



Career and Technical Education: Local Perkins Application Kent 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 Kent County Public Schools



Dr. Mary McComas
Superintendent of Schools



Date

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



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

Aug 8, 2024

Date

A: Recipient Assurances

INSTRUCTIONS

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

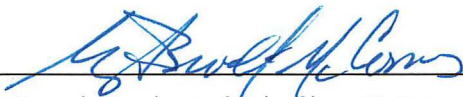
RECIPIENT ASSURANCES

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

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

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

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



Superintendent of Schools or Community College President



Date

B: Certification for Debarment, Suspension, Ineligibility, and Voluntary Exclusion

INSTRUCTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

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

INSTRUCTIONS FOR CERTIFICATION

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason or changed circumstances.
4. The terms "covered transaction", "debarred", "suspended", "ineligible", "lower tier covered transaction", "participant", "person", "primary covered transaction", "principal", "proposal", and "voluntarily excluded", as used in this clause, have the meaning set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall now knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary exclusion-Lower Tier Covered Transactions", without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded for the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge

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

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

CERTIFICATION

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



Superintendent of Schools or Community College President



Date

C: 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.

D: Local Perkins Application Certificate of Compliance

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

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



Superintendent of Schools or Community College President



Date

Component A: Labor Market Alignment

OVERVIEW

Career programming in Maryland must address the economic and workforce development needs of the state and align to high-skill, high-wage, in-demand (HS/HW/ID) careers. When completing your Comprehensive Local Needs Assessment, you were asked to consider the level of alignment for each

CTE POS offered in your district, along with the number and proportion of students participating in associated CTE programming. As a concluding activity, you were asked to identify up to five priorities to address in the coming year to expand student participation in CTE programming aligned with HW/HS/ID careers.

INSTRUCTIONS

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

PRIORITY 1: Provide robust opportunities for students to engage in programs aligned to Maryland and/or regional employment

S.M.A.R.T.I.E. Goal: Increase student enrollment in programs related to in-demand industries in Kent County by 10% by FY27

Strategy	Activities	Benchmarks
<p>Strategy 1: Provide access to dual enrollment trades courses related to in-demand industries in Kent County through Chesapeake College</p>	<ul style="list-style-type: none"> • Offer Introduction to Marine Mechanics at Haven Harbor Marina in Rock Hall • Offer Introduction to Advanced Manufacturing at Dixon Valve in Chestertown • Advertise the availability of these course offerings through diverse modes of communication • Create a new CTE Social Media page to share program information 	<ul style="list-style-type: none"> • Enroll at least 5 students in introduction to Marine Mechanics in Fall 2024 • Enroll at least 5 students in Introduction to Advanced Manufacturing in Spring 2024 • Increase enrollment in both courses by 40% in SY25-26 • Increase the frequency of communication about CTE programs

Strategy	Activities	Benchmarks
<p>Strategy 2: Increase enrollment in KCPS CTE programs aligned to in-demand industries in Kent County: Engineering, TAM, and CASE</p>	<ul style="list-style-type: none"> • Provide opportunities for students in middle school to learn about teaching, engineering, and agricultural science as careers • Provide opportunities for students in middle school to learn about teaching, engineering, and agricultural science as high school CTE programs • Create a new CTE Social Media page to share program information 	<ul style="list-style-type: none"> • Increase enrollment in TAM by 3.5% by FY26 • Increase enrollment in engineering by 3.5% by FY26 • Increase enrollment in CASE by 3.5% by FY26 • Increase the frequency of communication about CTE programs
<p>Strategy 3: Increase the number of students completing the Apprenticeship Maryland Program</p>	<ul style="list-style-type: none"> • Recruit more businesses to participate in the Apprenticeship Maryland Program • Partner with Chamber of Commerce and Economic Development Bureau to identify businesses for apprenticeship sites • Hold more frequent information sessions for students about the Apprenticeship Maryland Program • Celebrate apprenticeship sites and student apprentices during apprenticeship week • Create a new CTE Social Media page to share program information 	<ul style="list-style-type: none"> • Increase the number of apprenticeship sites by 20% by January 2025 and by 50% by June 2025. • Increase the number of students completing apprenticeship by 1000% (from 0 to 10) by June 2025 • Increase the frequency of communication about CTE programs

