



Maryland

STATE DEPARTMENT OF EDUCATION

Career and Technical Education: Local Perkins Application Talbot 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

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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 Talbot County Public Schools



Sharon Pepukayi (Jul 17, 2024 10:54 EDT)

 Dr. Sharon Pepukayi
 Superintendent of Schools

Jul 17, 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 17, 2024

 Date

Recipient Assurances

INSTRUCTIONS

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

RECIPIENT ASSURANCES

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

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

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

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

<i>Sharon Pepukayi</i> <small>Sharon Pepukayi (Jul 17, 2024 10:54 EDT)</small>	Jul 17, 2024
Superintendent of Schools or Community College President	Date

Certification for Debarment, Suspension, Ineligibility, and Voluntary Exclusion

INSTRUCTIONS

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

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

INSTRUCTIONS FOR CERTIFICATION

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

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

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

CERTIFICATION

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

<u>Sharon Pepukayi</u> <small>Sharon Pepukayi (Jul 17, 2024 10:51 EDT)</small>	Jul 17, 2024
Superintendent of Schools or Community College President	Date

General Education Provisions Act (GEPA) Notice

PURPOSE

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

TO WHOM DOES THIS PROVISION APPLY?

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

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

WHAT DOES THIS PROVISION REQUIRE?

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

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

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

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


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

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

Local Perkins Application Certificate of Compliance

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

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

 <small>Sharon Pepukayi (Jul 17, 2024 10:24 EDT)</small>	Jul 17, 2024
Superintendent of Schools or Community College President	Date

Component A: Labor Market Alignment

OVERVIEW

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

INSTRUCTIONS

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

PRIORITY 1: Prioritizing alignment of POS to IRCs approved by the GWDB CTE Committee

S.M.A.R.T.I.E. Goal: By the end of the 2025 fiscal year, TCPS will increase the frequency and depth of data analysis of workforce data to ensure alignment with Career and Technical Education (CTE) programs. This will be achieved by enhancing data analysis processes, providing training to staff members, and integrating feedback from stakeholders. Progress will be measured quarterly, with the aim of achieving a 50% increase in data analysis frequency and depth by the end of the fiscal year.

Strategy	Activities	Benchmarks
<p>Strategy 1</p> <p>Enhance Data Analysis with Collaboration from Stakeholders</p>	<ul style="list-style-type: none"> ● Receive data from MSDE quarterly ● Receive Lightcast data from Chesapeake College/WIB ● Receive training on Light Cast data interpretation ● Analyze data in teams with both CTE staff and stakeholders (WIB, Chesapeake College, Etc.) ● Embed data analysis into CTE programming and instructional needs 	<ul style="list-style-type: none"> ● 100% of the data will be shared with stakeholders by the end of year 1.

Strategy	Activities	Benchmarks
<p>Strategy 2</p> <p>Improve Communication and Feedback Systems with Stakeholders</p>	<ul style="list-style-type: none"> ● Review and revise if needed the TCPS process for PAC meetings/data collection ● Collaborate with the Upper Shore LEAs to align PAC processes 	<ul style="list-style-type: none"> ● 100% of TCPS CTE POS will have PAC meetings and minutes documented (2 meetings completed by the end of each year)

PRIORITY 2: Increase IRC Opportunities

S.M.A.R.T.I.E. Goal: Increase the number of students with disabilities who earn an Industry recognized Credential by 15% by the end of 2025-2026, by increasing the number of IRC available, aligning TCPS Program of Studies with Industry Recognized Credentials approved by the GWDB CTE Committee and aligned to local, regional and state labor market data, enhancing the relevance and effectiveness of our educational programs in preparing students for successful careers in their chosen fields.

