



Maryland

STATE DEPARTMENT OF EDUCATION

Career and Technical Education: Local Perkins Application **Garrett County**

Carl D. Perkins Formula Grant Application

Office of College and Career Pathways

2024 - 2025

MARYLAND STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.

Interim State Superintendent of Schools

Dr. Deann Collins

Deputy State Superintendent
Office of Teaching and Learning

Richard W. Kincaid

Senior Executive Director
Office of College and Career Pathways

Wes Moore

Governor

MARYLAND STATE BOARD OF EDUCATION

Clarence C. Crawford

President, Maryland State Board of Education

Joshua L. Michael, Ph.D. (Vice President)

Shawn D. Bartley, Esq.

Chuen-Chin Bianca Chang, MSN, PNP, RN-BC

Susan J. Getty, Ed.D.

Dr. Monica Goldson

Nick Greer

Dr. Irma E. Johnson

Dr. Joan Mele-McCarthy, D.A., CCC-SLP

Rachel L. McCusker

Samir Paul, Esq.

Holly C. Wilcox, Ph.D.

Abisola Ayoola (Student Member)

Table of Contents

Local Application for Perkins Funding: Cover Page	3
Recipient Assurances.....	4
Certification for Debarment, Suspension, Ineligibility, and Voluntary Exclusion	6
General Education Provisions Act (GEPA) Notice	8
Local Perkins Application Certificate of Compliance.....	10
Local Application for Perkins Funding: Cover Page	Error! Bookmark not defined.
Component A: Labor Market Alignment	11
Component B: Student Participation and Persistence	15
Component C: Program Performance.....	20
Component D: Recruiting, Developing, and Retaining CTE Educators	24
Component E: State Determined Performance Level Attainment	28
Component F: Budget	32

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	Garrett County Public Schools
Superintendent Information	Dr. Brenda McCartney Brenda.mccartney@garrettcountyschools.org
Individual Serving as Director of Career and Technical Education	Paul C. Edwards Director of Secondary Schools, CTE, and Athletics 301-334-8933 paul.edwards@garrettcountyschools.org
Individual Authorized to Sign Finalized C-125 (Financial Officer)	Gloria Smith Director of Finance 301-334-8067 gloria.smith@garrettcountyschools.org

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 Garrett County Public Schools

Brenda E. McCartney
Brenda E. McCartney (Jul 5, 2024 15:35 EDT)

Dr. Brenda McCartney
 Superintendent of Schools

Jul 5, 2024

Date

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

RW Kincaid

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

Jul 5, 2024

Date

Recipient Assurances

INSTRUCTIONS

Once the Perkins Local Application is fully negotiated and approved by the Office of College and Career Pathways at the Maryland State Department of Education, this document will be routed for electronic signatures of appropriate MSDE and grantee representatives.

RECIPIENT ASSURANCES

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

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conform with section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

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

Brenda E. McCartney
Brenda E. McCartney (Jul 5, 2024 15:35 EDT)

Superintendent of Schools or Community College President

Jul 5, 2024

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.

Brenda E. McCartney
Brenda E. McCartney (Jul 5, 2024 15:35 EDT)

Superintendent of Schools or Community College President

Jul 5, 2024

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.

Brenda E. McCartney
Brenda E. McCartney (Jul 5, 2024 15:35 EDT)

Superintendent of Schools or Community College President

Jul 5, 2024

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 participation in the Apprenticeship Maryland Program (AMP)

S.M.A.R.T.I.E. Goal: GCPS will increase student participation 70% from 7 in 2023-24 to 12 in 2024-25, including at least 5 participants from the economically disadvantaged subgroup.

Strategy	Activities	Benchmarks
<p>Increase the number of businesses approved to participate in the program, as well as create more variety within the approved businesses (i.e. increase diversity of industry/business)</p>	<ul style="list-style-type: none"> • Host an informational meeting in July for major Garrett County businesses not currently participating in the program which will highlight this year’s success stories. • The AMP coordinator will visit any identified businesses that would be a good fit for the program that are not currently participating and that did not attend the informational meeting. 	<ul style="list-style-type: none"> • At least 5 businesses not currently participating in the program will be present at the informational meeting. • At least 2 of those 5 businesses sign up for the program. • The AMP coordinator will visit 3 more businesses that did not attend the informational night. • At least 1 of those 3 businesses sign up for the program.