PRIORITY 2: Strengthen the district's focus on industry recognized credential attainment

S.M.A.R.T.I.E. Goal: Increase the number of students earning an industry recognized credential by 10% by June 2025

Strategy	Activities	Benchmarks
<p>Strategy 1: Industry Recognized Certification Opportunities</p>	<ul style="list-style-type: none"> Review the CTE Committee list of IRCs with the KCPS CTE Stakeholder team to identify IRCs for CASE and PLTW Vet program curriculum to ensure alignment to IRCs Engage with industry partners in the identification of IRCs for programs Petition the CTE Committee to accept the Certified Radio Operator credential for students in the Audio Visual Communications program 	<ul style="list-style-type: none"> Add three new credentials to programs by September 2024 Allow all seniors in CASE, PLTW, and Audio Visual Communications to sit for IRC exams by June 2025 Obtain industry partner approval of new IRCs by October 2024
<p>Strategy 2: Supports for students to be successful on Industry Recognized Credential Exams</p>	<ul style="list-style-type: none"> Determine the logistics for preparing teachers, students, and testing spaces Research and procure certification resources to support student success Confer with local industry partners to support students taking IRC exams Celebrate students who receive IRCs Examine disaggregated student data to identify any barriers to IRC attainment Create a new CTE Social Media page to share IRC information 	<ul style="list-style-type: none"> Obtain teacher and student feedback on IRC process by September 2024 Obtain IRC support materials by November 2024 Increase the frequency of communication about CTE programs

PROMISING PRACTICES TO CONSIDER

Industry Partnerships and Advisory Committees: Forge strong partnerships with local industries and establish advisory committees composed of employers, labor representatives, and post-secondary institutions. These partnerships can provide valuable insights into current and future labor market needs, ensuring CTE programs remain relevant and responsive to industry trends. They can also facilitate work-based learning opportunities, internships, and apprenticeships for students.

Labor Market Data Analysis: Consult the labor market data from your Comprehensive Local Needs Assessment to inform the development and refinement of CTE programs. This involves analyzing employment trends, wage data, and job projections to identify HS/HW/ID careers in the region. Tools like the Bureau of Labor Statistics and state labor department resources can provide comprehensive data for this analysis.

Pathway Development and Articulation Agreements: Develop clear career pathways that guide students from secondary education to post-secondary credentials or degrees and into the workforce. Establish articulation agreements with post-secondary institutions to ensure seamless transitions for students, allowing them to earn credits towards higher education while still in high school.

Curriculum Alignment and Certification Opportunities: Align CTE curriculum with industry standards and certifications that are recognized and valued by employers. Offering certification opportunities within CTE programs not only makes students more competitive in the job market but also ensures they are acquiring skills that meet current industry needs.

Career Exploration and Counseling: Implement comprehensive career exploration and counseling programs to help students make informed decisions about their education and career paths. This includes providing information on HS/HW/ID careers, labor market trends, and the benefits of pursuing CTE programs. Counseling should also address potential barriers to participation, such as misconceptions about CTE or lack of awareness of available programs.

Component B: Student Participation and Persistence

OVERVIEW

Students who participate in CTE programming are more likely to understand their career options and gain the academic knowledge and technical skill to successfully transition to advanced education, training, and/or employment. Ideally, all students will enroll in CTE coursework at some point during their high school experience, with some going on to concentrate studies in a single program of study.

When conducting your CLNA, your stakeholder team had an opportunity to review data on CTE course taking for the 2023 graduating cohort of students, overall and for different student groups. You were asked to determine whether there were any concerning gaps in student participation and/or persistence, and your ratings of processes and supports provided by your district. As a concluding activity, you were asked to identify any concerning gaps in student participation and persistence, identify strategies you might use to close observed gaps, and develop up to five priorities for how you will address these gaps in the coming year.

INSTRUCTIONS

Review the five priorities that you identified in your CLNA and select the top two priorities upon which you will focus, one for participation and one for persistence. List each and include the corresponding S.M.A.R.T.I.E. Goal that you will work to achieve.