Strategy	Activities	Benchmarks
<p>Strategy 1</p> <p>Align POSs to IRCs approved by the GWDB CTE Committee and labor market.</p>	<ul style="list-style-type: none"> ● Analyze program enrollments, IRC availability, and IRC attainment data on a semester basis ● Meet with CTE staff and stakeholders for feedback on POS to better inform updates to the local POS based on state-approved POS (once state framework is approved) ● Determine needs to either support existing teachers in updating certifications in new fields, hire new CTE teachers with required skills, and explore other hiring options as needed ● Develop or update CTE curriculum to align with the competencies and skills required for the chosen industry-recognized credential 	<ul style="list-style-type: none"> ● 100% of TCPS POSs will align with Industry Recognized Credentials by the end of the 2025-2026 school year ● 100% of teachers, career counselors and school counselors will be aware of certification needs for students/programs to be fully certified by the end of the 2024-2025 school year.

Strategy	Activities	Benchmarks
<p>Strategy 2</p> <p>Sunset programs that are no longer preparing students or high-skill, high-wage, in-demand careers or do not have Industry Recognized Credentials</p>	<ul style="list-style-type: none"> ● Review state regulations and district policies to identify barriers to sunseting programs ● Explore alternative educational options for students currently enrolled that will allow them to transition to other programs. ● Analyze program enrollments, standards, postsecondary pathways, and employers to assess whether sunseting is warranted. ● Determine checkpoints, timelines and responsibilities of stakeholders for sunseting a program including internal and external communication plans. ● Track the impact of program changes on student participation, concentrator and completion rates 	<ul style="list-style-type: none"> ● 100% of TCPS POSs will align to high skill, high-wage in-demand careers by the end of 2025-2026 school year. ● 100% of TCPS POS will have an approved IRC or Apprenticeship Opportunity by the end of the 2025-2026 school year.
<p>Strategy 3</p> <p>Collaborate with Special Education Staff to Provide Supports for SWD</p>	<ul style="list-style-type: none"> ● Collaborate with Special Education Leadership to develop professional learning opportunities for both CTE and Special Education teachers to best support students in obtaining IRC requirements. ● Organize data dives with CTE staff to analyze local data prior to IRC assessments to determine student areas of growth 	<ul style="list-style-type: none"> ● SWD will improve IRC attainment by 10% after by the end of the 2024-2025 school year.

FUNDING NOTES

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

- TCPS/WIB budget to support Career Counselors - TCPS will need to collaborate with WIB and Chesapeake College Staff to be trained in Lightcast.

ADDITIONAL NOTES FOR THIS COMPONENT

- Although this component does not require Perkins V funds, it is a necessary component for strengthening other priorities

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 Participation of MLL Students

S.M.A.R.T.I.E. Goal: TCPS will increase the participation rate for Multi-Language Learners in CTE programs by 15% over the next two years by increasing student awareness and access to institutional supports as measured . (Current participation 64%)

Strategy	Activities	Benchmarks
<p>Strategy 1</p> <p>Enhance Career Counseling Program</p>	<ul style="list-style-type: none"> ● Increase career counseling staff ● Develop bi-weekly career counseling team meetings to align county wide objectives, goals and strategies ● TCPS will develop a middle school career exploration program through Pathful to begin exposing students to career opportunities at an earlier age, to better develop 5-year plans. 	<ul style="list-style-type: none"> ● 100% of TCPS students in grades 6-12 will have individualized career counseling ● 100% of TCPS middle school students will take a section of career exploration course over the next two years.

Strategy	Activities	Benchmarks
<p>Strategy 2 Develop a Collaborative System with Student Services and Administration</p>	<ul style="list-style-type: none"> • Develop intentional scheduling practices with school counselors and career counselors • Offer professional development opportunities for career counselors, school counselors, administrators and CTE teachers to collaborate, understand program requirements, and analyze student data and interests • Create data collection system to track student progress and interest in pathways 	<ul style="list-style-type: none"> • 100% of TCPS students in grades 6-12 will have individual career plans by the end of 2026. • Student surveys will indicate that 75% of students in grades 10-12 have identified a career plan. • Career counseling will be monitored quarterly for review with the CTE, administration, career counseling team
<p>Strategy 3 Enhance Awareness of Institutional Supports</p>	<ul style="list-style-type: none"> • Develop multilingual informational materials about CTE POS that can be distributed amongst ELL staff • Host informational sessions for MLL students and families with appropriate school and community supports 	<ul style="list-style-type: none"> • 100% availability of CTE program materials in multiple languages by the end of the first six months.

