STATE DEPARTMENT OF EDUCATION

OFFICE OF COLLEGE AND CAREER PATHWAY

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT

LOCAL APPLICATION FOR FEDERAL FORMULA FUNDS

LEA Name **Calvert County Public Schools**

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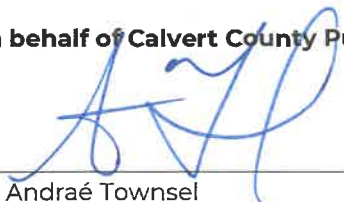
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SIGNATURES

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


On behalf of Calvert County Public Schools



Dr. Andraé Townsel
Superintendent of Schools, Calvert County

Date 7/23/2024

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



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

July 29, 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



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



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.



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: Alignment of IRCs to Programs of Study

S.M.A.R.T.I.E. Goal: Identify and implement appropriate IRC for the PLTW Engineering Pathway with at least 50% of female students enrolled in the final PLTW Engineering course attempting certification.

Strategy	Activities	Benchmarks
Identify and Implement IRC	<ul style="list-style-type: none"> Meet with PAC to discuss preferred or desired 3-D Modeling Software IRC in job pool/candidates. Review available regional job descriptions to identify market alignment for certifications Purchase and install technology upgrades 	<ul style="list-style-type: none"> PLTW Engineering PAC meetings to be held in August and December 2024. Obtain and review job descriptions by November, 2024 to be shared at December 2024 PAC meeting. Purchase upgraded computer systems necessary for IRC implementation by October, 2024 Student enrolled in PLTW EDD course will attempt identified IRC by May, 2025.

Strategy	Activities	Benchmarks
Staff Professional Development & Curriculum Design	<ul style="list-style-type: none"> Identify and implement professional development for PLTW Eng. Teachers regarding depth required to certify students in chosen modeling software. Convene with partners at CSM to align/re-align curriculum design and implementation to match articulated agreement for credit. 	<ul style="list-style-type: none"> Identify appropriate staff development by August, 2024 with all teachers receiving PD by December, 2024. Convene with CSM by November, 2024. Make any needed changes to district course guide by December, 2024 for SY25-26.

PRIORITY 2: Identify Local Targets for Increased Apprenticeships

S.M.A.R.T.I.E. Goal: Review local labor market data and identify 5 new apprenticeship sponsors for apprenticeships to begin in SY25-26.

Strategy	Activities	Benchmarks
Review local data	<ul style="list-style-type: none"> Work with MSDE apprenticeship support to obtain and review available data in order to identify target fields and potential companies. Reach out to companies specifically who are hiring with support from DOL. 	<ul style="list-style-type: none"> Request data in August, 2024 and review by September 2024. Repeat activity quarterly until new sponsors are identified. Begin reachouts in September, 2024 and continue at least until target is reached.
Strategy meetings & recruitment	<ul style="list-style-type: none"> Regular meetings with district AMP coordinator + DOL navigator Hold open house/apprenticeship recruitment activity for businesses Hold parent/student open house event to fill new apprenticeships 	<ul style="list-style-type: none"> Hold one meeting per month specific to development in Calvert Co. beginning in August, 2024. Evening open house event in September/October 2024. Hold parent/student meetings in January, 2025 to prepare for February, 2025 scheduling for SY25-26

FUNDING NOTES

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

- Local (Unrestricted) Board of Education Funds
- Perkins Formula

ADDITIONAL NOTES FOR THIS COMPONENT

- Roll out of technology will be expedited/expanded if reserve funds are available.

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: Equity for Students with Disabilities in STEM

S.M.A.R.T.I.E. Goal: Increase the percentage of students with disabilities participating in STEM-based programs at the four comprehensive high schools: PLTW Biomedical Science, PLTW Engineering, and Computer Science by 2% for SY25-26 as measured by course enrollments completed in March, 2025.