Strategy	Activities	Benchmarks
<p>Provide transportation for students who are interested in the program and cannot provide their own transportation.</p>	<ul style="list-style-type: none"> • Purchase a minibus for each high school to transport students during the school day to AMP locations. • Meet with interested students not currently enrolled in AMP in September to discuss the transportation option and any new businesses added to the portfolio of opportunities. 	<ul style="list-style-type: none"> • With the assistance of an ARC grant, GCPS will purchase a minibus for each high school by the end of October 2024. • GCPS will target economically disadvantaged students in the September meeting to get greater subgroup participation in AMP due to providing transport.

PRIORITY 2: GCPS will add Emergency Services Training- High School Cadet to the CTE offerings in the 2024-2025 school year.

S.M.A.R.T.I.E. Goal: GCPS will have an inaugural cohort for this program of 10 (approved by MFRI) students in 2024-25, with 5 total students being either economically disadvantaged or students with disabilities.

Strategy	Activities	Benchmarks
<p>GCPS will gain approval from MSDE to offer the program.</p>	<ul style="list-style-type: none"> • GCPS will form a PAC for the program. • The CTE Director will submit MSDE paperwork once the final updated Program of Studies is released. • GCPS will work with MFRI to offer the program on a daily schedule that is mutually beneficial. 	<ul style="list-style-type: none"> • The PAC will be finalized in May of 2024. • GCPS would have MSDE approval for this program by August of 2024. • GCPS and MFRI have had preliminary conversations about the schedule and will finalize and confirm once GCPS receives MSDE approval – target early August of 2024.
<p>GCPS will recruit students for the program with the goal of focusing on students with disabilities and/or who are economically disadvantaged.</p>	<ul style="list-style-type: none"> • GCPS will engage with the Fire Chiefs organization to help recruit the junior fireman that are in their respective companies to join the CTE program at the schools. • GCPS will work with the Garrett County Department of Public Safety and the Republican Newspaper to do a series of articles on the program and the benefits to the students. 	<ul style="list-style-type: none"> • GCPS is set to meet with the Chiefs organization in July 2024. • The newspaper articles are set to be released in early August of 2024. • The Director of CTE will analyze the list of students enrolled in the program during scheduling with a goal of having 50% of participating students being economically disadvantaged and/or students with disabilities.

STRETCH GOAL (OPTIONAL): Due to the emphasis on the hospitality industry to the local economy, GCPS will add culinary arts to Northern Garrett for the 2025-2026 school year.

S.M.A.R.T.I.E. Goal: GCPS will have an inaugural cohort for this program of 10 students in 2025-26, with 5 total students being either economically disadvantaged or students with disabilities.

Strategy	Activities	Benchmarks
<p>GCPS will create the commercial kitchen classroom for the program at NHS.</p>	<ul style="list-style-type: none"> GCPS will use the increased Perkins funding to purchase equipment needed (including the vent hood and Ansul system) for the program. GCPS will work with the local Fire Marshal and the facilities department to plan the renovation of the former Home Economics classroom to a culinary classroom. GCPS will need to recruit a teacher for the program. 	<ul style="list-style-type: none"> GCPS will purchase the hood and Ansul system along with the range in FY25 and all other equipment in FY26.. GCPS will plan the renovation of the classroom in late June 2024 and utilize the maintenance staff and carpentry class to do the work throughout the 2024-25 school year. GCPS will hire a teacher for the program for the start of the 25-26 school year.
<p>GCPS will recruit students for the program with the goal of targeting students with disabilities and/or who are economically disadvantaged.</p>	<ul style="list-style-type: none"> The Director of CTE and the principal of NHS will meet with interested culinary students to explain the opportunity. GCPS will take interested NHS students to SHS to observe the program. GCPS will take interested students to Allegany College of Maryland to see their program and learn about the articulation agreement for college credit. 	<ul style="list-style-type: none"> The Director and principal will meet with students in December of 2024. NHS students will travel to SHS in March of 2025. NHS students will travel to ACM in April of 2025. The Director of CTE will analyze the list of students enrolled in the program during scheduling with a goal of having 50% of participating students being economically disadvantaged and/or students with disabilities.