When developing goals, be sure to consider how you will address concerning gaps, overall, as well as for student groups (i.e., gender, race-ethnicity, and/or special population students). Consider listing a stretch priority you might address if you succeed in accomplishing your top goals in each of the participation and persistence areas.. Use the example on page 8 as a guide for this work; you will need one strategic plan for each of the priorities chosen.

PARTICIPATION PRIORITY: Increase rates of participation and persistence for underrepresented groups across all CTE programs.

S.M.A.R.T.I.E. Goal: Increase rates of Black/African American students and Hispanic students concentrating in Teacher Academy of Maryland, Automotive Technologies, and CASE by 10% by June 2026

Strategy	Activities	Benchmarks
<p>Strategy 1: Student Recruitment</p>	<ul style="list-style-type: none"> • Create a referral form for middle school teachers to identify Black and Hispanic students who demonstrate qualities aligned to CTE program • Create a mentoring program where Black and Hispanic professionals meet with Black and Hispanic students to talk about their profession • Partner with local businesses to identify additional Black and Hispanic staff to serve as mentors • Create video advertisements tailored to Black and Hispanic students for underenrolled programs • Create manipulatives to advertise the underenrolled programs to Black and Hispanic students • Teach Maryland Conference in Spring 2025 and other industry conferences for underenrolled programs 	<ul style="list-style-type: none"> • Identify a cohort of students by November 2024 • Identify mentors by January 2025 • Hold three mentoring sessions by June 2025 • Increase rates of Black/African American students and Hispanic students participating in underenrolled programs by 10% by September 2025 • Increase the percentage of Black and Hispanic students attending the Teach Maryland Conference by 10% in Spring 2025
<p>Strategy 2: Curriculum Review and Professional Development</p>	<ul style="list-style-type: none"> • Provide a stipend for the TAM, CASE, and Automotive Technologies instructor to review the curriculum for cultural responsiveness • Provide culturally responsive teaching training for TAM, Automotive Technologies, and CASE instructors 	<ul style="list-style-type: none"> • One instructor will complete culturally responsive teaching training by June 2025 • One third of instructors will engage in 12 hours of curriculum writing by September 2024

PERSISTENCE PRIORITY: Increasing student persistence through increased early exposure to all CTE programs

S.M.A.R.T.I.E. Goal: Increase overall student persistence in CTE programs by 10% by June 2026

Strategy	Activities	Benchmarks
<p>Strategy 1: Increase community involvement and awareness of CTE programs</p>	<ul style="list-style-type: none"> • Create a CTE social media page • Create a CTE promotional video • Hold CTE open houses • Increase support provided by the KCPS Career Counselor • Increase alignment of Career Counseling program and high school counseling program • Increased use of Pathful Explore for career exposure and exploration 	<ul style="list-style-type: none"> • Post at least once every two weeks on the social media page • Contract with agency to produce CTE promotional video by October 2025 • Launch CTE promotional video by April 2025 • Hold one CTE open house during the 2024-2025 school year • Increase student use of Pathful Explore by 10% by June 2025
<p>Strategy 2: Increase counselor capacity to design innovative schedules aligned to student interests</p>	<ul style="list-style-type: none"> • Provide support to high school counselors through the Blueprint Strategic Facilitator grant • Offer abbreviated senior schedules and study hall opportunities to increase flexibility of scheduling • Provide Pathful Explore data to counselors to increase purposeful placement of students in CTE programs 	<ul style="list-style-type: none"> • Host at least two consultation meetings between counselors and strategic facilitator by December 2024 • Evidence in the 2024-2025 master schedule of increased options for flexibility • Meetings between the career counselor and high school counselors to review student interest data

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: Increase the literacy and math proficiency rate among black students.

S.M.A.R.T.I.E. Goal: Increase literacy proficiency and math proficiency among black students by 5%. By August 2025.

Strategy	Activities	Benchmarks
<p>Strategy 1: Enhance educators' capacity to provide quality instruction to diverse students.</p>	<ul style="list-style-type: none"> • Provide culturally responsive teaching training to instructors at the middle and high school level • Encourage CTE and core content teachers to pursue National Board Certification for Teachers. • Provide stipends for teachers to develop curriculum and instructional materials that are more engaging to diverse groups of students. 	<ul style="list-style-type: none"> • 15% of ELA and Math teachers at the middle and high school level will engage in culturally responsive teacher training. • At least one middle and high school ELA and Math teacher and at least one CTE teacher will pursue NBC by January 2025. • By December 2024, offer at least two paid opportunities for teachers to develop curriculum to engage diverse student groups.

