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2024-07-16 15:07:04

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Maryland
STATE DEPARTMENT OF EDUCATION

Career and Technical Education: Local Perkins Application Prince George's County

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

MARYLAND STATE DEPARTMENT OF EDUCATION

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Local Application for Perkins Funding: Cover Page

**MARYLAND STATE DEPARTMENT OF EDUCATION
OFFICE OF COLLEGE AND CAREER PATHWAY
STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT
LOCAL APPLICATION FOR FEDERAL FORMULA FUNDS**

LEA Name	Prince George’s County Public Schools
Superintendent Information	Mr. Millard House II Superintendent@pgcps.org
Individual Serving as Director of Career and Technical Education	Mrs. Pamela Smith Coordinating Supervisor, Career and Technical Education 301-669-6012 pamela.jones@pgcps.org
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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 Prince George's County Public Schools




Mr. Millard House II
Superintendent of Schools

7/29/2024

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

July 29, 2024

Date

Recipient Assurances

INSTRUCTIONS

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

RECIPIENT ASSURANCES

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

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

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

7/29/2024

Date

General Education Provisions Act (GEPA) Notice

PURPOSE

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

TO WHOM DOES THIS PROVISION APPLY?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

WHAT DOES THIS PROVISION REQUIRE?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the federally funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

WHAT ARE EXAMPLES OF HOW AN APPLICANT MIGHT SATISFY THE REQUIREMENT OF THIS PROVISION?

The following examples may help illustrate how an applicant may comply with Section 427.

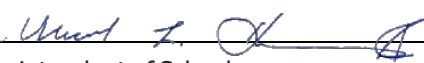
1. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
2. An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
3. An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
4. An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Local Perkins Application Certificate of Compliance

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

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



Superintendent of Schools

7/29/2024

Date

Component A: Labor Market Alignment

OVERVIEW

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

INSTRUCTIONS

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

PRIORITY 1: <INDUSTRY RELEVANT CURRICULUM AND SKILLS>

S.M.A.R.T.I.E. Goal: Increase enrollment by 10% by the end of 2025 in pathways that offer an IRC and are HS/HW/ID (AutoTech, Cisco, CIS, CDM, CDA, Electrical, ProStart, IMP, Masonry Oracle Database, Oracle Java, Plumbing, TAM).

Strategy	Activities	Benchmarks
<p>Strategy 1: Strengthen industry partnerships</p>	<ul style="list-style-type: none"> Partner with local industries to provide training and certification opportunities. Establish advisory committees with industry representatives to ensure curriculum relevance. Increase marketing for CTE programs to middle school students to raise awareness and interest in CTE programs. 	<ul style="list-style-type: none"> A 10% increase in pathway enrollment by the SY2024-25. At least 50% of indicated CTE programs have active program advisory committees by February 1, 2025. By the end of the 2024-25 school year, a comprehensive toolkit of marketing materials will be developed and ready for distribution to all relevant stakeholder groups.
<p>Strategy 2: Phase out pathways that are not in alignment with HS/HW/ID, or missing an Industry Recognized Credential</p>	<ul style="list-style-type: none"> Identify all low-performing and under-enrolled programs and evaluate them for possible closure. Develop a list of proposed IRCs for programs that do not have an IRC. Review and analyze the current approved IRC list in order to investigate new pathway options. 	<ul style="list-style-type: none"> By January 30, 2025, completed a list of programs slated for closure, along with detailed phase-out plans. By September 30, 2025, we will submit a comprehensive list of proposed new IRCs to MSDE, ensuring each proposal aligns with the latest educational standards and meets the needs of our target student population. Completed list of new programs for proposal development by July 2025.

PRIORITY 2: <CTE Staffing Realignment>

S.M.A.R.T.I.E. Goal By the end of SY 2025, all CTE pathways that meet the HS/HW/ID criteria and offer an approved IRC will receive funding for required FTEs to support these programs (AutoTech, Cisco, CIS, CDM, CDA, Electrical, ProStart, IMP, Masonry Oracle Database, Oracle Java, Plumbing, TAM).

