



**Maryland**  
STATE DEPARTMENT OF EDUCATION

# Career and Technical Education: Local Perkins Application Wicomico County

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

Office of College and Career Pathways

2024 - 2025

**MARYLAND STATE DEPARTMENT OF EDUCATION**

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## Local Application for Perkins Funding: Cover Page

MARYLAND STATE DEPARTMENT OF EDUCATION

OFFICE OF COLLEGE AND CAREER PATHWAY

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21<sup>ST</sup> CENTURY ACT

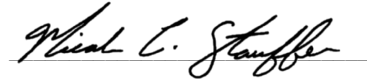
LOCAL APPLICATION FOR FEDERAL FORMULA FUNDS

<b>LEA Name</b>	<b>&lt;Name&gt;</b>
<b>Superintendent Information</b>	Dr. Micah Stauffer mstauffer@wcboe.org
<b>Individual Serving as Director of Career and Technical Education</b>	Mr. Bryan D. Ashby Supervisor of Career and Technical Programs  (410) 677-5144 bashby@wcboe.org
<b>Individual Authorized to Sign Finalized C-125 (Financial Officer)</b>	Mr. Jonathon Bailey Grants Accountant (410) 677-4400  jbailey@wcboe.org

### SIGNATURES

(This section will be completed via Adobe Sign (electronic signature) once the Local Application has been reviewed and approved by MSDE.)

#### On behalf of Wicomico County Public Schools



08/15/2024

Superintendent's Name  
Superintendent of Schools

Date

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



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

August 5, 2024

Date

## Recipient Assurances

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### INSTRUCTIONS

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

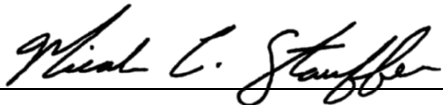
### RECIPIENT ASSURANCES

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

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

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

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



Superintendent of Schools or Community College President

08/15/2024

Date

# Certification for Debarment, Suspension, Ineligibility, and Voluntary Exclusion

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## INSTRUCTIONS

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

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

## INSTRUCTIONS FOR CERTIFICATION

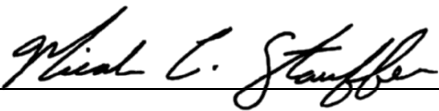
1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that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

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

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

#### CERTIFICATION

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



Superintendent of Schools or Community College President

08/15/2024

Date



## General Education Provisions Act (GEPA) Notice

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### 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

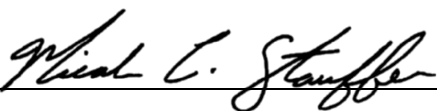
We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

## Local Perkins Application Certificate of Compliance

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



Superintendent of Schools or Community College President

08/15/2024

Date

## Component A: Labor Market Alignment

### OVERVIEW

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

### INSTRUCTIONS

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

### PRIORITY 1: Increase Apprenticeship Participation

**S.M.A.R.T.I.E. Goal:** Develop new strategies to engage employers and reimagine the Youth Apprenticeship program and WBL options for students. Increase the number of WBL/Apprenticeship placements by 10% over the next academic year (2024-25). Currently there are components of the WBL and Apprenticeship program that could be better understood to support students who desire these options as part of a CTE program.

Strategy	Activities	Benchmarks
<b>Increase the number of apprenticeship partners</b>	<ul style="list-style-type: none"> <li>Secure WCPS as an apprenticeship site and add additional apprenticeship sites within the regional area.</li> <li>Conduct two apprenticeship information sessions with local employers/business</li> <li>Hold two sessions with career coaches to coordinate efforts and to target non-CTE students in apprenticeship</li> </ul>	<ul style="list-style-type: none"> <li>A 10% increase in apprenticeship and WBL student placements will occur in the next one year.</li> <li>A fall and spring meeting will be held with stakeholders to increase communication and outreach to increase worksites by 15% for apprenticeship and WBL students.</li> </ul>

Strategy	Activities	Benchmarks
<p><b>Create a comprehensive marketing and awareness program for apprenticeship</b></p>	<ul style="list-style-type: none"> <li>• Work with the WBL teacher and the new WCPS College and Career Awareness Coordinator to review current WBL and Apprenticeship placements and add additional sites for students who desire this opportunity.</li> <li>• Develop a WBL program advisory committee to guide work to improve the messaging of WBL and apprenticeship options to students and employers.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 50% of counselors, career coaches, teachers, and students will participate in apprenticeship and WBL sessions to educate and inform of the benefits of WBL placements to students.</li> <li>• A 50% increase in advisory committee membership to guide WBL and apprenticeship placements.</li> </ul>