Strategy	Activities	Benchmarks
<p>Strategy 2: Implement a non-CCR student support pathway to build literacy and math proficiency</p>	<ul style="list-style-type: none"> • Conduct a root cause analysis of the causes of poor performance among Black students • Engage with students, families, and teachers to identify strategies to support improved proficiency • Implement the non-CCR student support pathway including school-day interventions, after school support, and summer school programming. • Design individualized college and career readiness plans for students who are not CCR. 	<ul style="list-style-type: none"> • Conduct the root cause analysis by November 2024 • Engage with stakeholders to identify strategies by January 2025 • Implement the non-CCR student support pathway during the 2024-2025 school year

PRIORITY 2: Increase proficiency in literacy and math for students with disabilities

S.M.A.R.T.I.E. Goal: Increase literacy and math proficiency for students with disabilities by 5% by August 2025.

Strategy	Activities	Benchmarks
<p>Strategy 1: Enhance educators' capacity to provide quality instruction to students with disabilities.</p>	<ul style="list-style-type: none"> • Collaborate with the Special Education Department to offer training on programs such as Orton Gillingham and Joyful Inclusion. • Encourage CTE and core content teachers to pursue National Board Certification for Teachers. • Provide stipends for teachers to develop curriculum and instructional materials that are more engaging to students with disabilities. 	<ul style="list-style-type: none"> • 15% of ELA and Math teachers at the middle and high school level will engage in Orton Gillingham Training or Joyful Inclusion training. • At least one middle and high school ELA and Math teacher and at least one CTE teacher will pursue NBC by January 2025. • By December 2024, offer at least two paid opportunities for teachers to develop curriculum to engage diverse student groups.

Strategy	Activities	Benchmarks
<p>Strategy 2: Implement a non-CCR student support pathway to build literacy and math proficiency</p>	<ul style="list-style-type: none"> • Conduct a root cause analysis of the causes of poor performance among students with disabilities • Engage with students, families, and teachers to identify strategies to support improved proficiency • Implement the non-CCR student support pathway including school-day interventions, after school support, and summer school programming. • Design individualized college and career readiness plans for students who are not CCR. 	<ul style="list-style-type: none"> • Conduct the root cause analysis by November 2024 • Engage with stakeholders to identify strategies by January 2025 • Implement the non-CCR student support pathway during the 2024-2025 school year

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: Enhanced Professional Practice Among CTE Instructors

S.M.A.R.T.I.E. Goal: 75% of CTE instructors will report increased capacity to deliver quality instruction as a result of professional development opportunities.

Strategy	Activities	Benchmarks
Strategy 1: Offer targeted professional development to CTE teachers	<ul style="list-style-type: none"> Support CTE teachers to identify problems of practice within their classroom Support CTE teachers to identify professional development opportunities aligned to identified needs Provide financial support for teachers to pursue professional development 	<ul style="list-style-type: none"> CTE Supervisor meets with 100% of CTE teachers to identify a focus of professional development by October 2024 100% of CTE teachers engage in program specific professional development by June 2025 100% of CTE teachers complete a survey to evaluate the effectiveness of their professional development selection by May 2025

Strategy	Activities	Benchmarks
Strategy 2: Develop networks for CTE teaching to improve professional practice	<ul style="list-style-type: none"> Facilitate networking events, conferences, and workshops where CTE educators can connect with colleagues, share best practices, and collaborate on innovative teaching strategies. Arrange tours of local industries and neighboring technology centers Enhance effectiveness of PAC meetings Incentivize CTE teachers to attend PAC meetings 	<ul style="list-style-type: none"> Coordinate two CTE network events by May 2025 Coordinate 2 technology center tours by May 2025 100% of CTE teachers attend a PAC meeting by December 2024 100% of CTE teachers attend two PAC meetings by May 2025

PRIORITY 2: Improve the quality of the CTE workspace through classroom enhancements, CTE branding, and other wellness incentives