Strategy	Activities	Benchmarks
Strategy 1: Allocate FTE resources to programs meeting HS/HW/ID and IRC criteria	<ul style="list-style-type: none"> ● Identify all current qualifying pathways for FTE support. ● Develop a secondary list of programs that have pending requests for IRCs. ● Notify schools of the status of each of their programs, and proposed FTE support. 	<ul style="list-style-type: none"> ● List of programs that meet the criteria, and those that have pending requests for IRCs by August 30, 2024. ● Official notifications to schools of potential/pending closures by February SY 2024-25. ● Completed FTE allocations for SY26 budget by May 2025.
Strategy 2: Work with Human Resources to recruit and retain highly qualified instructors in qualifying programs	<ul style="list-style-type: none"> ● Schedule regular meetings with the Teacher Recruitment and Retention Office to align recruitment strategies. ● Develop a shared database to track potential candidates and recruitment efforts. ● Create joint recruitment campaigns targeting both local and national job markets. 	<ul style="list-style-type: none"> ● Established bi-monthly meeting schedule with the Recruitment Office by January 30, 2025. ● Launched the shared candidate tracking database by the start of the 2025-2026 school year. ● Increased the number of qualified CTE teacher hires by 10% within the first year.

FUNDING NOTES

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

- Source 1:** Perkins V Funds
- Source 2:** State CTE Grants
- Source 3:** Local Industry Partner Donations
- Source 4:** Local Funds

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1:** Engage stakeholders regularly to ensure the alignment of CTE programs with local labor market needs.
- Note 2:** Monitor and evaluate the effectiveness of implemented strategies and adjust as necessary.
- Note 3:** Promote equity and access in all CTE initiatives to ensure diverse student participation and success.

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 ENROLLMENT AND RETENTION OF STUDENTS WITH DISABILITIES>

S.M.A.R.T.I.E. Goal: < Increase the enrollment and retention of Students with Disabilities in CTE programs by 10% by the end of 2025 through targeted recruitment and tailored support services.>

Strategy	Activities	Benchmarks
Strategy 1: Targeted Recruitment and Outreach	<ul style="list-style-type: none"> • Develop partnerships with local organizations that support individuals with disabilities to identify potential student supports. • Conduct information sessions for students with disabilities and their parents to explain the benefits and opportunities within CTE programs. • Create marketing materials highlighting success stories of students with disabilities in CTE. 	<ul style="list-style-type: none"> • Identified at least three local organizations that support individuals with disabilities and established contact to arrange potential partnerships by the end of SY2024-25. • Conducted at least four information sessions annually. • Distributed marketing materials to all middle and high schools by the end of SY2024-25.

Strategy	Activities	Benchmarks
Strategy 2: Tailored Support Services	<ul style="list-style-type: none"> • Provide specialized training for CTE teachers on accommodating and supporting students with disabilities. • Implement individualized education plans (IEPs) that include CTE goals and supports. 	<ul style="list-style-type: none"> • Conducted quarterly professional development sessions for CTE teachers. • Ensured all students with disabilities have updated IEPs that include CTE goals by the end of SY2024-25.

PERSISTENCE PRIORITY: <Improve Academic Proficiency in Reading/Language Arts and Mathematics >

S.M.A.R.T.I.E. Goal: <Improve academic proficiency in Reading/Language Arts and Mathematics by 5% as measured by the MCAP test.

Strategy	Activities	Benchmarks
Strategy 1: Integrate academic and CTE Curriculum	<ul style="list-style-type: none"> • In collaboration with the RELA and Math Department, content teachers will unpack and analyze curriculum standards to ensure alignment with content standards. • In collaboration with the RELA and Math Departments, content teachers will enrich the curriculum to support Reasoning instruction better. 	<ul style="list-style-type: none"> • Administered a Quarter 1, Quarter 2 and Quarter 3 benchmark exams in Algebra and English 10. • Conducted learning walks for at least three programs to evaluate the integration of core academic standards and instructional strategies by May 2025. • Participated in quarterly STAT Day with the AREA Office to review PDA cycle outcomes and next steps.
Strategy 2: Targeted Academic interventions	<ul style="list-style-type: none"> • In collaboration with Carnegie Learning, highly qualified, certified math tutors will provide students with virtual, 1-on-1, On-Demand, or Drop-In tutoring. • In collaboration with the Math, RELA and ELD Department, teachers will receive professional development on the 7 Key ELD Strategies. • Using relevant data points, teachers of math and RELA will complete a quarterly data-driven “Plan Do Study Act” (PDSA) cycle to identify areas of instruction deficits in Benchmark data. 	<ul style="list-style-type: none"> • Quarterly “STAT Day” held to review math and RELA PDSA and Benchmark data. • Math/RELA/ELD department professional development completed by May 2025. • Reviewed monthly student participation data for Carnegie Learning tutoring program.