PERSISTENCE PRIORITY: Increase Persistence of Historically Underrepresented Populations

S.M.A.R.T.I.E. Goal: TCPS will increase the retention rate of multilingual, Black, and economically disadvantaged students in CTE programs by 20% by June 2026, through targeted support services, curriculum enhancements, professional development for educators, and individualized career counseling.

Strategy	Activities	Benchmarks
<p>Strategy 1 Provide Targeted Supports to At Risk Groups</p>	<ul style="list-style-type: none"> ● Provide mentoring and advising opportunities to students identified by school administration and counselors as at risk through the MTSS process ● Provide opportunities for family engagement 	<ul style="list-style-type: none"> ● Collect and analyze retention data quarterly to assess progress.
<p>Strategy 2 Enhance Curriculum and Instruction</p>	<ul style="list-style-type: none"> ● Update equipment and materials as necessary to engage students in enrolling in CTE programs ● Provide ongoing professional learning opportunities to teachers to enhance teaching strategies, making CTE programs attractive to students and families. 	<ul style="list-style-type: none"> ● Collect feedback from educators on the effectiveness of professional development and support services.
<p>Strategy 3 Foster Career Readiness Opportunities</p>	<ul style="list-style-type: none"> ● Offer career counseling services that help students explore different career paths, set goals, and develop plans to achieve them. ● Collaborate with the school to career coordinator to provide targeted outreach to underrepresented student populations ● Educate MLL staff on career counseling opportunities and career exploration resources ● Targeted career exploration experiences (field trips, presentations) 	<ul style="list-style-type: none"> ● 100% of TCPS 8th grade students will identify a chosen career path prior to entering high school in 2026 ● 100% of TCPS MLL students in grades 6-8 will have access to small group, specialized services (career counseling sessions, field trips, presentations, etc.) with translated supports

FUNDING NOTES

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

- Local/WIB Funds for 2 Career Counselor Positions (current positions)
- Perkins - adding a 3rd career counselor position, enhancing curriculum and materials of instruction

ADDITIONAL NOTES FOR THIS COMPONENT

- TCPS will hire an additional career counseling position so that each school will have a full-time counselor to work with students. This will allow for more targeted supports to at risk students.
- TCPS will begin phase two of the career counseling plans, which involves using student interest and strength surveys to inform career exploration planning.

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: 2S2 Improve Math Performance for Hispanic and MLL students

S.M.A.R.T.I.E. Goal: TCPS will increase math performance by 10% for Hispanic and MLL students over the next two years, by providing targeted support, and individualized professional development to staff.

Strategy	Activities	Benchmarks
<p>Strategy 1 Collaborate with MLL supervisor to provide targeted supports</p>	<ul style="list-style-type: none"> ● The CTE and MLL supervisors will collaborate to provide coordinated professional learning opportunities where teachers can better align necessary supports to MLL students ● Explore scheduling options that provide MLL students support staff in CTE classes, particularly classes with math standards included (pre-engineering) ● Work with community partners such as the Chesapeake Multicultural Resource Center to connect MLL students with mentors and supports 	<ul style="list-style-type: none"> ● By 2025 MLL students will increase math performance by 10% in MCAP data.
<p>Strategy 2 Collaborate with Math Supervisors to provide target supports within CTE courses</p>	<ul style="list-style-type: none"> ● The CTE and math supervisors will collaborate to provide coordinated professional learning opportunities where teachers can better align necessary supports to align CTE and math standards. ● Provide opportunities for CTE teachers to analyze student performance data in math assessments. ● Identify math standards in need of improvement from county data analysis 	<ul style="list-style-type: none"> ● TCPS CTE teachers will participate in quarterly math data dives with support from the math supervisor ● A 15% improvement of in targeted math standards for MLL and Hispanic Students

PRIORITY 2: 4SI- Increase Non- Traditional Student Enrollment in CD and TT

S.M.A.R.T.I.E. Goal: TCPS will increase non-traditional student enrollment in Construction and Design and Transportation Technology by 10% in two years, by increasing student awareness and increasing work-based learning opportunities.

