



Career and Technical Education: Local Perkins Application Carroll 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**

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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 Carroll County Public Schools

Nicholas R. Shockney

Digitally signed by Nicholas R. Shockney
Date: 2024.07.17 14:12:31 -04'00'

Cynthia McCabe, Ed.D.
Superintendent of Schools

Date

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

Richard Kincaid

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

July 17, 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.

Nicholas R. Shockney Digitally signed by Nicholas R. Shockney
Date: 2024.07.17 14:12:44 -04'00'

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.

Nicholas R. Shockney Digitally signed by Nicholas R. Shockney

Date: 2024.07.17 14:13:09 -04'00'

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.

Nicholas R. Shockney

Digitally signed by Nicholas R. Shockney
Date: 2024.07.17 14:13:23 -04'00'

Superintendent of Schools or Community College President

Date

Component A: Labor Market Alignment

OVERVIEW

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

INSTRUCTIONS

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

PRIORITY 1: Increase Certification Opportunities & Improve Curricular Alignment

S.M.A.R.T.I.E. Goal: Carroll County Public Schools offers over 40 different CTE completer programs to students. Of these programs, 10 do not have industry recognized credentials or curriculum aligned to currently approved credentials that is culturally responsive. To support the Blueprint for Maryland's Future target of 45% of graduating students participating in an apprenticeship and/or earning an industry recognized credential, CCPS will identify industry credentials and/or realign curriculum to approved credentials to support student achievement. *The connection of CTE pathways to these recognized credentials will be made clear in the pathways section of the program of studies. Curriculum will be updated to prepare students to earn recognized credentials.* Criteria for curriculum will include resources to support under-represented student participation, retention, and achievement. By June 2026, CCPS will identify credentials or realign curriculum for each of these 10 programs.

The 10 pathways that are not currently offering an IRC are:

- Audio/Visual Communication
- Case: Animal; Case: Plant; Case: Natural Resources
- Criminal Justice
- Digital Fabrication
- Engineering: PLTW
- Interactive Media Production
- JROTC
- Textiles & Fashion Careers

Strategy	Activities	Benchmarks
<p>Strategy 1 – Increase Certification Opportunities</p>	<ul style="list-style-type: none"> • Identify certification opportunities that align with industry needs and prepare students for jobs in the local labor market. • Engage with business partners for input to ensure students are prepared with essential skills and certifications. • Ensure certifications are on the approved IRC list. If not, gather and collect required documentation to petition the CTE Committee for the IRC be added to the approved list. • Identify approved IRCs that are not currently offered and determine the logistics of preparing teachers, students, and testing requirements. • Research and acquire certification preparation resources that will lead to student success. • Provide teachers the opportunity to sit for IRCs if they do not currently possess them. • Prepare students to take and pass IRCs for their programs of study. • Purchase IRC vouchers that align with industry needs and are approved by the Blueprint CTE Committee. • Celebrate student success in acquiring certifications. • Identify the most in-demand certifications by using workforce database(s). • Create a crosswalk between curriculum and industry recognized certification. 	<ul style="list-style-type: none"> • Review PAC meeting minutes at the end of SY24/25 to check that they include certification and industry skills discussions. • Submission of IRCs identified by PACs in SY24/25 to CTE Committee for consideration/approval. • List of industry-aligned certifications for all POS. • Acquisition of certification preparation materials. Professional development for staff in SY24/25 to include the materials in curriculum. • Student access to approved IRCs. • Celebration of student certifications during senior award nights, posted on social media, principal and CTE newsletters.

Strategy	Activities	Benchmarks
<p>Strategy 2 – Update & ALIGN Curriculum</p>	<ul style="list-style-type: none"> • Research culturally responsive curriculum that aligns with industry standards. • Modernize lab equipment to ensure equitable access for non-traditional students • Identify career readiness curriculum to be infused in all POS. • Hire curriculum writing staff who have experience working with under-represented groups (Special Ed, Advanced Academics, ESOL, etc.). • Utilize the curriculum crosswalk (from strategy 1) to identify units and lessons in need of updating to align to industry standards and recognized credentials. • Write and implement culturally responsive curriculum that is aligned with industry standards. • Provide professional development for teachers on updated curriculum to include strategies for diverse learners. 	<ul style="list-style-type: none"> • Acquisition of updated curriculum, MOI resources and equipment including employability curriculum during SY24/25. • Recruitment of new staff FOR SY25/26. • Planned professional development opportunities during SY24/25 including strategies for diverse populations and learners.