FUNDING NOTES

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

- GCPS has applied for an Appalachian Regional Commission grant to pay for the minibuses for each school at a total of \$200,000.
- GCPS will request \$25,000 from Perkins again this year to pay for Pinnacle Solutions, LLC., to consult and expand the AMP program.
- The Fire Chiefs organization has committed to fund uniforms and some travel expenses for the MFRI program once instituted.
- GCPS will write \$50,000 into the Perkins grant to help cover the travel expenses to the Garrett College CTTC center for the MFRI training.

- Local budget funds will cover all other expenses.
- Facility renovations for culinary at NHS will be funded through the local GCPS budget.

ADDITIONAL NOTES FOR THIS COMPONENT

- Once the Emergency Services Training Cadet program is implemented, it will be a joint program between the two schools offered at a central location rather than both high schools having their own program. The minibuses can transport students to and from that location.
- GCPS has been discussing adding culinary to NHS for over a decade, but cost has prohibited this from happening. The additional funds granted to GCPS in Perkins will finally allow this to take place. Thank you!

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: GCPS will try to attract more non-traditional students to pathways traditionally hard to attract those students to such as transportation technology, carpentry, and allied health.

S.M.A.R.T.I.E. Goal: GCPS will increase non-traditional participation 5% from 31% in 23-24 to 36% in 24-25, which would have led the state in 22-23.

Strategy	Activities	Benchmarks
<p>GCPS will utilize soft messaging to market programs to non-traditional students.</p>	<ul style="list-style-type: none"> GCPS will use pictures and examples of non-traditional participants where applicable in marketing and print materials. GCPS will utilize guest speakers and business partners that are non-traditional participants in particular fields where applicable – especially in machining, automotive, carpentry, and allied health. 	<ul style="list-style-type: none"> GCPS is reconstituting program advisory committees for 2024-25 and has commitments from local business leaders who represent non-traditional participation to be members of those PAC's. GCPS has scheduled business visits through the career coaches for students to visit two of Garrett County's largest employers next year in November and March respectively which will be led by non-traditional business representatives. The educational planning guide will feature new pictures of CTE programming featuring non-traditional participants and will be published in February of 2025.

Strategy	Activities	Benchmarks
<p>GCPS will better inform parents and students of available CTE options.</p>	<ul style="list-style-type: none"> GCPS will host a CCR Pathways night at each high school to better inform students of opportunities at the school focusing on CTE and AP options. This will be open to parents, community members, and students. This will allow teachers to directly speak with parents and students and actively recruit for their program – including non-traditional students. Due to the grade banding consolidation, GCPS will be able to engage directly with 7th and 8th grade students more often in actively recruiting students to CTE programs. Teachers will have direct access to the students during the school day and can engage with students about their programs and what they have to offer. An example would be that PBIS rewards would include middle school grade level students circulating through mini-lessons during the remediation period in CTE classrooms rather than study hall. Students will get first hand experience in each program, which would include non-traditional pathways. 	<ul style="list-style-type: none"> GCPS is budgeting for the CCR Pathway night with budget approval set for June 2024. Principals and CTE teachers will plan the PBIS plan for CTE projects for middle school age students during the summer of 2024. The CTE Director will recruit Garrett County businesses that are participating in the apprentice program to participate in the CCR Pathway night starting in November of 2024. The CCR Pathway night will occur in February of 2025.

PERSISTENCE PRIORITY: GCPS will decrease the disparity in persistence from economically disadvantaged students in computer science.

S.M.A.R.T.I.E. Goal: GCPS will decrease economically disadvantaged persistence disparity in computer science indicated in the concentrator heatmap on the data analysis story board from -26 to -15 from 23-24 to 24-25.