Strategy	Activities	Benchmarks
<p>Strategy 1 Increase Awareness</p>	<ul style="list-style-type: none"> ● Connect students with professionals in the community and through Pathful to explain employment opportunities - prioritizing females in the CD and TT industry ● Lunch Bunch Activities- prioritizing females in the CD and TT Industry as mentors ● Evaluate CTE marketing materials to determine if non-traditional students are captured 	<ul style="list-style-type: none"> ● TCPS will increase marketing materials by having scheduled quarterly campaigns ● TCPS will implement monthly lunch bunch groups ● Female participation in CD and TT will increase by 5% in year 1.
<p>Strategy 2 Provide Work-Based Learning Experiences</p>	<ul style="list-style-type: none"> ● Organize field trips targeting females in visiting job sites related to CD and TT ● Increase internship and apprenticeship placements in CD and TT to provide more opportunities to non-traditional students 	<ul style="list-style-type: none"> ● TCPS will increase CD and TT apprenticeship and internship placement opportunities by 15% in two years. ● TCPS will offer two field trip experiences targeting non-traditional students over two years.

FUNDING NOTES

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

- Local/WIB- Pathful Connect and Explore subscriptions
- Perkins- Pathful Junior, enhanced materials and equipment

ADDITIONAL NOTES FOR THIS COMPONENT

- These strategies will be included in the 2024-2025 TCPS Career Counseling Plan.

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 was 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: Offer targeted professional development to support CTE instructors

S.M.A.R.T.I.E. Goal: 100% of TCPS CTE teachers will be fully certified with necessary IRC and MSDE teaching credentials by the end of the 2026 school year, by increasing meaningful professional development opportunities and access to necessary coursework to obtain proper certifications.

Strategy	Activities	Benchmarks
<p>Strategy 1 Professional Development Opportunities</p>	<ul style="list-style-type: none"> ● Collaborate with neighboring counties to better support singleton teachers in obtaining IRCs and Credential requirements ● Provide opportunities for CTE staff to attend state and national conferences related to best practices in CTE (instruction, administration, student recruitment and retention) ● Provide local opportunities for individualized professional learning needs 	<ul style="list-style-type: none"> ● A 15% improvement in overall IRC student attainment by the end of the 2025-2026 school year ● 85% of TCPS Teachers will have the necessary IRC and MSDE certifications by the end of the 2024-2025 school year. ● A 20% increase in staff participation in state and national professional learning opportunities by the end of the 2024-2025 school year ● 100% of CTE staff will be engaged in professional learning connected to career counseling by the end of the 2024-2025 school year
<p>Strategy 2 Collaboration with Local colleges and universities</p>	<ul style="list-style-type: none"> ● TCPS will continue to collaborate with Chesapeake College and other colleges and universities on the eastern shore to develop partnerships that support CTE teachers in earning MSDE certification 	<ul style="list-style-type: none"> ● 10% increase of PAC participation for the Upper Shore Regional PAC program by the end of the 2024-2025 school year. ● 100% of conditionally certified staff will be connected with local colleges and university advisors to develop individualized plans for certification by the end of the 2024-2025 school year.

PRIORITY 2: Recruitment and Retainment of CTE Teachers

S.M.A.R.T.I.E. Goal: TCPS will maintain a fully staffed CTE department with highly qualified teachers over the next two years, by providing regional communities of practices and recruitment strategies.