PRIORITY 2: Improve labor market alignment with CTE programs in comprehensive high schools.

S.M.A.R.T.I.E. Goal: CCPS will improve labor market alignment and increase industry specific input by revitalizing Program Advisory Committee (PAC) participation for programs implemented at comprehensive high schools. Using targeted marketing strategies and through collaboration with Carroll County Workforce Development, by the end of SY 2026 we will have 100% of the CTE programs engaged with an active PAC with diverse industry representation. All activities will focus on the inclusion of diverse business, industry, and agency partners, and alignment with post-secondary pathways to include transitions to Registered Apprenticeships and institutions of higher education.

Strategy	Activities	Benchmarks
<p>Strategy 1 - Create a plan utilizing current CCPS staff and labor market partners to expand/energize PACs and recruit new members, specifically for programs that run at comprehensive high schools.</p>	<ul style="list-style-type: none"> • Develop a plan for reorganizing PACs by career cluster or utilizing consolidated PAC meetings for the county for the BMF, AMC, HB, and HRS clusters. • Enlist the assistance of Career Coordinators to identify and recruit new PAC members for POS offered at comprehensive high schools. • Create a PAC; identify core-leaders of the PAC who will guide its progress and set goals. • Collaborate with CCWD and representatives from their industry collaboratives in Health Care, IT, Construction, and Hospitality to identify and recruit new PAC members, focusing on recruitment of PAC members representing underrepresented and underserved populations. • Partner with new PAC members to solicit their additional input including occupational updates on labor market projections, both short and long term, and the identification of industry recognized certifications. 	<ul style="list-style-type: none"> • Meeting minutes/evidence from collaboration with CCWD representatives. • Communication evidence from collaboration with Career Coordinators (HS WBL). • PAC meetings, including PAC members' labor market presentations, occur by March 2025. • All pathways will have had at least one PAC meeting by the end of SY24/25. • Workforce Board Meeting Minutes.
<p>Strategy 2 - Targeted Marketing</p>	<ul style="list-style-type: none"> • Create PAC marketing materials, testimonials for publication/circulation through Carroll County Workforce Development. Materials will include representatives from a diverse group of PAC members. • Ask current PAC members to post the materials at their businesses. • Collaborate with Carroll County Chamber of Commerce to host events at CCPS Facilities focused on CTE. 	<ul style="list-style-type: none"> • PAC materials created or revised by March 2025 to target Business, CS, and DigFab, H&T POS. • Copies of CCWD/Carroll County Chamber & PAC member postings and publications from meetings during SY24/25.

FUNDING NOTES

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

- Local Program Funds
- Local Office of CTE Funds
- Perkins Funds
- Blueprint designated career development funds

ADDITIONAL NOTES FOR THIS COMPONENT

- Collaboration with Workforce Development on identifying new PAC member businesses
- Collaboration with Carroll Community College on advisory boards for shared or similar programs (Digital Fabrication, Interactive Media, etc.)

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: Enrollment of Economically Disadvantaged students in CTE programs.

S.M.A.R.T.I.E. Goal: 26% of CCPS students are Economically Disadvantaged, but these students are under-represented in several clusters. ED students make up only 7% of the IT cluster, 11% of the HB cluster, and 16% of the BMF cluster. By 2026, CCPS will increase the participation of ED students in these clusters by 5%.

Strategy	Activities	Benchmarks
Strategy 1 – Promotion of High School CTE opportunities	<ul style="list-style-type: none"> • Advisory lessons • Middle School ECP planning • MS Career Development activities • Identify career interests of ed students based on MS career development activities. • Connect ED students with an adult mentor who has a connection to their career interest to provide advice and support on HS course selection. • Parent/Community Nights 	<ul style="list-style-type: none"> • Revised advisory lessons available by February 2025. • Attendance numbers at Parent/Community Nights during SY24/25. • Student interest data in MS career development collected during SY24/25. • attendance at mentor meetings during SY24/25.
Strategy 2 – Counselor/Admin PD on Comp Sci Programming options	<ul style="list-style-type: none"> • Pathways PD • MCCE PD opportunities • Data review at HS Principals Meetings 	<ul style="list-style-type: none"> • Attendance at PD opportunities during SY24/25. • Informational materials created for counselor PD available by February 2025. • Comp Sci participation and persistence data from SY24/25.