**PRIORITY 2: Increase Completion Rates for BMF POS**

**S.M.A.R.T.I.E. Goal:** Student participation in the BMF pathway must become a renewed focus in comprehensive high schools. Graduate, concentrator, and participation data will be reviewed with a comprehensive approach to include BMF teachers, school-based counselors, and CTE administration to find ways to increase student persistence in BMF pathway options, especially accounting programs. The persistence of BMF concentrators will increase by 10% over the next year.

Strategy	Activities	Benchmarks
<p><b>Educate and create awareness of student performance in BMF programs</b></p>	<ul style="list-style-type: none"> <li>• Host a fall professional development session for all BMF teachers to “take a deep dive” into participation and persistence data for 2023 BMF students enrolled in the program.</li> <li>• Redesign the PAC for BMF programs into a comprehensive county-wide group that can combine effort and energy to produce more effective outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 75% of BMF teachers will attend and evaluate the PD sessions.</li> <li>• Two PAC meetings will be held to inform stakeholders of BMF program data and to identify programmatic, scheduling, and institutional change to benefit students.</li> <li>• A 10% increase in student persistence rates will occur during the next year (2024-25) for students in accounting and marketing programs.</li> </ul>

Strategy	Activities	Benchmarks
<p><b>Provide supports to guidance counselors and administration in charge of scheduling to streamline BMF course offerings</b></p>	<ul style="list-style-type: none"> <li>• Hold a semester one guidance meeting to provide student scheduling data and discuss strategies to improve BMF course scheduling.</li> <li>• Have BMF teachers hold student informational sessions on the BMF course sequence and possible articulation/dual enrollment opportunities for students.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of students scheduled in BMF concentrator courses will increase by 10% for the 2025-26 school year.</li> <li>• A 20% increase in student enrollment will occur at WWCC and Salisbury University for students continuing their education in business transfer, accounting, and marketing degree programs.</li> </ul>

### FUNDING NOTES

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

- Local funds for meetings and any related professional development activities

### ADDITIONAL NOTES FOR THIS COMPONENT

- All meetings will be tentatively scheduled during summer 2024 using the WCPS master calendar and professional development schedules.
- There will be an ongoing and constant collaboration between the CTE Supervisor, New CTE/Career and College Awareness Coordinator, the WBL Lead Teacher, and CTE Instructors to make the improvements to programming noted above.

### 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

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### 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 Administrative Support for CTE Programming**

**S.M.A.R.T.I.E. Goal:** CTE administrative support will increase by 100% due to the addition of a new CTE/College and Career Awareness Coordinator will be hired on July 1, 2025. Currently WCPS has only a CTE Supervisor in place to oversee CTE programming and CTE teacher support. There will be an increased focus on increasing the participation of female students in both construction and transportation programs during the 2024-25 academic year.



Strategy	Activities	Benchm arks
<p><b>Increase CTE program understanding and support</b></p>	<ul style="list-style-type: none"> <li>• Implement a comprehensive system of CTE program supervision to support both new and veteran CTE staff.</li> <li>• Digitize all CTE program documents and update scope and sequence/resource documentation.</li> <li>• Review evening CTE programming options for students in the twilight education program.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase classroom/lab instructional walkthroughs by 50% to give ongoing instructor feedback during the 2024-25 school year.</li> <li>• 100% of CTE program documentation will be reviewed, and 100% of CTE scope and sequence documents will be digitized by the end of the 2024-2025 school year.</li> <li>• Increase female students in non-traditional programs by 5% over the next year in construction and transportation clusters.</li> <li>• Increase evening high school CTE course offerings by 20% during the 2024-25 school year to increase CTE pathway programs for students who attend alternative programming.</li> </ul>

**PERSISTENCE PRIORITY: Counselor Awareness of CTE Program ming**

**S.M.A.R.T.I.E. Goal:** School counselor awareness of CTE programming will increase by 50% in the 2024-25 school year by offering a professional development session for counselors hired in the last three years who have not previously attended CTE training. The focus of the professional development will be “The Importance of An Aligned Sequence of A Quality CTE Pathway Courses To Increase Student Persistence for All”.

