Career and Technical Education: Local Perkins Application Montgomery 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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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	**Montgomery County Public Schools**
Superintendent Information	Dr. Thomas Taylor Thomas_W_Taylor@mcpsmd.org
Individual Serving as Director of Career and Technical Education	Dr. Irina LaGrange CTE Director 240-740-4000 Irina_LaGrange@mcpsmd.org
Individual Authorized to Sign Finalized C-125 (Financial Officer)	Robert Reilly Associate Superintendent of Finance 240-740-3160 Robert_Reilly@mcpsmd.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 <LEA Name>

Thomas W. Taylor
Thomas W. Taylor (Jul 22, 2024 12:44 EDT)
_____

Dr. Thomas Taylor
Superintendent of Schools

Jul 22, 2024
_____
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

Jul 22, 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.

Thomas W. Taylor
Thomas W. Taylor (Jul 22, 2024 12:44 EDT)

Dr. Thomas Taylor, Superintendent of Schools

Jul 22, 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.

Thomas W. Taylor
Thomas W. Taylor (Jul 22, 2024 12:44 EDT)

Dr. Thomas Taylor, Superintendent of Schools

Jul 22, 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. <u>ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.</u>

(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.

Thomas W. Taylor
Thomas W. Taylor (Jul 22, 2024 12:44 EDT)

Jul 22, 2024

Dr. Thomas Taylor, Superintendent of Schools

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: Expand student participation and persistence in CTE programs that meet Labor Market Alignment in HS, HW and ID.

S.M.A.R.T.I.E. GOAL: Increase the number of EML and SWD students by 5% within two years in at least three of our CTE programs that meet all three labor market alignment standards by doing targeted recruitment and providing additional instructional support to ensure students' success.

- Teacher Academy of Maryland
- Biomedical Science (PLTW)
- CISCO Networking Academy

Strategy	Activities	Benchmarks
Strategy 1: Targeted Recruitments	• Activity 1: Regularly scheduled PLCs to develop recruitment plans specifically targeted for EML and SWD populations • Activity 2: Planned recruitment visits at feeder middle schools where teachers and students will recruit students for their programs, focusing on EML and SWD population in those schools • Activity 3: Develop targeted marketing campaign with schools and MCPS communications to feature a wide array of students currently in the CTE POS.	• Benchmark 1: complete the recruitment plan for full implementation by Year 1. • Benchmark 2: Visit at least 5 middle schools at the end of year 1. Success will be measured based on the number of students (specifically EML and SWD) who complete the interest form for enrollment in one of the name programs. • Benchmark 3: Phase 1 of campaign to be implemented by semester 2 of year 1. • Based on the activities, we are hoping to see an increase by at least 2.5% in enrollment numbers for EML and SWD students by fall of year 2.
Strategy 2: Provide Additional Instructional Support	• Activity 1: Regularly scheduled PLCs to share best practices and purposefully plan for EML and SWD populations • Activity 2: Provide Instructional support in the form of paraeducators and other tutors or instructors to help support student's success. • Activity 3: Purchase simulation equipment aligned with curriculum for specific POS to increase experiential learning and training.	• Benchmark 1: At least one PLC will be scheduled per month during year 1. • Benchmark 2: Employ at least 1 paraeducator by end of year 1. • Benchmark 3: Purchase at least one piece of simulated equipment in year 1.

PRIORITY 2: Strengthen and increase our Industry leaders' participation in our Program Advisory Committees.

- **S.M.A.R.T.I.E. Goal:** Increase the total number of representations of non-traditional leaders who serve on our Program Advisory Committees by at least 2% within the next two years by providing specialized marketing of programs and targeted recruitment.

Strategy	Activities	Benchmarks
Strategy 1: Specialized marketing of programs	• Activity 1: Schedule visits between industry partners and CTE programs to showcase program and promote recruitment opportunities. • Activity 2: Develop targeted marketing campaign featuring current PAC members and their impact on the programs. • Activity 3: Reach out to professional associations and share information about our CTE programs that are aligned with that association.	• Benchmark 1: Schedule at least 2 visits by the end of year 1. • Benchmark 2: Phase 1 of campaign to be implemented by end of year 1. • Reach out to at least 3 associations by the end of year 1.
Strategy 2: Targeted recruitment of industry professionals	• Activity 1: Review our current PAC and LAC structures and ensure alignment with that recommended by MSDE • Activity 2: Develop PAC recruitment toolkits that can be used by other PAC members to recruit their colleagues. • Activity 3: Provide a template for PAC meeting agendas to ensure members are engaged and able to meaningfully contribute to students and teachers in the programs they support.	• Benchmark 1. Initiate alignment process by end of year 1. • Benchmark 2: Toolkit will be developed and piloted by end of year 1 • Benchmark 3: Agenda template will be developed by end of semester 1 of year 1.