PERSISTENCE PRIORITY: Increase Persistence in CTE programs located in the comprehensive high schools

S.M.A.R.T.I.E. Goal: Student persistence to completion rates in CTE programs at the Career and Technology Center are very good. However, student persistence in CTE programs located at the high schools tend to be much lower. The BMF cluster has a participant to concentrator rate of 29%, EANR has a rate of 24%, and HRS has a rate of 32%. By 2025, CCPS will increase the participant to concentrator rates for the EANR, BMF, and HRS clusters by 10%.

Strategy	Activities	Benchmarks
<p>Strategy 1 – Implement awareness campaigns to inform students about program offerings and the benefits of completing a pathway.</p>	<ul style="list-style-type: none"> • Highlight the BMF, EANR, and HRS clusters during career exploration activities in middle school to build student awareness of career options and the benefits of completing a CTE pathway. • Present CTE program options at high school scheduling nights and information sessions. • Update the Program of Studies to clearly identify CTE pathways and courses needed for completion. • Highlight college connections – articulated/transcripted credits 	<ul style="list-style-type: none"> • Career interest data from middle school career exploration activities during SY24/25. • Marketing materials to be used during scheduling nights and informational sessions AVAILABLE by February 2025. • Updated Pathways to Career section to be included in the SY25/26 High School Program of Studies.
<p>Strategy 2 – Celebrate CTE completers at the high schools</p>	<ul style="list-style-type: none"> • Create completer certificates to be distributed during awards ceremonies • Feature CTE concentrators and completers in school announcements and on social media • Signing day celebration 	<ul style="list-style-type: none"> • CTE certificates created in May 2025. • Social media posts/student highlights collected during SY24/25.

FUNDING NOTES

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

- Perkins
- Local CTE funds
- School Funds

ADDITIONAL NOTES FOR THIS COMPONENT

- Teacher Sub days for CCC connections
- Collaboration with ESOL, Adv Academics, Special Ed

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: Improve Non-traditional Enrollment in CTE programs

S.M.A.R.T.I.E. Goal: Increase the participation rate for Non-Traditional Learners in CTE programs by 10% over the next two school years by increasing student awareness and access to institutional supports as measured by student enrollment in CTE courses.

Strategy	Activities	Benchmarks
<p>Strategy 1 - Improve messaging to families, community groups, and educators to increase understanding of the benefits of CTE.</p>	<ul style="list-style-type: none"> • Update marketing materials to reflect modern CTE programming • Host CTE Signing Days to celebrate students who have attained employment • Pathways presentations • Use MS career interest data to identify students interested in non-traditional career fields. • Send information to families of identified students highlighting the available institutional supports (career coaches, career coordinators, school counselors, workforce development, C&T services team, etc.) to help students pursue their career interests. 	<ul style="list-style-type: none"> • Marketing materials available by February 2025. • Signing Day promotional materials created by March 2025. • Attendance at Pathways presentations during sy24/25. • informational packets sent to families during SY24/25
<p>Strategy 2 – Promote non-trad opportunities during Middle School career development activities</p>	<ul style="list-style-type: none"> • Pathful explore • Career Development Activities • Pathways presentations 	<ul style="list-style-type: none"> • MS career interest data collected during SY24/25. • Program marketing materials featuring non-trad students created by February 2025. • Business Partner marketing collateral featuring non-trad students created by February 2025.

PRIORITY 2: Increase the post-secondary placement of Economically Disadvantaged students in the C&D cluster.

S.M.A.R.T.I.E. Goal: While we meet the target as a district, the Construction and Development Cluster lags behind other clusters in 3S1 Post-secondary placement. Within the C&D cluster, Economically

Disadvantaged students show a 69% placement two quarters after graduation. By 2026 CCPS will increase ED placement in the C&D cluster by 10%.