Strategy	Activities	Benchm arks
<p><b>Inform Guidance Staff and Improve Efficiency in Course Offerings</b></p>	<ul style="list-style-type: none"> <li>• Hold a guidance counselor CTE Immersion Session and Tour for school-based counselors who have been hired since 2021.</li> <li>• Hold collaborative meetings beginning with the CTE and Guidance Supervisors to review each comprehensive school CTE based courses.</li> </ul>	<ul style="list-style-type: none"> <li>• During the next year, at least 50% of new counselors will attend this session and will benefit from seeing CTE students engaged prior to the information session provided by the CTE Supervisor and new CTE Coordinator for College and Career Readiness.</li> <li>• Increase students' persistence in CTE based courses in the comprehensive school sites by 10% over the next academic year.</li> </ul>

Strategy	Activities	Benchm arks
<p><b>Improve Online WCPS High School Course Catalog</b></p>	<ul style="list-style-type: none"> <li>Review with a small team of counselors and administrators all sections of the high school online course catalog to ensure accuracy of messaging and reduction of redundancy.</li> <li>Review and update all digital CTE program brochures and focus on a single template for consistency of marketing all programs.</li> </ul>	<ul style="list-style-type: none"> <li>100% of informational material in the high school course catalog will be reviewed and ready for final approval by December 1, 2024.</li> <li>100% of program Brochures will be reviewed and updated in multiple languages no later than February 1, 2025.</li> </ul>

**FUNDING NOTES**

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

- Perkins funds for FY25' will cover 50% of the new CTE/Career and College Awareness salary; the remaining cost will be covered by local WCPS funding.
- Local funds will cover the cost of all online and printed materials associated with program brochures and the WCPS high school course catalog.

**ADDITIONAL NOTES FOR THIS COMPONENT**

- The new CTE/College and Career Awareness Coordinator will work directly with B. Ashby in his office to collaborate and improve CTE support for current and future programming.

**PROMISING PRACTICES TO CONSIDER**

**Targeted Outreach and Recruitment:** Develop targeted outreach programs aimed at underrepresented and underserved student populations to increase awareness and interest in CTE opportunities. This can include personalized guidance sessions, CTE open houses, and showcasing success stories from diverse alumni who have benefited from CTE pathways.

**Enhanced Support Services:** Offer comprehensive support services tailored to the needs of students at risk of not persisting in their CTE program. This could include tutoring, mentoring, counseling, and financial assistance programs. Support services should also address barriers outside of academics, such as transportation or childcare for students who need it.

**Cultural Competency Training for Staff:** Provide cultural competency training for teachers, counselors, and administrators to ensure they are equipped to support a diverse student body. Training should focus on understanding the challenges faced by different student groups and developing strategies to engage and support all students effectively.

**Integration of Academic and CTE Curriculum:** Enhance the integration of academic and CTE curriculum to demonstrate the relevance of CTE to traditional academic subjects and vice versa. This

can help students see the value in their CTE courses as part of their overall education, leading to increased engagement and persistence.

**Flexible Scheduling and Credit Options:** Implement flexible scheduling and credit options to accommodate students who might face challenges in enrolling in CTE courses due to scheduling conflicts or other commitments. This might include offering CTE courses outside of traditional school hours, online course options, or dual credit opportunities that count towards both high school and post-secondary education.

**Peer Networks and Student Organizations:** Encourage participation in CTE student organizations and peer networks that provide community, leadership opportunities, and a sense of belonging. These organizations can help students build connections, develop soft skills, and increase their engagement with their CTE program.

**Community and Industry Engagement:** Leverage community and industry partnerships to provide students with real-world learning opportunities, mentorship, and insights into career pathways. These partnerships can enrich the CTE experience and increase student motivation and persistence by providing clear connections between their studies and potential future careers.

## Component C: Program Performance

### OVERVIEW

Maryland has established performance expectations for a set of accountability indicators specified in the federal Perkins V legislation. These indicators offer insights on the educational progress of students concentrating in CTE programming. Metrics include attaining academic proficiency in core subjects; high school graduation; post-program placement into advanced education, training, or employment; nontraditional program concentration, and the attainment of recognized postsecondary credentials and technical skills.