FUNDING NOTES

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

• The Perkins grant will be used to fund all activities listed above.

ADDITIONAL NOTES FOR THIS COMPONENT

• Note 1: Some of the activities are cost neutral
• Note 2: Some of the activities listed above will be done for all programs however, the focus will be on the three listed above.
• Note 3

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; <u>you will need one strategic plan for each of the priorities chosen.</u>

PARTICIPATION PRIORITY: Increase participation for Emerging Multi-Language (EML) learners and other underrepresented demographics.

> **S.M.A.R.T.I.E. Goal:** SMARTIE Goal: Increase **participation** of Emerging Multi-Language learners and female students across at least two CTE career clusters (Engineering and Information Technology) by 4-5% in the next two years, by increasing student awareness and access to instructional resources.

Strategy	Activities	Benchmarks
Strategy 1: Increase awareness of college and career opportunities for families	• Students will participate in college and career- focused conferences and activities based on their CTE program. EML and female students will be specifically targeted for these conferences and activities. • Activity 2: Students will participate in field trips to industry sites to increase experiential learning opportunities and awareness of career opportunities. Field trips will showcase females excelling in the two named industries as well as individuals whose first language is not English.	• Benchmark 1: Students will participate in at least one college/career activity in year 1. • Benchmark 2: Students will visit at least one job site/industry in year 1 • This will be measured based on the number of females and EML students who participate in the career conferences and field trips and complete the interest form to enroll in one of the named career clusters. The objective is to have at least a 2% increase by the end of year 1.
Strategy 2: Enhance Institutional resources	• Provide continuous professional development for counselors and administrators so they are knowledgeable about CTE programs and opportunities • Update programs curriculum resources and instructional materials to be more culturally responsive and are also aligned with current industry standards. • Activity 3: Utilize the career coaches in schools to assist with providing information about CTE programs as well as targeted recruitment of females and EML students.	• Benchmark 1: First set of training to be completed by end of semester 1 in year 1 • Benchmark 2: First phase of curriculum and resources updates will be completed by end of year 1. • Benchmark 3: We will target the coaches in middle schools in year 1. • An increase in of 2% of females and EML students enroll in the named CTE clusters by the end of year 1.

PERSISTENCE PRIORITY: Use the data to measure student outcomes

- **S.M.A.R.T.I.E. Goal:** S.M.A.R.T.I.E. Goal: Utilize disaggregated data to improve student outcomes specifically in programs not meeting the minimum number of 10 concentrators (CASE, Apprenticeship Maryland and Homeland Security) so that program persistence and Industry Recognized Credentials (IRC) attainment can increase by 2% over the next two years ensuring that EML and SWD students are targeted and by providing teachers and students with required instructional resources and enhancing awareness of institutional supports.

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Strategy	Activities	Benchmarks
Strategy 1: Provide teachers and students with required instructional resources	- Activity 1: Develop and provide a toolkit that includes instructional materials required for IRC attainment and exam preparation that teachers can implement with students seeking to earn their IRC - Activity 2: Collaborate with IRC certification bodies to schedule professional learning sessions for teachers centered around CTE program certification attainment and resource sharing. - Activity 3: Provide financial assistance to CTE students sitting IRC exams, by paying IRC fees for CTE students.	- Benchmark 1: Toolkit for at least 1 program will be ready by semester 2 of year 1. - Benchmark 2: Schedule at least one session by end of year 1. - Benchmark 3: Pay IRC fees for all students sitting the exam in year 1 - Based on the activities there should be at least a 1% increase in the number of students who attain an IRC and concentrator status in our CASE, Apprenticeship and Homeland Security programs of study. By the end of year 1

Strategy	Activities	Benchmarks
Strategy 2: Enhance awareness of institutional supports	• Activity 1: Develop and distribute multilingual informational materials about available supports within CTE programs. . • Activity 2: Host informational sessions for EML and SWD students and their families, explaining how to access and benefit from institutional supports aligned with CTE programs. • Activity 3: Create a CTE mentorship program pairing EML students with peers or educators who can guide them through the available resources	• Benchmark 1: Informational material will be developed for at least 2 CTE POS by end of year 1. This should result in an increase in the number of students who enroll in the 3rd course in the POS • Benchmark 2: At least one informational session will be held with either EML or SWD families. • Benchmark 3: The program plan will be developed by end of year 1. • The activities should result in at least a 1% increase in the number of students who attain an IRC and concentrator status in our CASE, Apprenticeship and Homeland Security programs of study. By the end of year 1.