FUNDING NOTES

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

- Source 1:** Perkins V Funds
- Source 2:** State CTE Grants

- Source 3:** Local Industry Partner Donations
- Source 4:** Local Funds

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1:** Engage stakeholders regularly to ensure the alignment of CTE programs with local labor market needs.
- Note 2:** Monitor and evaluate the effectiveness of implemented strategies and adjust as necessary.
- Note 3:** Promote equity and access in all CTE initiatives to ensure diverse student participation and success.

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: <Improving Academic Proficiency in Mathematics>

S.M.A.R.T.I.E. Goal: <Increase the percentage of English Language Learners and SPED CTE concentrators achieving proficiency in mathematics by 5% by the end of 2025 through targeted interventions and enhanced instructional practices.>

Strategy	Activities	Benchmarks
<p>Strategy 1: Targeted Math Intervention Programs</p>	<ul style="list-style-type: none"> • In collaboration with the Math Departments, content teachers will enrich curriculum to better support Reasoning instruction. • In collaboration with the Math and ELD Departments, teachers will receive professional development on the 7 Key ELD Strategies. • In collaboration with Carnegie Learning, highly qualified, certified math tutors will provide students with virtual, 1-on-1, On-Demand, or Drop-In tutoring. • Four High Schools offering CTE programs (Crossland, DuVal, Parkdale and Douglass) partner with the University of Maryland’s Network Improvement Community (NIC) on developing aims and change ideas for conducting rapid cycle testing (PDSA) to solve problems of practice in mathematics. 	<ul style="list-style-type: none"> • Quarterly “STAT Day” to review math and RELA PDSA and Benchmark data. • Math/RELA/ELD department professional development completed by May 2025. • Reviewed monthly student participation data for Carnegie Learning tutoring program. • Completed quarterly convenings with UMD faculty within the NIC by June 2025.
<p>Strategy 2: Utilize Data-Driven Instruction</p>	<ul style="list-style-type: none"> • Review assessment data to identify those needing additional math support. • Use assessment data to tailor instruction and interventions in CTE where appropriate. • Monitor student progress and adjust instructional strategies as needed. 	<ul style="list-style-type: none"> • Reviewed district math assessment data by September 30, 2024. • Conducted quarterly data review meetings. • Achieved a 3% increase in math proficiency by the end of SY2025.

PRIORITY 2: <ENHANCING POST-PROGRAM PLACEMENT RATES (INDICATOR 3S1)>

S.M.A.R.T.I.E. Goal: <Increase the percentage of CTE concentrators meeting state-recognized CTE standards by 10% by the end of 2025 through enhanced training and credentialing programs.>

Strategy	Activities	Benchmarks
<p>Strategy 1: Expand Access to Industry-Recognized Credentials</p>	<ul style="list-style-type: none"> ● Offer additional certification programs aligned with industry standards. ● Provide financial support for students to take certification exams. ● Enhance hands-on training opportunities and establish partnerships with local industries. This includes a comprehensive review of current programs and identifying potential areas for Industry-Recognized Credential (IRC) integration. ● Submit proposals for new IRCs for programs that currently do not offer one. 	<ul style="list-style-type: none"> ● Submitted new program proposals based on new IRCs by July 2025. ● Provided financial support for 100% of CTE students to take certification exams annually. ● Achieved a 10% increase in certification attainment by the end of SY2025.
<p>Strategy 2: Enhance Teacher Training</p>	<ul style="list-style-type: none"> ● Offer professional development for teachers on the latest industry standards and certification requirements. ● Provide opportunities for teachers to earn industry-recognized credentials. 	<ul style="list-style-type: none"> ● Conducted semi-annual professional development sessions for CTE teachers. ● Increased the number of CTE teachers who hold industry-recognized credentials by 10% by the end of SY2025.