Strategy	Activities	Benchmarks
<p>Awareness Campaign</p>	<ul style="list-style-type: none"> Administer surveys to staff in 4 comprehensive high schools to determine if bias impacts how students are advised to enroll in programs and/or what additional supports might be needed to encourage more enrollment of SWD in home school programs. Form action committee for this purpose comprised of key stakeholders: SpEd staff, CTE teachers, administrators, equity team members, parents, and students and task to devise further plans to improve participation of SWD in STEM-based CTE programs. Based on survey and suggestions from action committee, implement further activities for awareness. 	<ul style="list-style-type: none"> Develop and administer survey by October, 2024. Hold committee meetings quarterly beginning in September/October, 2024 Determine further activities by December, 2024 with implementation starting in January, 2025 Evaluate student enrollment data for 1st CTE courses in Biomed, Engineering, and Computer Science pathways following student course registration process by May, 2025 to measure % of SWD enrolled in those courses and compare to same numbers from May, 2024.

Strategy	Activities	Benchmarks
<p>Support for SDI in CTE and support for CTE awareness in SpEd.</p>	<ul style="list-style-type: none"> • Work with Special Education staff to develop specific support strategies to support CTE teachers in designing specially designed instruction. • Provide training of benefits of CTE to SpEd teachers, case managers, and other SpEd support staff. • Using career advisors and community partnerships, provide specific career counseling activities for SWD's as it relates to exploring STEM careers. • Review provided/existing curriculum from PLTW and College Board to identify areas that need specific support or enhancement of Tier 1 Supports by using support of district inclusive specialists. 	<ul style="list-style-type: none"> • Administrative (SpEd Director, CTE Director, other administrators) to meet by August, 2024 with work in strategy development beginning September, 2025. • Provide training on in-service day in October, 2024 with follow-up on in-service in January, 2025. • Career Advisors work with SpEd staff to identify students by October, 2024 and hold guest speaker or other similar events for identified students through April, 2025.

PARTICIPATION STRETCH PRIORITY (OPTIONAL): Equity for Students with Disabilities in Comprehensive school-based CTE programs.

S.M.A.R.T.I.E. Goal: Increase the percentage of students with disabilities participating in underrepresented CTE programs at the four comprehensive high schools: Business (3 pathways), Criminal Justice, and Teacher Academy of Maryland by 2% for SY25-26 as measured by course enrollments completed in March, 2025.

Strategy	Activities	Benchmarks
<p>Awareness Campaign</p>	<ul style="list-style-type: none"> Administer surveys to staff in 4 comprehensive high schools to determine if bias impacts how students are advised to enroll in programs and/or what additional supports might be needed to encourage more enrollment of SWD in home school programs. Form action committee for this purpose comprised of key stakeholders: SpEd staff, CTE teachers, administrators, equity team members, parents, and students and task to devise further plans to improve participation of SWD in STEM-based CTE programs. Based on survey and suggestions from action committee (above), implement further activities for awareness. 	<ul style="list-style-type: none"> Develop and administer survey by October, 2024. Hold committee meetings quarterly beginning in September/October, 2024 Determine further activities by December, 2024 with implementation starting in January, 2025 Evaluate student enrollment data for 1st CTE courses in Business, Criminal Justice, and TAM pathways following student course registration process by May, 2025 to measure % of SWD enrolled in those courses and compare to same numbers from May, 2024.
<p>Strategy 2 - Provide student and teacher supports</p>	<ul style="list-style-type: none"> Based on results of survey (see strategy 1), plan and implement HQ PD for teachers in Business, Criminal Justice, and TAM to address gaps or needs in supporting SWDs. Work with SpEd case Managers to identify lagging skills of students who are interested in starting a pathway for SY25-26 and implement student support plans. Using career advisors and community partnerships, provide specific career counseling activities for SWD's as it relates to exploring careers in fields related to target POSs. 	<ul style="list-style-type: none"> Implement HQ PD beginning in November, 2024 Identify lagging skills by October, 2024 and begin skill-building/support activities with students in November, 2024. Career Advisors work with SpEd staff to identify students by October, 2024 and hold guest speaker or other similar events for identified students through April, 2025.

PERSISTENCE PRIORITY: Persistence of non-traditional students, from participation to concentration status.

S.M.A.R.T.I.E. Goal: Improve the % of non-traditional students who are participating to concentration by 5%.