FUNDING NOTES

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

- The Perkins grant will be used to fund all activities in this component. Some activities are also cost neutral.

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1: Ensuring students are aware CTE programs and the benefits from middle school is important to so they can enroll in the program early in their high school years and thus have enough time to complete the POS.
- Note 2
- Note 3

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: Close academic proficiency gap in reading/language arts for EML students in CTE programs

- **S.M.A.R.T.I.E. Goal:** Reduce the student proficiency gap in reading/language arts for EML students in at least one CTE program (CCRD) by 1% over the next two years by developing both system-wide and school-level professional development on instructional best practices on how to teach and assess reading and writing as well as tailoring support services for students. This will be measured based on improvement in student grades each semester.

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Strategy	Activities	Benchmarks
Strategy 1: Develop system wide Professional Development for CTE teachers	• Activity 1: Collaborate with Department of English Learner and Multilingual Education (DELME) office to develop professional learning for CTE teachers, specifically catering to supporting EML students in CTE programs. • Activity 2: Organize monthly PLC for course alike teachers to collaborate on plans, best practices and share resources for improved consistency across all programs	• Benchmark 1: Baseline data on student's grades will be collected in year 1. • Benchmark 2: Increase teachers' regular participation in PLC by 5 teachers in year 1
Strategy 2: Tailor CTE support Services for EML students	• Activity 1: Develop an EML student support learning series for CTE Resource Teachers (RT) meetings • Activity 2: Observe CTE teachers who are successfully implementing support for EML students, invite them to share these best practices at CTE Resource Teachers meetings • Activity 3: Provide paraeducator support at specific schools to assist EML (Emerging Multilingual Learner) students in CTE courses.	• Benchmark 1: Grades for EML students taking successive courses in a CTE program of study will increase by an average of 1% from year to year over the next two years . • Benchmark 2: Grades for EML students taking successive courses in a CTE program of study will increase by an average of 1% from year to year over the next two years • Benchmark 3: Increase the number of EML students that advance to concentrator status 2% over the next 2 years.

PRIORITY 2: Increase nontraditional enrollment and program performance

 S.M.A.R.T.I.E. Goal: Increase non-traditional enrollment by 2% for CD, Education (CDA), and Health professions (CCMA) within the next two years by targeted recruitment of teachers and students as well as highlighting non-trads who are successful in their industry.

 >

Strategy	Activities	Benchmarks
Strategy 1: Targeted recruitment of teachers and student	• Activity 1: Work with teachers to develop recruitment plans specifically targeting non-trad students for specific CTE courses • Activity 2: Work with the HRD department to establish/renew/promote partnerships with colleges and universities that provide teacher certification for career changers interested in teaching CTE programs and share this information with the non-trad genders in different careers.	• Benchmark 1: Phase one of the plan will be completed and implemented by end of year 1. This should result in more non-trad students attending program information session. • Benchmark 2: Prepare resources with info on partnerships and share info with industry partners. A minimum of 5 enquiries from prospective career changers.
Strategy 2: Highlight of successful non-trads in industries	• Activity 1: Create a marketing campaign that highlights the accomplishments of non-traditional leaders and employees in various CTE career fields. • Activity 2: Invite guest speakers who are representative of the non-trad gender in specific careers/industry to be guest speakers/mentor and/or provide WBL opportunities for CTE students.	• Benchmark 1: Campaign plan will be fully developed by spring of year 1 and at least one marketing activity will be implemented by end of year 1. • Benchmark 2: Non-trad guest speakers will be invited to at least 3 schools by the end of year 1

FUNDING NOTES

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

- Source 1: This component will be funded by Perkins grant.
- Source 2
- Source 3

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1:
- Note 2
- Note 3

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.R

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: Develop structured and systemic PLC time for all CTE Programs of Study

S.M.A.R.T.I.E. Goal: CTE teachers' participation in structured Professional Learning Communities will increase by 5% as evidenced by the number of teachers who show up for PLC meetings within the next 2 years. Structures will be created to support teacher participation in PLC as well as shared accountability measures will be implemented.