Strategy	Activities	Benchmarks
<p>GCPS will ensure that all students have a computer to use both at school and at home from grades 7-12</p>	<ul style="list-style-type: none"> GCPS has created an internal budget process for a device refresh for students through the operating budget. GCPS will advertise low-cost internet packages to families provided by ISPs. 	<ul style="list-style-type: none"> The FY25 budget will be approved in June of 2024 containing the refresh expenses. Incoming 7th graders will be issued a GCPS laptop to carry back and forth from school to home. Rising 8th graders through seniors have already been issued their devices through ESSR funds. Materials for low-cost internet provided from the ISPs will be included in packets mailed out to families in early August.
<p>GCPS will provide greater access to computer science electives to 8th graders with the grade banding changes being done in the system to enhance student’s computer skills.</p>	<ul style="list-style-type: none"> Through the grade banding consolidation in GCPS and the change of the master schedule to accommodate that consolidation, GCPS has identified certain classes that 8th grade students will be able to take that they previously could not. These value-added opportunities will be advertised to students during the scheduling process. Due to lower grade level students having access to high school classes earlier, GCPS will look at adding new electives for upper classman to take in future years. 	<ul style="list-style-type: none"> The student requests for classes began in April of 2024 and are set to conclude in May of 2024. The master schedule will be set in late June of 2024. GCPS is working with the IT teachers and Garrett College to analyze potential dual enrollment opportunities for high school elective computer science credit for students who have taken all of their high school options by their junior or senior year. Those classes will be identified for the scheduling process for the 25-26 school year.

FUNDING NOTES

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

- GCPS will be using general fund budget money to accomplish these goals.
- GCPS will utilize post CCR Blueprint funding to cover the cost of dual enrollment options (consistent with the signed MOU) with Garrett College for the computer science electives.

ADDITIONAL NOTES FOR THIS COMPONENT

- There is tremendous community support in Garrett County from businesses willing to host student visits, as well as to participate in the PAC's.

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: Capitalize on the NCCER program for carpentry and improve the technical skill attainment in that program.

S.M.A.R.T.I.E. Goal: GCPS will improve 5S4 (Technical Skill Attainment) in construction trades from 0% in 2023 to the agreed upon performance standard of 78.41% in 2024. Special focus will be on economically disadvantaged students, who had 0% attainment in 2023 with a goal of 50% attainment in 2024.

Strategy	Activities	Benchmarks
<p>GCPS will upgrade the carpentry shops with industry grade equipment and supplies in order to adequately perform on the NCCER exams and enhance technical skills (see additional notes section)</p>	<ul style="list-style-type: none"> The LAC has prioritized carpentry as an area in need of new equipment, so GCPS will utilize Perkins funds to purchase new equipment and supplies. PAC members have expressed a significant interest in being more involved in the carpentry program – including donating supplies. GCPS is working with the PAC to have local companies donate old tool belts and hand tools to students to take home so they can practice off campus. Priority will be given to economically disadvantaged students for these tools. 	<ul style="list-style-type: none"> Perkins grant submission (including equipment) will be made in May/June of 2024 for approval. Once the NOGA is received, equipment orders will be placed. This should be approximately August of 2024. The CTE director will solicit donations of materials from the PAC in August of 2024. The hand tool donation effort will be ongoing beginning in July of 2024.
<p>GCPS will ensure all students have all instructional materials needed for success on the NCCER credentialing exams, as well as pay for the exams.</p>	<ul style="list-style-type: none"> As previously mentioned, GCPS will ensure that all students have a computer through the one-to-one program. GCPS will include NCCER testing in the FY25 Perkins budget request to cover all carpentry testing for all students. GCPS will analyze the class lists for each level of carpentry to determine how many of what books will need to be purchased to ensure all students have access to the material. 	<ul style="list-style-type: none"> The GCPS budget will be approved in June of 2024. The Perkins grant submission will be made in May/June 2024 for approval. Class lists will be evaluated in May of 2024 to compare to current instructional materials. Any additional needs will be included in the Perkins grant submission in May/June 2024.

PRIORITY 2: Improve non-traditional concentrator enrollment percentages, especially in STEM related programs.

S.M.A.R.T.I.E. Goal: GCPS will improve 4S1 (Non-traditional Concentrator Enrollment) in Information Technology from 21.6% in 2023 to the agreed upon system target of 24.98% in 2024.