Strategy	Activities	Benchmarks
Student Mentoring Groups	<ul style="list-style-type: none"> Survey non-traditional students who are no longer participating in CTE programs to examine further possible root causes. Review results with LAC and other appropriate groups to create action plans. Identify non-traditional students participating in CTE programs and pair with student or business/community partners to provide another individual who understands challenges or barriers to being a non-traditional student in a particular program or field. 	<ul style="list-style-type: none"> Implement survey by October, 2024. Provide results to LAC as soon as available with review/discussion planned in January, 2025 meeting. Identify potential (willing) mentors by September, 2024 and pair mentors with students by October, 2024. Evaluate student enrollment data across all CTE programs in concentrator courses following student course registration process by May, 2025 to measure % of non-traditional enrolled in those courses and compare to same numbers from May, 2024.
Student support via career advising	<ul style="list-style-type: none"> Identify non-traditional students participating in CTE programs and provided additional/enhance support through career advisors. 	<ul style="list-style-type: none"> Identify students and provide information to career advisors by September, 2024. Career advisors will provide monthly updates to CTE Director on non-trad student progress/interest in programs.

FUNDING NOTES

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

- Local Funding
- Business/LAC Support (via donation of time)
- Blueprint career advising budget

ADDITIONAL NOTES FOR THIS COMPONENT

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: Project Based Learning for improved Student Learning, Engagement, and Achievement

S.M.A.R.T.I.E. Goal: Implement project-based learning practices across high school courses in ELA, Algebra, Biology, and CTE program courses. For year one the goal is to establish a baseline year with at least 5% of all high school students (all high school students take ELA all 4 years of high school, making "ALL" CCPS HS students the entire group) participating in one or more PBL experiences in either ELA, Algebra, Biology, and/or a CTE course. We are seeking to implement PBL as a long-term strategy to improve overall instruction, improve achievement in Math, English, and Biology (S21, 2S2, 2S3) and, by request of our LAC/PAC partners, improve real-world learning experiences that prepare students for future apprenticeships and/or employment post high-school. PBL is a research-based strategy for doing this. Because this is a "long-term" goal, we have set year one as a baseline/implementation year.

Strategy	Activities	Benchmarks
<p>Professional Development</p>	<ul style="list-style-type: none"> • Hire District PBL CTE Lead Teacher (1 FTE) • Advertise opportunity to participate in PBL learning cohort/PD to potential teachers. • Provide “kickstart” professional development training to cohort members • Provide on-going and regular individualized mentoring from coordinator as well as within cohort meetings • Ensure all teachers in cohort include at least one PBL activity in SY24-25 plans. 	<ul style="list-style-type: none"> • Hire coordinator by July, 2024 • Advertise/form PD cohort by July, 2024 • Provide teacher PD by August, 2024 • Provide ongoing PD beginning September, 2024 and going through May, 2025 • Coordinator will log number and types of PBL experiences across all 4 high schools and all participating teachers. • Coordinator will report number of teachers (PBL activities) and number of students having participated by June, 2025.
<p>Student engagement and evaluation</p>	<ul style="list-style-type: none"> • Form a student advisory group to support review and effectiveness of the implementation of PBL practices. • Implement suggestions or adjustments from students 	<ul style="list-style-type: none"> • Form student group by October, 2024 with meeting occurring by November, 2024 and continuing at least every six weeks. • Share student implementation suggestions with cohort PBL staff on an ongoing basis. • EOY review of student suggestions for future implementation to occur in June, 2025.
<p>Begin Curricular framework adjustment</p>	<ul style="list-style-type: none"> • Work to adjust curricula (as appropriate) to ensure equity of PBL activities and experiences across program classrooms. 	<ul style="list-style-type: none"> • Begin work of examining curricula by January, 2025 with work continuing through FY26 or as necessary with the long-term goal to be ensuring at least one PBL experience in every test math, English, and Science course as well as in every CTE program.

PRIORITY 2: Student Industry Credential Attainment

S.M.A.R.T.I.E. Goal: Increase total percentage of ALL CTE concentrators (all district POSs) earning at least one IRC from 28% within the Class of 2023 to 35% within the Class of 2025 (this is lagging data/information).