Strategy	Activities	Benchmarks
<p>Strategy 1 – Offer workplace experiences and access to career planning tools to help students plan for labor market entry.</p>	<ul style="list-style-type: none"> • Develop in-school and worksite experiences that help students understand the world of work and how to prepare for the transition to employment following graduation. • Expand school-based enterprise experiences in the C&D cluster to model the expectations and procedures in the construction industry. 	<ul style="list-style-type: none"> • School-based enterprise projects in C&D cluster programs <i>added during SY24/25.</i> • Guest speaker and job-shadow data <i>collected during SY24/25.</i> • Visits to industry partner worksites <i>SCHEDULED DURING SY24/25.</i>
<p>Strategy 2 – Prepare students for the application and interview process followed to become employed.</p>	<ul style="list-style-type: none"> • Hire staff to provide one to one assistance with resume creation and interviewing skills for students in the C&D cluster. • Partner with Workforce Development to run resume and interview preparation workshops. • Bring in local employers to discuss the hiring process to build student awareness. 	<ul style="list-style-type: none"> • Hiring of staff <i>FOR SY24/25.</i> • CCWD workshop materials shared by CCWD <i>during SY24/25.</i> • Student participation data in CCWD workshops <i>during SY24/25.</i>

FUNDING NOTES

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

- Perkins Funding
- Local Office of CTE funds
- School Funds

ADDITIONAL NOTES FOR THIS COMPONENT

- Hourly staff to be hired for strategy 2.
- MoU with CCWD to be updated to include workshops described in strategy 2.

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: ~~Provide professional development to ensure staff are appropriately trained, licensed, and knowledgeable in their area of instruction.~~ SEEK RECRUITING OPPORTUNITIES AHEAD OF THE HIRING CYCLE WITH A FOCUS ON FINDING QUALIFIED INSTRUCTORS THAT ARE NON-TRADITIONAL IN THEIR FIELD.

S.M.A.R.T.I.E. Goal: qualified CTE instructors can be difficult to hire, especially if the timeframe for hiring is short. By 2026, CCPS will identify a pool of potential instructors in program areas where staff turnover is anticipated within five years. CTE staff will focus on finding potential instructors who are qualified and are non-traditional in their field.

Strategy	Activities	Benchmarks
Strategy 1 – Create opportunities to speak to CTE alumni about becoming a CTE instructor.	<ul style="list-style-type: none"> Identify CTE alumni who are working locally in a career related to the CTE program they completed. Sponsor CTE alumni events to bring alumni in contact with current CTE staff. Host informational sessions on the process of becoming a CTE instructor. 	<ul style="list-style-type: none"> ALUMNI CONTACT INFO DATABASE CREATED DURING SY2025. PROMOTIONAL MATERIALS CREATED FOR CTE ALUMNI EVENTS DURING SY2025. PROMOTIONAL MATERIALS FOR CTE INSTRUCTOR INFO SESSIONS HELD DURING SY2025.

Strategy	Activities	Benchmarks
<p>Strategy 2 – Create opportunities to speak to successful professionals who are non-traditional in their field about becoming a CTE instructor.</p>	<ul style="list-style-type: none"> • Identify industry groups and organizations which support non-traditional professionals. • Attend meetings of these groups to share the value and importance of becoming a CTE instructor. • Host informational sessions on the process of becoming a CTE instructor. 	<ul style="list-style-type: none"> • Non-trad industry group contact info database created during SY2025. • Invitations/agendas from industry group meetings attended during SY2025. • Promotional materials for CTE instructor info sessions held during SY2025.

PRIORITY 2: Appropriate PD is offered to allow teacher growth in their instructional areas

S.M.A.R.T.I.E. Goal: All CTE teachers are expected to hold a teaching certificate and to continuously improve their knowledge and practice in their area of instruction. By 2026, all CTE teachers with more than two years of teaching experience will hold an appropriate teaching certificate. CTE Teachers who have already obtained certification will seek professional development opportunities to improve their industry knowledge, obtain a credential, or improve their teaching practice.