Strategy	Activities	Benchmarks
<p>Strategy 1 Offer Communities of Practice Specially Targeting CTE Teacher and Program Needs</p>	<ul style="list-style-type: none"> ● Coordinate with the Upper Shore LEAs to develop communities of practices based on career clusters ● Develop system for sharing resources with neighboring LEA's (Schoology pages, google drive, etc.) ● Continue to host Upper Shore fall and spring PAC meetings, organized by career clusters for ongoing collaboration 	<ul style="list-style-type: none"> ● 100% of CTE teachers will be engaged with PAC and Upper Shore counterparts at least once a semester. ● 100% of CTE teachers will be retained over the next two years
<p>Strategy 2 Develop Recruitment Strategies Specific to CTE Program Needs</p>	<ul style="list-style-type: none"> ● TCPS will participate in regional non-traditional job fairs (industry and trade) to advertise CTE job opportunities. ● TCPS will create job opportunity marketing materials that include CTE programs and staff 	<ul style="list-style-type: none"> ● 100% of TCPS CTE Programs of Study will be taught by highly-qualified teachers by the end of 2024-2025. ● TCPS will create marketing materials highlighting CTE programs within 6 months.

FUNDING NOTES

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

- Local Funds- CTE Teacher Salaries
- Perkins- Professional learning opportunities, PAC meetings, additional career counselor

ADDITIONAL NOTES FOR THIS COMPONENT

- Due to negotiation requirements, TCPS is unable to offer signing bonuses or additional pay for CTE teachers

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 multifold:

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

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

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

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

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

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

INSTRUCTIONS

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

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

TABLE: STATE DETERMINED PERFORMANCE LEVELS AND ACTUAL LOCAL PERFORMANCE

Indicator	Performance Target	Performance Target (90%)	Actual Local Performance
1S1: Four- Year Graduation Rate	89.97%	80.97%	100%
2S1: Academic Proficiency in Reading / Language Arts	52.30%	47.07%	64%
2S2: Academic Proficiency in Mathematics	48.00%	43.2%	26%
2S3: Academic Proficiency in Science	-	-	50%
3S1: Post- Secondary Placement	76.50%	68.85%	16%
4S1: Non-traditional Program Concentration	28.72%	25.85%	80%
5S1: Program Quality Attained Recognized Credential	78.41%	70.57%	77%
5S4: Program Quality: Other (TSA Attainment)	78.41%	70.57%	83%

MISSED INDICATOR 1: 2S2: Academic Proficiency in Mathematics

S.M.A.R.T.I.E. Goal: TCPS will increase the number of CTE students who are College and Career Ready in Algebra by 15% over the next two years, by providing targeted supports and professional development opportunities for staff.

Strategy	Activities	Benchmarks
<p>Strategy 1</p> <p>Provide Targeted Math Supports to Secondary Students Identified as Being At Risk of not being CCR</p>	<ul style="list-style-type: none"> TCPS will identify students at risk of not being CCR in middle school At risk students will be provided with additional support (ex. tutoring services, additional career counseling services, mentoring, etc.) CTE students who do not meet CCR requirements in high school will be provided with opportunities for support within CTE POS 	<ul style="list-style-type: none"> 100% of non-CCR high school students will be provided additional supports within CTE POS within the next two years

Strategy	Activities	Benchmarks
<p>Strategy 2</p> <p>Provide Professional Development to CTE Teachers Specifically Related to Math Strategies</p>	<ul style="list-style-type: none"> • The CTE and secondary math supervisors will collaborate to determine best practices and strategies for supporting students in attaining CCR while enrolled in a CTE POS • Middle school CTE teachers will participate in data dives with math teachers to identify areas of need 	<ul style="list-style-type: none"> • Increase the number of students proficient in Algebra by 10% in year one. • Reduce the number of at-risk middle schoolers for math proficiency by 10% in year one.

MISSED INDICATOR 2: 4SI: Non-traditional Program Concentration

S.M.A.R.T.I.E. Goal: TCPS will increase the retention rate of non-traditional students in CTE programs by 10% by June 2026, through targeted support services, curriculum enhancements, and individualized career counseling.