Your stakeholder team should have reviewed districtwide performance data when conducting your CLNA. It is important that your overall district performance meets or exceeds the state performance targets. A performance improvement plan must be developed for any indicator in which you failed to achieve 90% of the state performance target. You also should review disaggregated data for different student groups. Ideally, all students will achieve at similar levels regardless of their demographic characteristics, which include gender, race-ethnicity, and special population status.

### INSTRUCTIONS

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

#### PRIORITY 1: Increase Diversity in CTE Programs

**S.M.A.R.T.I.E. Goal:** Increase the persistence rate of female students by 10% in construction and transportation programs during the 2024-25 school year where enrollment has been traditionally low.

Strategy	Activities	Benchmarks
<b>Create New Video Marketing Material</b>	<ul style="list-style-type: none"> <li>Create a video series for women in the construction and transportation trades.</li> <li>Post video content on the WCPS website and in current social media platforms.</li> </ul>	<ul style="list-style-type: none"> <li>Increase female students in non-traditional programs by 5% over the next year in construction and transportation clusters.</li> <li>Appear in a minimum of three media outlets to promote female student participation in non-traditional CTE programs during the next school year.</li> </ul>

Strategy	Activities	Benchm arks
<p><b>Have non-traditional students serve as CTE Ambassadors</b></p>	<ul style="list-style-type: none"> <li>• Have non-traditional students as part of PAC teams, business round tables, and CTE presentations to “tell their story” of why they chose CTE and non-traditional fields.</li> <li>• Produce new marketing material with non-traditional students as the focus.</li> <li>• Hold two student roundtable advisory sessions with non-traditional students to have them express their ideas on CTE programming and what additional supports/measures are needed to increase non-traditional students.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase non-traditional enrollment in construction, manufacturing engineering technology, and transportation programs by 5% in the next academic year.</li> <li>• For the 2024-25 school year, invite 10 additional students to attend PAC meetings to engage with industry stakeholders to increase opportunities for non-traditional students in WBL and apprenticeship placements.</li> </ul>

**PRIORITY 2: Comprehensive and Ongoing Data Review**

**S.M.A.R.T.I.E. Goal:** Have 100% CTE teachers review their programs in a comprehensive framework to include PAC membership and participation, performance data, and to include disaggregated student group representation during the March 2025 PAC meetings. This will be conducted using a rubric in a “scorecard” approach

Strategy	Activities	Benchm arks
<p><b>Conduct Scorecard Analysis</b></p>	<ul style="list-style-type: none"> <li>• Conduct a CTE Scorecard informational session to inform each CTE instructor of program data to include disaggregated student group representations.</li> </ul>	<ul style="list-style-type: none"> <li>• An indicator of success will be for all CTE instructors in the 2024-25 school year to discuss “ CTE Scorecard” discussions in after school PLC sessions once in the fall and spring.</li> <li>• An indicator of success will be to gather feedback from instructors to better understand the perceptions of instructors after dissecting their programs data and student participation/persistence.</li> </ul>

**FUNDING NOTES**

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

- Local funds

### ADDITIONAL NOTES FOR THIS COMPONENT

- The “Score Card” activity has been utilized in the past and will “refreshed” to be an effective reflective tool for CTE teachers to better understand their individual program data
- Note 2
- Note 3

### PROMISING PRACTICES TO CONSIDER

**Data-Driven Instruction and Improvement:** Utilize data analytics to closely monitor student performance across the specified accountability indicators. This involves not just tracking overall performance but also disaggregating data by student demographics to identify and address disparities. Tailor instructional strategies and support services based on data insights to improve outcomes for all student groups.

**Professional Development for Educators:** Invest in ongoing professional development for CTE educators focused on evidence-based instructional strategies, culturally responsive teaching, and the integration of academic and technical skills. Training should also include the use of data to inform instruction and the identification of student needs for targeted interventions.

**Integrated Academic and Technical Curriculum:** Strengthen the integration of core academic content within CTE programs to support the attainment of academic proficiency. This could include project-based learning that applies academic concepts in real-world CTE contexts, enhancing relevance and understanding for students.