Strategy	Activities	Benchmarks
<p>GCPS will utilize soft marketing to showcase non-traditional students in IT.</p>	<ul style="list-style-type: none"> GCPS will invite female alumni employed in IT to the high school they graduated from to meet with non-traditional students who show an interest in STEM in grades 9 and 10 and encourage them to pursue IT. GCPS will also invite female alumni in IT fields to participate in career days. GCPS will have female students set to complete the Computer Science pathway meet with middle school female students who are interested in STEM and encourage them to consider IT in high school. 	<ul style="list-style-type: none"> Classroom visits by alumni will be scheduled for November and December of 2024 in order to capitalize on alumni living outside of the area coming home for holiday breaks. Career days are scheduled for November of 2024 (7th grade) and May of 2025 (5th grade). High school student recruitment of middle school students will take place during the scheduling process which occurs in March and April of 2025.
<p>GCPS will outreach more to the robotics program to recruit female students to STEM programs.</p>	<ul style="list-style-type: none"> GCPS will invite the female middle school robotics members to their respective high schools for a “field day” to do activities in computer science and the machining classes. The high school machining teachers will meet directly with the middle school robotics teams to discuss their program and how it incorporates components of what they do in robotics into the classroom. Career coaches will meet with elementary school robotics teams and talk to them about the future curricular program opportunities available to them in high school that are connected to robotics (computer science and machining) 	<ul style="list-style-type: none"> The female STEM “field day” will occur in January of 2025. The machining teachers will meet with the robotics teams during the competition season in 2025 with a target of March. Career coaches will meet with the elementary teams in April of 2025.

FUNDING NOTES

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

- GCPS intends to incorporate the equipment, testing, and instructional supply purchases into the FY25 Perkins grant requests.

- Career
- Robotics is funded by private donations, ARC grants, Garrett County Government, and the GCPS general fund budget.

ADDITIONAL NOTES FOR THIS COMPONENT

- NCCER was formally adopted in Winter of 22 and the 2023-24 was the first full year of its implementation.
- GCPS utilized a reserve grant to establish NCCER in FY23.
- Both high schools have been recognized by the College Board with the AP Computer Science Female Diversity Award multiple times, but with the popularity of robotics with the females in the school system, GCPS still sees room for growth in this area.
- In GCPS's NCCER monitoring visit, it was discovered that the harnesses that NHS and SHS have are too old to adequately display the skills in rigging them. GCPS will have to purchase new harnesses for students to perform that part of the skill tests.

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 targeted PD to each CTE instructor that has an articulation agreement with a local college or university where they are an active instructor to help retention of those staff members.

S.M.A.R.T.I.E. Goal: GCPS will provide training to 100% (5 out of 5) of the teachers who are teaching dual enrollment courses with Allegany College of Maryland and WVU in 2024-2025, which will lead to 0% attrition in the 2024-25 school year.

Strategy	Activities	Benchmarks
<p>GCPS will facilitate training for the high school instructor with the university or college for which they are partnering.</p>	<ul style="list-style-type: none"> • GCPS will provide professional development days to teachers to travel to either WVU or ACM to observe the classes they will be teaching and to be trained by the college staff on the student management system of that institution. • GCPS will provide field trip funding for teachers to take their classes to those colleges to co-teach the high school kids on the college campus for a day. • GCPS CTE Director and the college liaison will evaluate instructors on the fidelity of implementation of the program and provide feedback to the teacher. 	<ul style="list-style-type: none"> • GCPS instructors will be on campus of their programs in August of 2024. • Co-teaching visits will take place in November 2024 and April 2025. • Joint teacher evaluations will take place in January and June of 2025.
<p>Strategy 2</p>	<ul style="list-style-type: none"> • Activity 1 • Activity 2 • Activity 3 	<ul style="list-style-type: none"> • Benchmark 1 • Benchmark 2 • Benchmark 3

PRIORITY 2: Integrate high quality peer consultation and collaboration through an upgraded Professional Learning Community (PLC) model.

S.M.A.R.T.I.E. Goal: GCPS will engage 100% of all teachers in the STEP PLC framework, leading to 100% retention of CTE teachers from the 2024-25 school year to the 2025-26 school year.