Strategy	Activities	Benchmarks
<p>Expand IRC opportunities</p>	<ul style="list-style-type: none"> In order to increase all concentrators, the key strategy must be to add IRCs in programs where they do not exist currently: Identify appropriate IRC for PLTW Engineering cluster and implement. Identify appropriate IRC for Computer Science and implement. Identify appropriate IRC for Biomedical Science and implement. 	<ul style="list-style-type: none"> First students attempt Engineering IRC by May, 2025; curriculum adjustments (as needed) begin in SY25-26 and measured group will test by May, 2026. First students attempt Computer Science IRC by May, 2025; curriculum adjustments (as needed) begin in SY25-26 and measured group will test by May, 2026. First students attempt Biomedical Science IRC by May, 2025; curriculum adjustments (as needed) begin in SY25-26 and measured group will test by May, 2026.
<p>Student Support Sessions for IRC attainment</p>	<ul style="list-style-type: none"> Monitor district quarterly benchmark exams via data-analysis protocols to determine student progress in achieving IRC. Identify students not making adequate progress toward expect IRC attainment as measured by benchmark exams and provide student tutoring. Identify enhanced student supports. These may include after-hours tutoring or in-school mentoring provided by other students, teacher, or business partners. 	<ul style="list-style-type: none"> Administer benchmark exams in November, 2024, January, 2025, and March, 2025. Identify struggling students and begin student tutoring (with teachers) by January, 2025. Identify possible enhanced student supports by November, 2024 and begin implementation no later than January, 2025 with students who are not making adequate progress toward IRC attainment.

FUNDING NOTES

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

- Local Funding
- Perkins Funding
- Possible support (especially in donation of “time”) from local business partners

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: Creation of CTE New-Teacher Mentorship Guidebook/Plan

S.M.A.R.T.I.E. Goal: Working with district support roles, current CTE new-teacher mentors, HR, and CTE Director, create a guidebook that will serve as a specific foundation/guidebook for on-boarding new CTE teachers **by May, 2025.**

Strategy	Activities	Benchmarks
Create Guidebook	<ul style="list-style-type: none"> Work with district supports in a committee/focus group to identify practices that are specific/necessary to new CTE teachers, taking care to differentiate for CTE teachers who are traditionally teacher certified and those who are coming in to service from industry. Create on-boarding documents, including timelines and practices important and specific to new CTE teacher support. 	<ul style="list-style-type: none"> Form committee with meetings beginning in August, 2024. Finalize creation of CTE new-teacher guidebook by May, 2025.

Strategy	Activities	Benchmarks
Share with Building-Level Administrators	<ul style="list-style-type: none"> Share/review/train building-level AP's and Principals in CTE-specific new-teacher mentorship practices, bringing awareness to the special needs of these individuals. 	<ul style="list-style-type: none"> Provide training/review of new guidebook at the June, 2025 Administrative and Supervisory meeting.

PRIORITY 2: Support for Industry-Specific, Robust Professional Development

S.M.A.R.T.I.E. Goal: Provide industry-specific learning opportunities for 70% of CTE teachers in SY24-25.

Strategy	Activities	Benchmarks
Engaging Business Partners & leveraging collaboration.	<ul style="list-style-type: none"> Work with PACs to provide opportunities for staff to visit operational industry sites for their own professional development. Provide support for staff to attend/participate in PAC-provided opportunities Provide follow-up/sharing opportunities for individuals Discuss feasibility of sharing/collaboration with neighboring districts and/or community college partners. 	<ul style="list-style-type: none"> Identify PAC/Industry-site opportunities by Q1 PAC meetings (no later than November, 2024). Begin providing substitute coverage or professional leave as needed as early as September, 2024. Provide as part of CTE district in-service sharing opportunities of “what was learned” in January and in April, 2025. Discuss possibility of collaboration with neighboring counties by July, 2024.
Professional Development Sessions	<ul style="list-style-type: none"> Identify appropriate conferences or industry-specific training opportunities for teachers and support their ability to attend/participate. 	<ul style="list-style-type: none"> Identify appropriate PD opportunities and begin providing support for teachers as early as July, 2024 and carrying through June, 2025.

FUNDING NOTES

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

- Local funding may be used for some professional leave.
- Perkins funding will be used for conference registration fees, travel, and possibly for substitutes.