**Career Advising and Student Support Services:** Expand comprehensive career advising and support services to guide students in making informed decisions about their CTE pathways and future careers. This should include personalized learning plans, mentoring, tutoring, and access to resources for overcoming barriers to success.

**Work-Based Learning Opportunities:** Increase access to work-based learning experiences, such as internships, job shadowing, and apprenticeships. These opportunities can enhance students' technical skills, provide valuable industry insights, and improve post-program placement outcomes.

**Focus on Nontraditional and Special Populations:** Implement targeted strategies to encourage participation and success in CTE programs for students from nontraditional backgrounds and special populations. This may involve outreach efforts, support groups, and modifications to program delivery to ensure inclusivity and accessibility.

## Component D: Recruiting, Developing, and Retaining CTE Educators

### OVERVIEW

Offering high-quality CTE programs requires a skilled instructional workforce. Ideally, all members of your educational team, including secondary teachers, support staff, paraeducators, and guidance counselors, will have the knowledge and training necessary to realize positive student outcomes. You should strongly consider how your local school systems and community colleges work to support the recruitment, on-boarding/preparation, retention, and training/professional learning of CTE Teachers/Faculty.

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: Quality Professional Development

**S.M.A.R.T.I.E. Goal:** Provide individualized professional development plans to 100% of CTE teachers during the 2024–25 school year with the assistance of the new coordinator of CTE/Career and College Readiness to ensure that all CTE instructor is supported and grows professionally.

Strategy	Activities	Bench marks
<b>Personalized Professional Development</b>	<ul style="list-style-type: none"> <li>Personalized professional development will be instituted for the approved WCPS professional development schedule.</li> </ul>	<ul style="list-style-type: none"> <li>Up to 50% of the allowable PD time per the teachers' contract will focus on personalized supports during the 2024-25 academic year.</li> <li>The teachers will receive a rubric to evaluate the different personalized professional development sessions during the year and at least 75% of teachers will score the sessions and "effective" during the first year of implementation (2024-25).</li> </ul>

**PRIORITY 2: Simplified CTE Course Scheduling**

**S.M.A.R.T.I.E. Goal:** Work collaboratively with 100% of the comprehensive school principals and school counselor to examine school schedules prior to May 2025 to ensure all CTE teachers are supported in course assignments and that courses are equitably assigned.

Strategy	Activities	Benchmarks
<p><b>Examine CTE Course Scheduling</b></p>	<ul style="list-style-type: none"> <li>• Work collaboratively with school administrations to ensure equity in CTE scheduling in comprehensive high schools.</li> <li>• Review past student feedback and success in individual courses in computer science, BMF, and Advanced Technology courses</li> <li>• The above CTEPOS are being identified due to traditionally low completer rates and higher than average teacher turnover.</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease teacher turnover by 10% by being aware of matching course offerings to teacher strengths during the 2024-25 course scheduling calendar.</li> <li>• An indicator of success will be increasing by 20% of veteran teachers to support new teachers with a collaborative planning model during the 2024-25 academic year.</li> </ul>
<p><b>Matching Teacher Strengths to Student Course Requests</b></p>	<ul style="list-style-type: none"> <li>• Survey teachers prior to scheduling to ascertain their personal strengths and comfort levels with various completer courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase teacher engagement by 15% when reviewing qualitative evaluations when “listening” to their desires/preparation to teach certain courses during the Spring 2025 course scheduling process.</li> </ul>

**FUNDING NOTES**

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

- Local Funds
- Perkins

**ADDITIONAL NOTES FOR THIS COMPONENT**

- Note 1
- Note 2
- Note 3

**PROMISING PRACTICES TO CONSIDER**

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



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

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

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

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

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

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

## Component E: State Determined Performance Level Attainment

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### OVERVIEW

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

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

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

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

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

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

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

### INSTRUCTIONS

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

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

**TABLE: STATE DETERMINED PERFORMANCE LEVELS AND ACTUAL LOCAL PERFORMANCE**

Indicator	Performance Target	Performance Target (90%)	Actual Local Performance
1S1: Four-Year Graduation Rate	89.97%	80.97%	100%
2S1: Academic Proficiency in Reading / Language Arts	52.30%	47.07%	<b>46%</b>
2S2: Academic Proficiency in Mathematics	48.00%	43.2%	75%
2S3: Academic Proficiency in Science	-	-	31%
3S1: Post-Secondary Placement	76.50%	68.85%	82%
4S1: Non-traditional Program Concentration	28.72%	25.85%	29%
5S1: Program Quality Attained Recognized Credential	78.41%	70.57%	95%
5S4: Program Quality: Other (TSA Attainment)	78.41%	70.57%	96%

**MISSED INDICATOR 1: 2S1: Academic Proficiency in Reading/Language Arts**

**S.M.A.R.T.I.E. Goal:** Increase the academic proficiency for all CTE students taking the MCAP Assessment in Reading/Language Arts by 3% during the 2025 testing administration.