Strategy	Activities	Benchmarks
<p>GCPS will engage staff in the STEP framework through the train the trainer model</p>	<ul style="list-style-type: none"> Insight Education Group will provide the trainers with a 20-hour PD to prepare them to train the rest of the staff. The teacher trainers will engage their respective staff in the STEP model with PD upon the return to school for the 24-25 school year. Teachers, including CTE instructors, will engage in the PLC process utilizing the STEP protocol throughout the school year. 	<ul style="list-style-type: none"> 20 Hour trainer PD scheduled for June 24-27, 2024. A second round of PD for trainers will occur in early August 2024. Ful staff PD will occur during the first 5 teacher days back to school in August of 2024. PLC time is embedded into the teacher schedule with meetings held weekly during the 2024-2025 school year.
<p>Strategy 2</p>	<ul style="list-style-type: none"> Activity 1 Activity 2 Activity 3 	<ul style="list-style-type: none"> Benchmark 1 Benchmark 2 Benchmark 3

FUNDING NOTES

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

- Professional development travel and substitutes will be funded from the local budget general fund.
- Student transportation for the co-teaching will be built into federal Perkins money.
- PLC training is being paid for through a professional development grant.

ADDITIONAL NOTES FOR THIS COMPONENT

- 2024-2025 will be the first year for these agreements to be in place. We have an agreement with WVU for articulation with Agriculture and with Allegany College of Maryland with Culinary Arts and Automotive.
- GCPS has utilized the PLC process for about 15 years. The STEP protocol is an enhanced model to what has been previously utilized and will be implemented to improve teacher confidence and results.
- Note 3

PROMISING PRACTICES TO CONSIDER

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

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

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

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

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

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

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

Component E: State Determined Performance Level Attainment

OVERVIEW

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

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

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

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

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

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

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

INSTRUCTIONS

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

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

TABLE: STATE DETERMINED PERFORMANCE LEVELS AND ACTUAL LOCAL PERFORMANCE

Indicator	Performance Target	Performance Target (90%)	Actual Local Performance
1S1: Four-Year Graduation Rate	89.97%	80.97%	97%
2S1: Academic Proficiency in Reading / Language Arts	52.30%	47.07%	36%
2S2: Academic Proficiency in Mathematics	48.00%	43.2%	37%
2S3: Academic Proficiency in Science	-	-	23%
3S1: Post-Secondary Placement	76.50%	68.85%	82%
4S1: Non-traditional Program Concentration	28.72%	25.85%	31%
5S1: Program Quality Attained Recognized Credential	78.41%	70.57%	100%
5S4: Program Quality: Other (TSA Attainment)	78.41%	70.57%	81%

MISSED INDICATOR 1: GCPS will improve 2S1: Academic proficiency in reading/language arts.

S.M.A.R.T.I.E. Goal: GCPS will increase 2S1 performance from 36% in 2023-24 to the state approved performance target of 52.3% in 2024-25.

Strategy	Activities	Benchmarks
Apply a framework to address culturally responsive and equitable education in Tier 1 instruction.	<ul style="list-style-type: none"> • Work with stakeholders to develop a framework for Culturally Responsive and Sustaining Education (CRSE) equity framework. • Provide training on the use of the CRSE framework to school administrators. • Develop and apply a walk-through observation tool to provide teacher feedback and collect school data on the application of engagement and differentiation strategies ensuring equitable Tier 1 instruction. 	<ul style="list-style-type: none"> • Stakeholder group will be convened in summer of 2024. • CRSE training will occur in August of 2024. • The walk-through tool development and utilization will happen in school year 24-25.
Implement the Professional Learning Community (PLC) practice using a district PLC protocol.	<ul style="list-style-type: none"> • Create schedules that allow for job-embedded PLC. • Apply the process of Seek, Discover, Confirm, and Share to establish promising practices to be applied in ELA classrooms. • Conduct curriculum studies specific to ELA with PLC teams. 	<ul style="list-style-type: none"> • PLC schedules will be completed by July 1, 2024. • Promising practices will be established in August 2024. • ELA curriculum studies will occur in PLC's in the 24-25 school year.

MISSED INDICATOR 2: GCPS will improve 2S2: Academic proficiency in mathematics.

S.M.A.R.T.I.E. Goal: GCPS will increase 2S2 performance from 37% in 2023-24 to the state approved performance target of 48% in 2024-25.

Strategy	Activities	Benchmarks
Redesign and implement a more robust Multi-Tiered System of Support (MTSS) model in high schools.	<ul style="list-style-type: none"> • Design a more robust MTSS protocol for high schools. • Design a supplemental instruction guide for staff that includes protocols to support equitable services and evidence-based practices for all students, including those not on track to meet CCR requirements. • Implement the new protocols. 	<ul style="list-style-type: none"> • MTSS design workshops will be held in July of 2024. • The supplemental instruction guide will be developed in August of 2024. • The newly developed protocols will be implemented during the 2024-25 school year.