ADDITIONAL NOTES FOR THIS COMPONENT

- A possible challenge this year may be a limitation from the district on non-essential conference attendance.

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%	98%
2S1: Academic Proficiency in Reading / Language Arts	52.30%	47.07%	66%
2S2: Academic Proficiency in Mathematics	48.00%	43.2%	78%
2S3: Academic Proficiency in Science	-	-	25%
3S1: Post-Secondary Placement	76.50%	68.85%	83%
4S1: Non-traditional Program Concentration	28.72%	25.85%	32%
5S1: Program Quality Attained Recognized Credential	78.41%	70.57%	95%
5S4: Program Quality: Other (TSA Attainment)	78.41%	70.57%	89%

All indicators attained.

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 INDIRECT COSTS: \$4734.00

Required Uses of Perkins Funds (See List for Details)	Salaries / Wages	Contract Services	Equipment	Supplies and Materials	Other
1	\$80,000	--	--	--	\$6,120
2	--	--	--	\$14,000	--
3	--	--	--	\$18,960	--
4	--	--	--	\$26,400	--
5	--	--	--	--	\$13,200
6	\$6,600	--	--	--	\$1,146
7	--	--	\$11,300	--	--
8	--	--	--	\$60,360	--
9					\$7,180
Total	\$86,600	\$0	\$11,300	\$119,720	\$27,646

Total Planned Expenditures = \$245,266.00

INDIRECT COSTS (GRANT ADMINISTRATION) = \$4734.00

TOTAL GRANT BUDET = \$250,000.00

FINANCIAL COMPLIANCE WORKSHEET AND BUDGET FORM C-125

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

Secondary Financial Compliance Worksheet Template

	A	B	C	D
1	Administrative (Indirect and Direct) Cost			
	The total amount for Administrative Cost (Indirect and Direct) may not exceed 5% of the total Grant Award. The total amount of equipment purchased must be subtracted from the total grant award in order to determine the maximum amount allowable from which to calculate indirect cost.			
2	Total Grant Award			\$250,000
3	Total Perkins Proposed Budget From Plans of Action		\$245,266	
4	Allowable Indirect Cost Calculation			
5	Plans of Action Equipment Purchases (subtracted from Total Grant Award)	(-)		\$11,300
6	Subtotal	(=)		\$238,700
7	Multiply by Restricted Local Indirect Cost Rate Factor*	(x)	\$ 0.0193	
8	Subtotal	(=)	\$4,825	
9	Divide by Indirect Cost Adjustment	/(1+Rate)	\$ 1.0193	
10	Allowable Indirect Cost Amount	(=)	\$4,734	
11	Administrative Cost Calculation			
12	Actual Indirect Cost Amount Taken (cannot exceed row 10)		\$4,734	
13	Administrative (Direct) Cost Taken	(+)	\$0	
14	Total (Indirect/Direct) Administrative Cost Taken	(=)		\$4,734
15	Total Budget Amount			\$250,000
16	(Rows 3+14 must equal row 2 amount)			
17	Maintenance of Effort Local/State			
18				
19				
20			\$3,413,320	

*NOTE: An indirect cost rate factor listed in the table as a percentage must be converted into a number. Ex: 2.63% = .0263

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

Original Grant Budget	\$ 250,000.00	Amended Budget #		Request Date	7/2/2024
Grant Name	Perkins Formula	Recipient Grant Name	Calvert County Public School		
MSDE Grant #		Recipient Grant #	7200		
Revenue Source	Federal	Recipient Agency Name	Calvert Co. PS		
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						4,734.00	4,734.00
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.	86,600.00		119,720.00	20,380.00	11,300.00		238,000.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							
212 Fixed Charges				7,266.00			7,266.00
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	86,600.00	0.00	119,720.00	27,646.00	11,300.00	4,734.00	250,000.00

Finance Official Approval:	Scott Johnson		7/29/2024	443-550-8167
Supt./Agency Head Approval:	Dr. Andraé Townsel		7/23/2024	443-550-8009
MSDE Grant Manager Approval:	Richard Kincaid		July 29, 2024	+++++
	Name	Signature	Date	Telephone #