FUNDING NOTES

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

- Source 1:** Perkins V Funds
- Source 2:** State CTE Grants
- Source 3:** Local Industry Partner Donations
- Source 4:** Local Funds

ADDITIONAL NOTES FOR THIS COMPONENT

- Note 1:** Engage stakeholders regularly to ensure the alignment of CTE programs with local labor market needs.
- Note 2:** Monitor and evaluate the effectiveness of implemented strategies and adjust as necessary.
- Note 3:** Promote equity and access in all CTE initiatives to ensure diverse student participation and success.

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: <PARTNERING WITH THE TEACHER RECRUITMENT AND RETENTION OFFICE>

S.M.A.R.T.I.E. Goal: <Strengthen collaboration with the Teacher Recruitment and Retention Office to increase the hiring of qualified CTE teachers by 10% by the end of 2025.>

Strategy	Activities	Benchmarks
Strategy 1: Enhanced Collaboration and Communication	<ul style="list-style-type: none"> Schedule regular meetings with the Teacher Recruitment and Retention Office to align recruitment strategies. Develop a shared database to track potential candidates and recruitment efforts. Create joint recruitment campaigns targeting both local and national job markets. 	<ul style="list-style-type: none"> Established a bi-monthly meeting schedule with the Recruitment Office by January 30, 2025. Launched the shared candidate tracking database by the start of the 2024-2025 school year. Increased the number of qualified CTE teacher hires by 10% within the first year.
Strategy 2: Targeted Recruitment Campaigns	<ul style="list-style-type: none"> Partner with universities and colleges to create a pipeline of future CTE teachers. Attend job fairs and career expos to recruit candidates with relevant industry experience. Utilize online job platforms to advertise open positions and attract a diverse pool of applicants. 	<ul style="list-style-type: none"> Established partnerships with at least five universities by the end of SY 2025. Participated in at least six job fairs annually. Increased online job postings by 25% within the first year.

PRIORITY 2: <INCREASING RECRUITMENT OF CERTIFIABLE INDUSTRY PROFESSIONALS>

S.M.A.R.T.I.E. Goal: <Enhance recruitment efforts to attract industry professionals and increase their certification by 10% by the end of 2025.>

Strategy	Activities	Benchmarks
Strategy 1: Develop Pathways for Industry Professionals	<ul style="list-style-type: none"> Collaborate with alternative certification programs to streamline the transition from industry to teaching. Through our HR partners, offer industry professionals access to opportunities to obtain teaching certifications at low/no cost tuition reimbursement opportunities. Offer workshops and seminars on the certification process and benefits of teaching. 	<ul style="list-style-type: none"> Provided information packets and information sessions about opportunities for industry professionals to earn a teaching certification by May 2025. Conducted biannual workshops on certification processes.
Strategy 2: Support and Mentorship Programs	<ul style="list-style-type: none"> Offer ongoing professional development tailored to the needs of industry professionals transitioning to teaching. Provide resources and support for new teachers to help them succeed in the classroom. 	<ul style="list-style-type: none"> Conducted bi-annual professional development sessions for industry professionals. Developed a resource center for new teachers by September 30.

FUNDING NOTES

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

- Source 1:** Perkins V Funds
- Source 2:** State CTE Grants
- Source 3:** Local Industry Partner Donations

ADDITIONAL NOTES FOR THIS COMPONENT

- Collaborate with local economic development agencies to identify industry needs.
- Engage with CTE teachers to ensure curriculum relevance and alignment with industry standards.
- Monitor and adjust strategies based on student performance data and industry feedback.