Strategy	Activities	Benchmarks
<p>Implement the Professional Learning Community (PLC) practice using a district PLC protocol.</p>	<ul style="list-style-type: none"> • Apply the process of Seek, Discover, Confirm, and Share to establish promising practices to math classrooms. • Utilize the PLC structure to develop rigorous problem-solving tasks to increase opportunities for students to reason and model in mathematics. • Analyze the fidelity of these newly developed math tasks to determine future reforms. 	<ul style="list-style-type: none"> • Promising practices will be established in August of 2024. • Problem solving tasks related to reasoning and modeling will be created in Fall of 2024. • Implementation of those tasks will take place in Winter and Spring of 2024-25. • Data analysis of the effectiveness of these tasks will take place in June of 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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	\$0.00	\$30,000.00	\$0.00	\$0.00	\$0.00
4	\$0.00	\$0.00	\$0.00	\$600.00	\$0.00
5	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7	\$0.00	\$0.00	\$205,200.00	\$0.00	\$0.00
8	\$0.00	\$0.00	\$0.00	\$0.00	\$9,750.00
9	\$0.00	\$0.00	\$0.00	\$0.00	\$3,027.00
Total	\$0.00	\$30,000.00	\$205,200.00	\$600.00	\$12,777.00

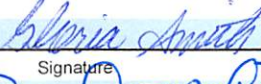
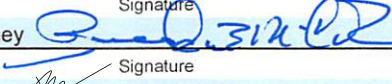
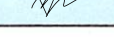
FINANCIAL COMPLIANCE WORKSHEET AND BUDGET FORM C-125

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	Amended Budget #		Request Date	5/31/2024
Grant Name	Perkins V	Recipient Grant Name			
MSDE Grant #		Recipient Grant #			
Revenue Source	Federal Funds	Recipient Agency Name	GCPS		
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						1,423.00	1,423.00
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.		25,000.00	600.00	9,750.00	205,200.00		240,550.00
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		5,000.00		3,027.00			8,027.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							
212 Fixed Charges							0.00
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	0.00	30,000.00	600.00	12,777.00	205,200.00	1,423.00	250,000.00

Finance Official Approval:	Gloria Smith		5-31-24	301-334-8067
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval:	Dr. Brenda McCartney		5-31-24	301-334-8901
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval:	Richard Kincaid		Jul 5, 2024	410-767-0426
	Name	Signature	Date	Telephone #

Secondary Financial Compliance Worksheet Template

	A	B	C	D
1	Administrative (Indirect and Direct) Cost The total amount for Administrative Cost (Indirect and Direct) may not exceed 5% of the total Grant Award. The total amount of equipment purchased must be subtracted from the total grant award in order to determine the maximum amount allowable from which to calculate indirect cost.			
2	Total Grant Award			\$250,000
3	Total Perkins Proposed Budget From Plans of Action (amount found on Plans of Action [POA] Summary tab)		\$248,577	
4	Allowable Indirect Cost Calculation			
5	Plans of Action Equipment Purchases (subtracted from Total Grant Award) (amount found on POA Summary tab)	(-)		\$205,200
6	Subtotal	(=)		\$44,800
7	Multiply by Restricted Local Indirect Cost Rate Factor*	(x)	\$ 0.0328	
8	Subtotal	(=)	\$1,469	
9	Divide by Indirect Cost Adjustment	/(1+Rate)	\$ 1.0328	
10	Allowable Indirect Cost Amount	(=)	\$1,423	
11	Administrative Cost Calculation			
12	Actual Indirect Cost Amount Taken (cannot exceed row 10)		\$1,423	
13	Administrative (Direct) Cost Taken	(+)	\$0	
14	Total (Indirect/Direct) Administrative Cost Taken	(=)		\$1,423
15	Total Budget Amount (Rows 3+14 must equal row 2 amount)			\$250,000
16				
17	Maintenance of Effort Local/State			
18	FY 2022 Reported Expenditures		\$1,330,502	
19	FY 2024 Estimated Expenditures		\$1,330,502	
20	*NOTE: An indirect cost rate factor listed in the table as a percentage must be converted into a number. Ex: 2.63% = .0263			