Strategy	Activities	Benchmarks
Strategy 1: Structures will be created for teachers to participate in PLC	• Activity 1: PLC protocols will be stablished and implemented by all CTE POS. This includes norms and roles of each member • Activity 2: PD will be provided on how to use quantitative and qualitative data to measure student's success • Activity 3: Regularly scheduled CTE PLC for each POS to ensure program alignment across all schools.	• Benchmark 1: Protocols will be drafted and established by end of semester 1 in year 1. • Benchmark 2: At least one PD will be held with teachers in two POS by end of first year. • Benchmark 3: Each POS will schedule at least 4 PLC meetings in year 1.

Strategy	Activities	Benchmarks
Strategy 2: Shared accountability amongst participants	• Activity 1: Templates will be created for documentation of PLC activities • Activity 2: Each PLC will set SMARTIE goal(s) for their committee each marking period. • Celebration of PLCs success will be included as a standard agenda item on CTE Resource Teachers quarterly meeting	• Benchmark 1: Draft templates will be developed and shared for feedback by end of semester 1 in year 1 • Benchmark 2: Each PLC will develop at least one SMARTIE goal per semester for their committee. • Benchmark 3: At Least one PLC's success will be highlighted in each quarterly RT meeting in year 1.

PRIORITY 2: Increase CTE teacher Retention

- **S.M.A.R.T.I.E. Goal**: Increase the employment and retention of male CTE teachers especially in Health professions and IT programs of study by at least 2% in two years by providing enhanced teacher supports and updated instructional materials/resources.

Strategy	Activities	Benchmarks
Strategy 1: Provide enhanced teacher supports	• Activity 1: Provide core curriculum PD as well as strategies for reaching diverse learners to all new CTE teachers/teachers new to teaching CTE content. • Activity 2: Solicit industry aligned PD and workshop opportunities from PAC members for CTE teachers • Activity 3: Pair new teacher/teacher new to content area with veteran teacher in content area for curriculum and instructional support. • Activity 4: Collaborate with HR to ensure that mentors assigned to new CTE teachers teach a similar content as the new teacher or they are a CTE teacher of a different content area. • Activity 5: Provide PD on how technology can assist with some routine task such as grading and designing instructional activities •	• Benchmark 1: At least 50% of new teachers will participate in core curriculum PD in year 1. • Benchmark 2: PAC will provide a detailed listing of industry aligned PD by end of year 1. • Benchmark 3: At least 50% of new teachers across CTE POS will be paired with a veteran teacher by end of year 1. • Proposal will be discussed with HR and implementation plan develop by end of year 1.
Strategy 2: Provide updated instructional materials/resources	• Activity 1: Teachers with the support of the PAC update curriculum to align with industry standards • Activity 2: PAC work with their teachers to evaluate CTE program resources and identify those in need of upgrade to meet industry standards.	• Benchmark 1: Curriculum update for at least one course in three POS will be completed by end of year 1. • Benchmark 2: The resources in at least two POS will be evaluated by end of year 1 and upgrade plan for each identified.

FUNDING NOTES

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

- Source 1: Perkins funding will be used to purchase items in this category
- Source 2

- Source 3

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1
- Note 2
- 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; <u>you will need one strategic plan for each of the priorities chosen.</u>

TABLE: STATE DETERMINED PERFORMANCE LEVELS AND ACTUAL LOCAL PERFORMANCE

Indicator	Performance Target	Performance Target (90%)	Actual Local Performance
1S1: Four-Year Graduation Rate	89.97%	80.97%	98%
2S1: Academic Proficiency in Reading / Language Arts	52.30%	47.07%	67%
2S2: Academic Proficiency in Mathematics	48.00%	43.2%	48%
2S3: Academic Proficiency in Science	-	-	28%
3S1: Post-Secondary Placement	76.50%	68.85%	87%
4S1: Non-traditional Program Concentration	28.72%	25.85%	**24%**
5S1: Program Quality Attained Recognized Credential	78.41%	70.57%	83%
5S4: Program Quality: Other (TSA Attainment)	78.41%	70.57%	83%

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

S.M.A.R.T.I.E. Goal: Increase the number of non-traditional black students who attain concentrator status in at least two CTE POS by 2% over a two-year period, by early student engagement in CTE program activities and by access support and completion.