S.M.A.R.T.I.E. Goal: 75% of CTE teachers will respond favorably to a job satisfaction survey by June 2025

Strategy	Activities	Benchmarks
Strategy 1: Facilitate upgrades to CTE learning spaces	<ul style="list-style-type: none"> Contract with a company to evaluate each CTE classroom and make recommendations for improvements Work with CTE teachers to identify priorities for enhancements Provide access to CTE equipment vendors during the school day to support equipment purchases 	<ul style="list-style-type: none"> Contract with a vendor to perform evaluation of learning spaces by August 2024 Produce a report with recommendations for classroom enhancements by October 2024 Secure a CTE equipment vendor by July 2024 100% of CTE teachers meet with CTE vendor by January 2025 Produce initial plans for facility enhancements by June 2025

Strategy	Activities	Benchmarks
<p>Strategy 2: Promote positive CTE climate</p>	<ul style="list-style-type: none"> • Create a CTE social media page to share program successes • Celebrate staff and student accomplishments • Create new branding for CTE program and apply branding to merchandise for staff and students 	<ul style="list-style-type: none"> • Increase the frequency of communication about CTE programs • Celebrate staff and student accomplishments monthly on social media • Develop new CTE branding logo by September 2024

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%	43%
2S2: Academic Proficiency in Mathematics	48.00%	43.2%	50%
2S3: Academic Proficiency in Science	-	-	33%
3S1: Post-Secondary Placement	76.50%	68.85%	81%
4S1: Non-traditional Program Concentration	28.72%	25.85%	7%
5S1: Program Quality Attained Recognized Credential	78.41%	70.57%	100%
5S4: Program Quality: Other (TSA Attainment)	78.41%	70.57%	100%

MISSED INDICATOR 1: Improve literacy rates among CTE concentrators

S.M.A.R.T.I.E. Goal: Increase literacy proficiency among all CTE concentrators by 10% by August 2026

Strategy	Activities	Benchmarks
Strategy 1: Integrate literacy instruction into CTE content	<ul style="list-style-type: none"> Collaborate with the district literacy specialist to plan for content integration Review CTE curriculum to identify opportunities for meaningful literacy integration Offer professional development on literacy in CTE Incorporate reading and writing activities, technical manuals, industry-related texts, and project-based assignments that require critical thinking and communication skills 	<ul style="list-style-type: none"> Facilitate one professional development experience on literacy instruction in CTE by June 2025 Conduct an audit of CTE curriculum by June 2025 Increase literacy proficiency among CTE concentrators by 5% by August 2025

Strategy	Activities	Benchmarks
Strategy 2: Implement a non-CCR student support pathway to build literacy proficiency	<ul style="list-style-type: none"> Conduct a root cause analysis of the causes of poor performance among students with disabilities Engage with students, families, and teachers to identify strategies to support improved proficiency Implement the non-CCR student support pathway including school-day interventions, after school support, and summer school programming. Design individualized college and career readiness plans for students who are not CCR. 	<ul style="list-style-type: none"> Conduct the root cause analysis by November 2024 Engage with stakeholders to identify strategies by January 2025 Implement the non-CCR student support pathway during the 2024-2025 school year

MISSED INDICATOR 2: Increase the number of nontraditional concentrators

S.M.A.R.T.I.E. Goal: Increase the percentage of nontraditional student concentrators by 5% by June 2027

Strategy	Activities	Benchmarks
Strategy 1: Increase student exposure to nontraditional fields	<ul style="list-style-type: none"> Use the career counseling program to plan experiences for students to learn about nontraditional career paths Recruit industry partners who represent nontraditional careers to meet with students Work with CTE teachers to identify barriers to nontraditional student enrollment 	<ul style="list-style-type: none"> Hold one nontraditional career path session by December 2024 Hold two nontraditional career path sessions by June 2025 Increase nontraditional student concentration by 2.5% by June 2026
Strategy 2: Increase nontraditional student retention in CTE programs	<ul style="list-style-type: none"> Conduct a “stay survey” to understand why nontraditional student concentrators have been successful in the past Provide increased mentoring to current nontraditional students 	<ul style="list-style-type: none"> Conduct the “stay survey” by December 2024 Meet with each nontraditional concentrator by June 2025 to discuss required supports