Strategy	Activities	Benchmarks
<p>Strategy 1 - All CTE teachers hold an appropriate teaching certificate or have a feasible plan to obtain a standard professional (not conditional) certificate</p>	<ul style="list-style-type: none"> • Identify any teachers who have a conditional certificate, and their status towards earning a SPC. • Build peer support amongst teachers who are in the process of earning their SPC. • Provide test preparation resources for teachers who need to pass the Praxis exam. • Apply for approval to administrate praxis core and content tests 	<ul style="list-style-type: none"> • Teacher status reports from <i>Human Resources</i> BY September 2024. • <i>New teacher PLC (Professional Learning Community) invitations for meetings during SY24/25.</i> • <i>Praxis test prep materials for testing prior to July 2025.</i> • <i>Praxis administration authorization by February 2025.</i> • <i>Praxis registrations during SY24/25.</i>

Strategy	Activities	Benchmarks
<p>Strategy 2 – Provide Professional Development opportunities for Certificated CTE teachers.</p>	<ul style="list-style-type: none"> • Identify appropriate PD opportunities for CTE teachers. • Promote PD opportunities to appropriate CTE teachers. • Provide a calendar of PD opportunities to all CTE teachers. • Ensure that all teachers have equitable access to PD opportunities. • Ensure that funding is available for PD registration, travel expenses, and required stipend as needed for the PD. • Identify all instructors expected to teach a PLTW or CASE course. • Review the status of the identified instructors with the national organization. • Ensure that any instructor in need of training is appropriately registered for an approved training. 	<ul style="list-style-type: none"> • Calendar of PD opportunities available during SY24/25. • Data on teacher registration for PD opportunities DURING SY24/25. • Identified instructor training status by September 2024. • Registration materials for trainings during SY24/25.

FUNDING NOTES

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

- Perkins Funds
- Local Office of CTE Funds
- Tuition Reimbursement Funds

ADDITIONAL NOTES FOR THIS COMPONENT

- Coordinate with HR to document certification status of all CTE teachers.
- Coordinate with ETS to add Praxis testing capabilities to the CCPS testing center.

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%	100%
2S1: Academic Proficiency in Reading / Language Arts	52.30%	47.07%	49%
2S2: Academic Proficiency in Mathematics	48.00%	43.2%	71%
2S3: Academic Proficiency in Science	-	-	23%
3S1: Post-Secondary Placement	76.50%	68.85%	85%
4S1: Non-traditional Program Concentration	28.72%	25.85%	21%
5S1: Program Quality Attained Recognized Credential	78.41%	70.57%	90%
5S4: Program Quality: Other (TSA Attainment)	78.41%	70.57%	82%

MISSED INDICATOR 1: 4S1: Non-traditional Program Concentration

S.M.A.R.T.I.E. Goal: In CCPS, Non-traditional concentration has been historically low. The 4S1 target has not been achieved in the last 3 years. By highlighting the data with various stakeholder groups, we can raise awareness of this trend. CCPS will engage counselors, administrators, and teachers to support students interested in non-traditional enrollment. In partnership with Workforce Development to provide student support, the number of non-traditional concentrators will increase by 3% by the end of SY2026.

Strategy	Activities	Benchmarks
Strategy 1 – Provide support to female students who have enrolled in a non-traditional program	<ul style="list-style-type: none"> Identify non-traditional participants Identify adult mentors for non-trad students (teachers, workforce development, industry partners) Develop peer support groups for older students to support younger students. 	<ul style="list-style-type: none"> Student Roster Female Teaching Staff Roster Minutes from collaboration with CCWD, CCC & Chamber identifying female mentors. CTSO and Club status, FLEX reports for student groups

Strategy	Activities	Benchmarks
<p>Strategy 2 – Share data regarding non-traditional students with school administrators, counselors, and career development staff.</p>	<ul style="list-style-type: none"> • Identify non-traditional concentration trends by school and by program. • Schedule data review sessions with school administrators and central office staff • Schedule data review sessions with School Counselors and Student Services staff • Develop and implement evaluations of CTE programs to assess how the needs of non-traditional students are being met. 	<ul style="list-style-type: none"> • Student Enrollment Data Reports for SY 24/25. • Agenda/Minutes from collaborative meetings with school-based administrators and CTE Admin during SY 24/25. • Agenda/Minutes from review meetings with Counseling/Student Services during SY24/25. • Findings from program evaluation for non-trad supports BY JUNE 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: \$250,000.00