Strategy	Activities	Benchmarks
Strategy 1: Early student engagement	• Activity 1: Host CTE Career day event in middle schools to showcase CTE programs and its benefits, while also gaging students' interest. Black students will be specifically targeted. • Activity 2: Recruit a diverse group of current CTE students to be CTE ambassadors to help promote CTE programs and its benefits. • Activity 3: Develop culturally responsive curriculum and culturally relevant resources that is able to attract and engage students.	• Benchmark 1: A 1% increase I the number of black students who express interest in year 1. • Benchmark 2: At least 5 schools will have CTE students' ambassadors in the first year. This should result in more students expressing an interest in CTE programs. • Benchmark 3: Updates to the curriculum in two courses will be completed in year 1.
Strategy 2: Access support and completion	• Activity 1: Meet with various parent coalitions groups (e.g. black and brown coalition) to educate them about the availability of CTE programs and its benefits. • Activity 2: Share student supports and resources available to CTE students in several languages with students and the community • Activity 3: Train the career coaches in the schools about CTE so they are able to support and provide additional guidance to CTE students.	• Benchmark 1: Met with at least two parent coalitions in year 1. • Benchmark 2: Share resources in at least three languages by end of spring in year 1. • Benchmark 3 – Coaches will meet and support at least 100 CTE students in year 1.

Component F: Budget

INSTRUCTIONS

The Carl D. Perkins Act provides nine specific required uses of federal formula funds. After reviewing these required uses in the section below, begin thinking about how you will strategically allocate your federal funds across each of these required uses and to support each of the S.M.A.R.T.I.E. goals detailed in this application. Once the funds are allocated across all required uses, determine the funding level needed across the budget categories (e.g., Salaries/Benefits, Contract Services, Equipment, Supplies and Materials, and/or Other). While grantees are required to allocate funds across all nine Perkins categories, there is not a requirement to budget across all of the budget categories.

REQUIRED USES OF PERKINS FUNDING

1. Strengthen the academic and career and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of academics with CTE programs using a coherent sequence of courses, such as CTE programs of study, to ensure learning in the core academic subjects and CTE subjects.
2. Link CTE at the secondary and postsecondary level, including offering the relevant elements of not less than three CTE programs of study.
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve, or expand the use of technology in CTE
5. Provide professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs
6. Develop and implement evaluations of the CTE programs carried out with funds, including an assessment of how the needs of special populations are being met
7. Initiate, improve, expand, and modernize quality CTE programs, including relevant technology.
8. Provide services and activities that are of sufficient size, scope, and quality to be effective.
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

EXAMPLES OF BUDGET ITEM EXPENDITURES

- Salaries / Wages: Administrators, Site Coordinators, Career Counselors, Teachers, etc., as long as the role is directly related to the administration of the CTE program and/or delivery of CTE program instruction.
- Contract Services: Contracted Consultants, Contracted Evaluators, Curriculum Consultants, Counselors, Professional Development Trainers, etc.
- Equipment: Machinery, Furniture, Fixtures, Technology-related Hardware
- Supplies and Materials: General Supplies, Textbooks, Instructional Aids, Instructional Software, Internet Fees-Site License
- Other: Dues and Fees, Approved Conference/Training Fees

Refer to MSDE's full CTE allowability chart for a detailed account of Perkins-related expenditures.

BUDGET ALLOCATION TABLE

Total Formula Award: $1,715,817.00

Required Uses of Perkins Funds (See List for Details)	Salaries / Wages	Contract Services	Equipment	Supplies and Materials	Other
1	$210, 800.00	$0.00	$0.00	$306,582	$0.00
2	$0.00	$0.00	$0.00	$0.00	$0.00
3	$174,809.00	$0.00	$0.00	$115,168.00	$35,494.00
4	$0.00	$0.00	$0.00	$0.00	$0.00
5	$93,734.00	$0.00	$0,00	$0.00	$284,143.00
6	$0.00	$0.00	$0.00	$0.00	$0.00
7	$0.00	$0.00	$36,000.00	$230,338.00	$0.00
8	$0.00	$0.00	$0.00	$0.00	$0.00
9	$178,662	$206,909.00	$0.00	$0.00	$0.00
Total	**$447,205.00**	**$206,909.00**	**$36,000.00**	**$652,088.00**	**$319,637.00**

Total Expenses - $1,661,839.00

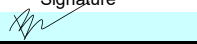Indirect cost - $53,978.00

Total Allocation: $1,715,817.00
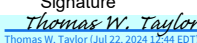
FINANCIAL COMPLIANCE WORKSHEET AND BUDGET FORM C-125