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%	88%
2S1: Academic Proficiency in Reading / Language Arts	52.30%	47.07%	44%
2S2: Academic Proficiency in Mathematics	48.00%	43.2%	17%
2S3: Academic Proficiency in Science	-	-	9%
3S1: Post-Secondary Placement	76.50%	68.85%	71%
4S1: Non-traditional Program Concentration	28.72%	25.85%	39%
5S1: Program Quality Attained Recognized Credential	78.41%	70.57%	0%
5S4: Program Quality: Other (TSA Attainment)	78.41%	70.57%	0%

MISSED INDICATOR 1: <IMPROVING ACADEMIC PROFICIENCY IN READING/LANGUAGE ARTS AND MATHEMATICS>

S.M.A.R.T.I.E. Goal: <Increase the academic proficiency of CTE students in Reading/Language Arts and Mathematics by 5% by the end of 2025 through integrated curriculum and targeted interventions.>

Strategy	Activities	Benchmarks
Strategy 1: Integrate academic and CTE Curriculum	<ul style="list-style-type: none"> In collaboration with the RELA and Math Department, content teachers will unpack and analyze curriculum standards to ensure alignment with content standards. In collaboration with the RELA and Math Departments, content teachers will enrich the curriculum to support Reasoning instruction better. 	<ul style="list-style-type: none"> Administered a Quarter 1, Quarter 2 and Quarter 3 benchmark exams in Algebra and English 10. Conducted learning walks for at least three programs to evaluate the integration of core academic standards and instructional strategies by May 2025. Participated in quarterly STAT Day with the AREA Office to review PDA cycle outcomes and next steps.

Strategy	Activities	Benchmarks
<p>Strategy 2: Targeted Academic interventions</p>	<ul style="list-style-type: none"> ● In collaboration with Carnegie Learning, highly qualified, certified math tutors will provide students with virtual, 1-on-1, On-Demand, or Drop-In tutoring. ● In collaboration with the Math, RELA and ELD Department, teachers will receive professional development on the 7 Key ELD Strategies. ● Using relevant data points, teachers of math and RELA will complete a quarterly data-driven “Plan Do Study Act” (PDSA) cycle to identify areas of instruction deficits in Benchmark data. 	<ul style="list-style-type: none"> ● Quarterly “STAT Day” held to review math and RELA PDSA and Benchmark data. ● Math/RELA/ELD department professional development completed by May 2025. ● Reviewed monthly student participation data for Carnegie Learning tutoring program.

MISSED INDICATOR 2: <INDUSTRY RELEVANT CURRICULUM AND SKILLS>

S.M.A.R.T.I.E. Goal: <Increase Industry-Recognized Credential (IRC) attainment by 10% by the end of 2025 through enhanced industry partnerships and expanded training opportunities.>

Strategy	Activities	Benchmarks
<p>Strategy 1: Strengthen industry partnerships</p>	<ul style="list-style-type: none"> ● Partner with local industries and associations to provide ongoing training and certification opportunities for CTE teachers to stay current on industry innovations and changes to standards in alignment with IRCs. ● Establish advisory committees with industry representatives to ensure curriculum relevance and alignment to IRCs. ● Organize industry visits and guest lectures in CTE pathways around current trends and innovations to expose students to real-world applications of content knowledge, skills and competencies. 	<ul style="list-style-type: none"> ● A 10% increase in the number of industry partnerships by the end of SY2025. ● At least 50% of CTE programs have active industry advisory committees by February 2025. ● Conducted a county-wide industry exploration career day by May 2025.
<p>Strategy 2: Expand training opportunities</p>	<ul style="list-style-type: none"> ● Review current curriculum to assess alignment to IRCs. ● Provide professional development opportunities for teachers to stay current with industry advancements. ● Research and evaluate opportunities for expanding access to augmented and virtual reality technologies for teacher training purposes. 	<ul style="list-style-type: none"> ● Completed curriculum review by December 2024. ● Funding for workshops, conferences, and training approved by July 2024. ● Developed list of technology offerings (for teacher PD training) for review by February 2025.