Required Uses of Perkins Funds (See List for Details)	Salaries / Wages	Contract Services	Equipment	Supplies and Materials	Other
1	\$30,000.00	\$0.00	\$0.00	\$0.00	\$3228.00
2	\$2,400.00	\$0.00	\$0.00	\$0.00	\$0.00
3	\$0.00	\$0.00	\$0.00	\$10,000.00	\$0.00
4	\$0.00	\$0.00	\$64,400.00	\$0.00	\$0.00
5	\$800.00	\$5,300.00	\$0.00	\$0.00	\$0.00
6	\$0.00	\$17,600.00	\$0.00	\$0.00	\$0.00
7	\$0.00	\$0.00	\$0.00	\$86,150.00	\$0.00
8	\$10,000.00	\$7,400.00	\$0.00	\$0.00	\$3722.00
9	\$3,500.00	\$0.00	\$0.00	\$5,500.00	\$0.00
Total	\$46,700.00	\$30,300.00	\$64,400.00	\$101,650.00	\$6950.00


FINANCIAL COMPLIANCE WORKSHEET AND BUDGET FORM C-125

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

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

ORIGINAL GRANT BUDGET	\$250,000.00	AMENDED BUDGET #		REQUEST DATE	06/06/2024
GRANT NAME	Perkins Formula	GRANT RECIPIENT NAME	Carroll County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	25-029		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Carroll County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	07/01/2024	06/30/2025	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							-
Prog. 22 Business Support						3,228.00	3,228.00
Prog. 23 Centralized Support							-
202 Mid-Level Administration							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin. & Superv.							
203-205 Instruction Categories							
Prog. 01 Regular Prog.							-
Prog. 02 Special Prog.							-
Prog. 03 Career & Tech Prog.	46,700.00	30,300.00	101,650.00		64,400.00		243,050.00
Prog. 04 Gifted & Talented Prog.							-
Prog. 07 Non Public Transfers							-
Prog. 08 School Library Media							-
Prog. 09 Instructional Staff Dev.							-
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public School Instr. Prog.							
Prog. 06 Educ. Prog. in State Institution							
Prog. 07 Non Public Programs							
Prog. 09 Instructional Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin. & Superv.							-
207 Student Personnel Serv.							-
208 Student Health Services							-
209 Student Transportation							
210 Plant Operation							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
211 Plant Maintenance							
212 Fixed Charges				3,722.00			3,722.00
213 Food Services							
214 Community Services							
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	46,700.00	30,300.00	101,650.00	3,722.00	64,400.00	3,228.00	250,000.00

Finance Official Approval	Andrew C. Sexton, CPA Supervisor of Budget and Grants	Andrew C. Sexton	Digitally signed by Andrew C. Sexton Date: 2024.07.17 10:42:55 -04'00'	410-751-3083
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Cynthia McCabe, Ph.D. Superintendent of Schools	Nicholas R. Shockney	Digitally signed by Nicholas R. Shockney Date: 2024.07.17 14:13:38 -04'00'	410-751-3000
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	Richard Kincaid		July 17, 2024	410-767-0426
	Name	Signature	Date	Telephone #

The total amount for Administrative Costs (Indirect and Direct) may not exceed 5% of the total grant award. The total amount of equipment purchased must be subtracted from the grant in order to determine the maximum amount allowable from which to calculate **indirect costs**.

Use the following worksheet by putting in the formula award amount (**Cell C3**), the local indirect cost rate (**Cell B4**), and the total amount of equipment purchases (**Cell C7**). If no equipment is purchased, then leave the cell blank. If your indirect cost is less than the allowable amount, then enter the amount in **Cell C13**.

Formula Award Amount		\$ 250,000
Local Indirect Cost Rate	1.77%	
Allowable Indirect Cost Calculation		
Total Grant Award		\$ 250,000
Subtract Amount of Equipment Purchases		\$ 64,400
Indirect Cost Subtotal		\$ 185,600
Indirect Cost Amount Taken		\$ 3,228
Subtotals		
Grant Subtotal with Allowable Indirect		\$ 246,772
Total Allowable Indirect Cost		\$ 3,228
Indirect Cost Taken		\$ 3,228
Totals		
Grant Subtotal with Actual Indirect		\$ 246,772
Total Grant Award		\$ 250,000
Maintenance of Effort Local/State		
FY 2023 Reported Expenditures <i>(See FY 2023 Annual Financial Report)</i>		
FY 2024 Estimated Expenditures		











Carroll County FY2025 Perkins Local Application

Final Audit Report

2024-07-18

Created:	2024-07-18
By:	Marquita Friday (Marquita.Friday@maryland.gov)
Status:	Signed
Transaction ID:	CBJCHBCAABAAOXgdmsimOKfKvrEH6kX5_8yivDaqtfS

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