Strategy	Activities	Benchmarks
<p>Strategy 1</p> <p>Strengthen Career Counseling Program</p>	<ul style="list-style-type: none"> • Strengthen career counseling program by adding staff. Additional staff will allow more individualized counseling, specifically targeting recruiting non-traditional students. • Create feedback mechanisms for students to provide feedback related to their CTE experiences • Create a referral process for individual career counseling sessions 	<ul style="list-style-type: none"> • By 2025 100% of TCPS Secondary schools will have a school-based career counselor • In the first year, TCPS will record 50 individualized career counseling referrals.
<p>Strategy 2</p> <p>Upgrade Materials of Instruction to Provide Curriculum Enhancements, Making Non-Traditional Programs More Appealing</p>	<ul style="list-style-type: none"> • Research possible materials and resources that could increase student interest in programs (ex. Virtual Reality in CNA) • Collaborate with LEAs with strong non-traditional enrollment 	<ul style="list-style-type: none"> • TCPS will increase overall non-traditional enrollment by 5% in year one.
<p>Strategy 3</p> <p>Develop Extracurricular Clubs and Organizations</p>	<ul style="list-style-type: none"> • Develop after school programs for generating interest of non-traditional students (ex. Girls in Trades) 	<ul style="list-style-type: none"> • By 2026 TCPS will have at least one after school program related to non-traditional students

Component F: Budget

INSTRUCTIONS

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

REQUIRED USES OF PERKINS FUNDING

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

EXAMPLES OF BUDGET ITEM EXPENDITURES

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

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

BUDGET ALLOCATION TABLE

Total Formula Award: \$250,000

Required Uses of Perkins Funds (See List for Details)	Salaries / Wages	Contract Services	Equipment	Supplies and Materials	Other
SMARTIE Goal 1 (Part A)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
SMARTIE Goal 2 (Part A) Perkins 5- Salaries/Wages Perkins 7- Contract Services And Supplies and Materials	\$6,000	\$1,000	\$0.00	\$5,000	\$0.00
SMARTIE Goal 3 (Part B) Perkins 8,3 and 9- Salaries and Wages Perkins 3- Supplies and Materials	\$130,000	\$0.00	\$0.00	\$1000	\$0.00
SMARTIE Goal 4 (Part B) Perkins 7- Supplies and Materials Perkins 5- Salaries and Wages	\$2,000	\$0.00	\$0.00	\$24,575	\$4,000
SMARTIE Goal 5 (Part C) Perkins 5- Salaries and Wages	\$2,000	\$0.00	\$0.00	\$0.00	\$0.00
SMARTIE Goal 6 (Part C) Perkins 5- Salaries and Wages Perkins 8- Contract services and Materials of Instruction	\$2,000	\$0.00	\$0.00	\$9,000	\$4,000

Required Uses of Perkins Funds (See List for Details)	Salaries / Wages	Contract Services	Equipment	Supplies and Materials	Other
SMARTIE Goal 7 (Part D) Perkins 5- Salaries and Wages, Contract Services and Other	\$1,000	\$4,000	\$0.00	\$0.00	\$7,000
SMARTIE Goal 8 (Part D) Perkins 6 and 5- Salaries and Wages Perkins 2- Supplies and Materials	\$6,000	\$0.00	\$0.00	\$1,000	\$0.00
SMARTIE Goal 9 (Part E) Perkins 9- Salaries and Wages	\$1,000	\$0.00	\$0.00	\$0.00	\$0.00
SMARTIE Goal 10 (Part E) Perkins 3- Salaries and wages, Contract Services and Other Perkins 7 and 4- Supplies and Materials	\$1,000	\$10,000	\$0.00	\$20,000	\$3,000
Total	\$151,000	\$15,000	\$0.00	\$60,575	\$18,000

Indirect Costs = 5,425

FINANCIAL COMPLIANCE WORKSHEET AND BUDGET FORM C-125

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

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

Original Grant Budget	\$250,000	Amended Budget #		Request Date	6/6/2024
Grant Name	CTE Perkins V	Recipient Grant Name	TCPS		
MSDE Grant #		Recipient Grant #			
Revenue Source	Federal	Recipient Agency Name	TCPS		
Fund Source Code		Grant Period	7/1/2024	6/30/2025	
			From	To	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIP- MENT	08 - TRANS- FERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						5,425.00	5,425.00
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.	151,000.00	15,000.00	60,575.00	18,000.00			244,575.00
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	151,000.00	15,000.00	60,575.00	18,000.00	0.00	5,425.00	250,000.00