Component F: Budget

INSTRUCTIONS

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

REQUIRED USES OF PERKINS FUNDING

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

EXAMPLES OF BUDGET ITEM EXPENDITURES

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

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

BUDGET ALLOCATION TABLE

Total Formula Award: **\$1,797,050.00**

	Salaries / Wages	Contract Services	Equipment	Supplies and Materials	Other
1	\$411.00	\$23,850.00	\$0.00	\$601,405.00	\$230,643.00
2	\$10,000.00	\$57,672.00	\$0.00	\$0.00	\$0.00
3	\$68,237.00	\$158,640.00	\$0.00	\$5,000.00	\$145,721.00
4	\$0.00	\$5,350.00	\$0.00	\$0.00	\$0.00
5	\$20,018.00	\$47,450.00	\$31,600.00	\$4,855.00	\$60,664.00
6	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7	\$0.00	\$0.00	\$213,537.00	\$34,330.00	\$30,725.00
8	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9	\$0.00	\$15,000.00	\$0.00	\$0.00	\$0.00
Total	\$98,666.00	\$301,962.00	\$245,137.00	\$645,590.00	\$467,753.00

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 #		Amended Budget #		Request Date	
Grant Name	Carl D. Perkins V	Recipient Grant Name	Schools		
MSDE Grant #		Recipient Grant #			
Revenue Source	Federal	Name	Schools		
Fund Source Code	5	Grant Period	7/1/2024	6/30/2025	
			From	To	

CATEGORY/PROGRAM	BUDGET OBJECT							BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS		
201 Administration								
Prog. 21 General Support								0.00
Prog. 22 Business Support						31,942.00		31,942.00
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.	98,666.00	307,962.00	645,590.00	467,753.00	245,137.00			1,765,108.00
Prog. 04 Gifted & Talented Prog.								0.00
Prog. 07 Non Public Transfers								0.00
Prog. 08 School Library Media								0.00
Prog. 09 Instruction Staff Dev.								0.00
Prog. 10 Guidance Services								0.00
Prog. 11 Psychological Services								0.00
Prog. 12 Adult Education								0.00
206 Special Education								
Prog. 04 Public Sch Instr. Prog.								0.00
Prog. 09 Instruction Staff Dev.								0.00
Prog. 15 Office of the Principal								0.00
Prog. 16 Inst. Admin. & Supv.								0.00
207 Student Personnel Serv.								0.00
208 Student Health Services								0.00
209 Student Transportation								0.00
210 Plant Operation								
Prog. 30 Warehousing & Distr.								0.00
Prog. 31 Operating Services								0.00
211 Plant Maintenance								0.00
212 Fixed Charges								0.00
214 Community Services								0.00
215 Capital Outlay								
Prog. 34 Land & Improvements								0.00
Prog. 35 Building & Additions								0.00
Prog. 36 Remodeling								0.00
Total Expenditures By Object	98,666.00	307,962.00	645,590.00	467,753.00	245,137.00	31,942.00		1,797,050.00

1,797,050.00

Finance Official Approval:	Lisa Howell, Chief Financial Officer	<i>Lisa Howell</i>	7/24/2024	301-952-6099
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval:	Millard House II	<i>Millard House II</i>	7/29/2024	
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval:	Richard Kincaid	<i>R Kincaid</i>	July 29, 2024	410-767-0426
	Name	Signature	Date	Telephone #

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		\$1,797,050
Total Perkins Proposed Budget From Plans of Action		\$1,765,108
Allowable Indirect Cost Calculation		
Plans of Action Equipment Purchases (subtracted from Total Grant Award)	(-)	\$245,137
Subtotal	(=)	\$1,551,913
Multiply by Restricted Local Indirect Cost Rate Factor*	(x)	\$ 0.0335
Subtotal	(=)	\$51,989
Divide by Indirect Cost Adjustment	/(1+Rate)	\$ 1.0335
Allowable Indirect Cost Amount	(=)	\$50,304
Administrative Cost Calculation		
Actual Indirect Cost Amount Taken (cannot exceed row 10)		\$31,942
Administrative (Direct) Cost Taken	(+)	\$0
Total (Indirect/Direct) Administrative Cost Taken	(=)	\$31,942
Total Budget Amount (Rows 3+14 must equal row 2 amount)		\$1,797,050
Maintenance of Effort Local/State		
		FY 2023 Reported Expenditures
		\$23,503,705
		FY 2025 Estimated Expenditures
		\$23,503,706

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