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	\$2,800.00	\$0.00	\$0.00	\$0.00	\$0.00
2	\$0.00	\$12,595.00	\$0.00	\$0.00	\$0.00
3	\$78,500.00	\$5,182.90	\$0.00	\$5,000.00	\$0.00
4	\$0.00	\$0.00	\$45,000.00	\$0.00	\$0.00
5	\$8,840.00	\$10,000.00	\$0.00	\$0.00	\$1,000.00
6	\$0.00	\$0.00	\$0.00	\$0.00	\$7,500.00
7	\$0.00	\$24,000.00	\$0.00	\$0.00	\$0.00
8	\$0.00	\$0.00	\$0.00	\$0,000.00	\$42,485.10
9	\$0.00	\$0.00	\$0.00	\$7,500.00	\$0.00
Total	\$90,140.00	\$51,777.90	\$45,000.00	\$12,500.00	\$50,582.10

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	6/6/2024
GRANT NAME	FY25 Perkins	GRANT RECIPIENT NAME	Kent County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME	Kent County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2024	6/30/2025	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- & WAGES	02 - SERVICES	03-	04 - OTHER CHARGES	EQUIPMEN	TRANSFER	BUDGET CAT/PROG
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog	90,140.00	51,777.90	12,500.00	8,000.00	45,000.00		207,417.90
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 & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				42,582.10			42,582.10
213 Food Services							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	90,140.00	51,777.90	12,500.00	50,582.10	45,000.00	0.00	250,000.00

Finance Official Approval: Alleesa Stewart, MBA *Alleesa Stewart* 8/7/24 410-778-7123
 Name Signature Date Telephone #

Local/Agency Head Approval: Dr. Karen M. Couch *MARY BOSWELL-MCCOMAS* 8/8/24 410-778-1595
 Name Signature Date Telephone #

MSDE Grant Manager Approval: *[Signature]* Aug 8, 2024
 Name Signature Date Telephone #

Secondary Financial Compliance Worksheet Template

	A	B	C	D
1	Administrative (Indirect and Direct) Cost			
	The total amount for Administrative Cost (Indirect and Direct) may not exceed 5% of the total Grant Award. The total amount of equipment purchased must be subtracted from the total grant award in order to determine the maximum amount allowable from which to calculate Indirect cost.			
2	Total Grant Award			\$250,000
3	Total Perkins Proposed Budget From Plans of Action		\$250,000	
4	Allowable Indirect Cost Calculation			
5	Plans of Action Equipment Purchases (subtracted from Total Grant Award)	(-)		\$45,000
6	Subtotal	(=)		\$205,000
7	Multiply by Restricted Local Indirect Cost Rate Factor*	(x)	\$ 0.0489	
8	Subtotal	(=)	\$10,025	
9	Divide by Indirect Cost Adjustment	/(1+Rate)	\$ 1.0489	
10	Allowable Indirect Cost Amount	(=)	\$9,557	
11	Administrative Cost Calculation			
12	Actual Indirect Cost Amount Taken (cannot exceed row 10)		\$0	
13	Administrative (Direct) Cost Taken	(+)	\$0	
14	Total (Indirect/Direct) Administrative Cost Taken	(=)		\$0
15	Total Budget Amount			\$250,000
	(Rows 3+14 must equal row 2 amount)			
16				
17	Maintenance of Effort Local/State			
18			FY 2023 Reported Expenditures	\$1,144,672
19			FY 2025 Estimated Expenditures	\$1,144,673
20	*NOTE: An Indirect cost rate factor listed in the table as a percentage must be converted into a number. Ex: 2.63% = .0263			






KCPS_Perkins_Local App_Signed

Final Audit Report

2024-08-08

Created:	2024-08-08
By:	Sally Irwin (sally.irwin@maryland.gov)
Status:	Signed
Transaction ID:	CBJCHBCAABAATv_LEiy1A4vQjTboduzW5OSLJSt6ICwj

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-  Document created by Sally Irwin (sally.irwin@maryland.gov)
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-  Document emailed to Richard Kincaid -MSDE- (richard.kincaid@maryland.gov) for signature
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