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	$1,715,817.00	Amended Budget #		Request Date	6/6/2024
Grant Name	FY25 Perkins	Recipient Grant Name	MCPS		
MSDE Grant #		Recipient Grant #	517		
Revenue Source	MSDE	Name			
Fund Source Code		Grant Period	7/1/2024	6/30/2025	
			From	To	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIP-MENT	08 - TRANS-FERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						53,978.00	53,978.00
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.	359,847.00	206,909.00	652,088.00	284,143.00	36,000.00		1,538,987.00
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				35,494.00			35,494.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				87,358.00			87,358.00
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	359,847.00	206,909.00	652,088.00	406,995.00	36,000.00	53,978.00	1,715,817.00

Finance Official Approval:	Mr. Robert Reilly	*Robert Reilly* Robert Reilly (Jul 22, 2024 12:12 EDT)	Jul 22, 2024	240-740-3160
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval:	Dr. Thomas W. Taylor	*Thomas W. Taylor* Thomas W. Taylor (Jul 22, 2024 12:44 EDT)	Jul 22, 2024	240-740-3020
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval:	Richard Kincaid		Jul 22, 2024	410-767-0426
	Name	Signature	Date	Telephone #

Grant Budget C-1-25 Rev: 11/29/07

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.

Total Grant Award			$1,715,817
Total Perkins Proposed Budget From Plans of Action		$1,661,839	
Allowable Indirect Cost Calculation			
Plans of Action Equipment Purchases (subtracted from Total Grant Award)	(-)		$36,000
Subtotal	(=)		$1,679,817
Multiply by Restricted Local Indirect Cost Rate Factor*	(x)	0.0332	
Subtotal	(=)	$55,770	
Divide by Indirect Cost Adjustment	/(1+Rate)	$ 1.0332	
Allowable Indirect Cost Amount	(=)	$53,978	
Administrative Cost Calculation			
Actual Indirect Cost Amount Taken (cannot exceed row 10)		$53,978	
Administrative (Direct) Cost Taken	(+)		
Total (Indirect/Direct) Administrative Cost Taken	(=)		$53,978
Total Budget Amount (Rows 3+14 must equal row 2 amount)			$1,715,817
Maintenance of Effort Local/State			
FY 2023 Reported Expenditures			
FY 2025 Estimated Expenditures			

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

Carl D. Perkins Local Application: Signatures for Final Approval

Final Audit Report   2024-07-22

Created:	2024-07-22
By:	Richard Kincaid -MSDE- (richard.kincaid@maryland.gov)
Status:	Signed
Transaction ID:	CBJCHBCAABAAQuQZZSKd5s6j8ewaLszJ_GHo27sUKzDh

"Carl D. Perkins Local Application: Signatures for Final Approval " History

📄 Document created by Richard Kincaid -MSDE- (richard.kincaid@maryland.gov)
2024-07-22 - 4:02:27 PM GMT

✉ Document emailed to robert_reilly@mcpsmd.org for signature
2024-07-22 - 4:06:05 PM GMT

📄 Email viewed by robert_reilly@mcpsmd.org
2024-07-22 - 4:06:55 PM GMT

🖊 Signer robert_reilly@mcpsmd.org entered name at signing as Robert Reilly
2024-07-22 - 4:12:36 PM GMT

🖊 Document e-signed by Robert Reilly (robert_reilly@mcpsmd.org)
Signature Date: 2024-07-22 - 4:12:38 PM GMT - Time Source: server

✉ Document emailed to thomas_w_taylor@mcpsmd.org for signature
2024-07-22 - 4:12:40 PM GMT

📄 Email viewed by thomas_w_taylor@mcpsmd.org
2024-07-22 - 4:40:47 PM GMT

🖊 Signer thomas_w_taylor@mcpsmd.org entered name at signing as Thomas W. Taylor
2024-07-22 - 4:44:26 PM GMT

🖊 Document e-signed by Thomas W. Taylor (thomas_w_taylor@mcpsmd.org)
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✉ Document emailed to Richard Kincaid -MSDE- (richard.kincaid@maryland.gov) for signature
2024-07-22 - 4:44:31 PM GMT

Adobe Acrobat Sign

Email viewed by Richard Kincaid -MSDE- (richard.kincaid@maryland.gov)
2024-07-22 - 5:49:09 PM GMT

Document e-signed by Richard Kincaid -MSDE- (richard.kincaid@maryland.gov)
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Agreement completed.
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