Finance Official Approval:	Sarah Jones	<i>Sarah C. Jones, CPA</i>	Jul 17, 2024	
Supt./Agency Head Approval:	Sharon Pepukayi	<i>Sharon Pepukayi</i>	Jul 17, 2024	
MSDE Grant Manager Approval:	Richard Kincaid -MSDE-	<i>RK</i>	Jul 17, 2024	410-767-1904
	Name	Signature	Date	Telephone #
	Name	Signature	Date	Telephone #

Secondary Financial Compliance Worksheet Template

	A	B	C	D
1	Administrative (Indirect and Direct) Cost The total amount for Administrative Cost (Indirect and Direct) may not exceed 5% of the total Grant Award. The total amount of equipment purchased must be subtracted from the total grant award in order to determine the maximum amount allowable from which to calculate indirect cost.			
2	Total Grant Award			\$250,000
3	Total Perkins Proposed Budget From Plans of Action		\$244,575	
4	Allowable Indirect Cost Calculation			
5	Plans of Action Equipment Purchases (subtracted from Total Grant Award)	(-)		
6	Subtotal	(=)		\$250,000
7	Multiply by Restricted Local Indirect Cost Rate Factor*	(x)	\$ 0.0217	
8	Subtotal	(=)	\$5,425	
9	Divide by Indirect Cost Adjustment	/(1+Rate)	\$ 1.0217	
10	Allowable Indirect Cost Amount	(=)	\$5,310	
11	Administrative Cost Calculation			
12	Actual Indirect Cost Amount Taken (cannot exceed row 10)			
13	Administrative (Direct) Cost Taken	(+)	\$5,425	
14	Total (Indirect/Direct) Administrative Cost Taken	(=)		\$5,425
15	Total Budget Amount (Rows 3+14 must equal row 2 amount)			\$250,000
16				
17	Maintenance of Effort Local/State			
18	FY 2023 Reported Expenditures		\$967,856	
19	FY 2025 Estimated Expenditures		\$1,056,705	
20	*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

2024-07-17


Created:	2024-07-05
By:	Richard Kincaid -MSDE- (richard.kincaid@maryland.gov)
Status:	Signed
Transaction ID:	CBJCHBCAABAA-KNcZ0bwQiAbO-rU9cMiw1mKu6g0IPQo

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

-  Document created by Richard Kincaid -MSDE- (richard.kincaid@maryland.gov)
2024-07-05 - 7:23:15 PM GMT
-  Document emailed to Sarah Jones (sarah.jones@talbotschools.org) for signature
2024-07-05 - 7:26:20 PM GMT
-  New document URL requested by r Werner@talbotschools.org
2024-07-15 - 4:27:46 PM GMT
-  Document e-signed by Sarah Jones (sarah.jones@talbotschools.org)
Signature Date: 2024-07-17 - 2:18:52 PM GMT - Time Source: server
-  Document emailed to sharon.pepukayi@talbotschools.org for signature
2024-07-17 - 2:18:55 PM GMT
-  Email viewed by sharon.pepukayi@talbotschools.org
2024-07-17 - 2:53:20 PM GMT
-  Signer sharon.pepukayi@talbotschools.org entered name at signing as Sharon Pepukayi
2024-07-17 - 2:54:00 PM GMT
-  Document e-signed by Sharon Pepukayi (sharon.pepukayi@talbotschools.org)
Signature Date: 2024-07-17 - 2:54:02 PM GMT - Time Source: server
-  Document emailed to Richard Kincaid -MSDE- (richard.kincaid@maryland.gov) for signature
2024-07-17 - 2:54:05 PM GMT
-  Email viewed by Richard Kincaid -MSDE- (richard.kincaid@maryland.gov)
2024-07-17 - 3:06:35 PM GMT

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

Signature Date: 2024-07-17 - 3:06:50 PM GMT - Time Source: server

 Agreement completed.

2024-07-17 - 3:06:50 PM GMT