Strategy	Activities	Benchm arks
<p><b>Instructional Supports to Support MCAP Assessments</b></p>	<ul style="list-style-type: none"> <li>• Provide Read 3000 intervention services to improve literacy and reading comprehension.</li> <li>• Provide greater access to literacy specialist for students who need intervention services.</li> <li>• StudySunc was adopted for use in the high school grades 9-12.</li> <li>• Professional development is provided to secondary teachers in the science of reading.</li> <li>• All of the above activities are locally funded</li> </ul>	<ul style="list-style-type: none"> <li>• Increase MCAP proficiency score in Reading and Language Arts by 3% to meet the 90% threshold during the 2024-25 academic year.</li> </ul>

## Component F: Budget

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### INSTRUCTIONS

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

### REQUIRED USES OF PERKINS FUNDING

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

### EXAMPLES OF BUDGET ITEM EXPENDITURES

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

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

**BUDGET ALLOCATION TABLE**

**Total Formula Award: \$250,000.00**

Required Uses of Perkins Funds (See List for Details)	Salaries / Wages	Contract Services	Equipment	Supplies and Materials	Other
1	\$62464	\$0.00	\$0.00	\$0.00	\$0.00
2	\$0.00	\$34967	\$0.00	\$0.00	\$0.00
3	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	\$0.00	\$0.00	\$0.00	\$39991	\$0.00
5	\$0.00	\$3000	\$0.00	\$0.00	\$7800
6	\$52120	\$0.00	\$0.00	\$0.00	\$42778
7	\$0.00	\$0.00	\$0.00	\$0.00	\$6880
8	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$114584.00</b>	<b>\$37967.00</b>	<b>\$0.00</b>	<b>\$39991.00</b>	<b>\$57458.00</b>


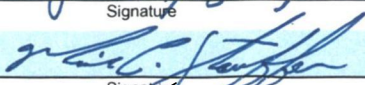

**FINANCIAL COMPLIANCE WORKSHEET AND BUDGET FORM C-125**

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

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

ORIGINAL GRANT BUDGET	\$250,000.00	AMENDED BUDGET #		REQUEST DATE	06/03/2024
GRANT NAME	Perkins Formula	GRANT RECIPIENT NAME	Wicomico County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	CPF5		
REVENUE SOURCE	Federal (84.048)	RECIPIENT AGENCY NAME	Wicomico County Public Schools		
FUND SOURCE CODE	5335	GRANT PERIOD	07/01/2024	TO	06/30/2025

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						6,880.00	6,880.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	52,120.00						52,120.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.	62,464.00	34,967.00	39,991.00				137,422.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Programs							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instructional Staff Dev.		3,000.00		7,800.00			10,800.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 06 Educ. Prog. In State Institution							0.00
Prog. 07 Non Public Programs							0.00
Prog. 09 Instructional Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Operation of Plant</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Maintenance of Plant</b>							0.00
212 Fixed Charges				42,778.00			42,778.00
213 Food Services							0.00
214 Community Services							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	114,584.00	37,967.00	39,991.00	50,578.00	0.00	6,880.00	250,000.00

Finance Official Approval	Jonathan Bailey <small>Name</small>	 <small>Signature</small>	06/03/2024 <small>Date</small>	410 677 4457 <small>Telephone #</small>
Supt./Agency Head Approval	Dr. Micah C. Stauffer <small>Name</small>	 <small>Signature</small>	06/03/2024 <small>Date</small>	410 677 4400 <small>Telephone #</small>
MSDE Grant Manager Approval	Richard Kincaid <small>Name</small>	 <small>Signature</small>	August 5, 2024 <small>Date</small>	<small>Telephone #</small>

The total amount for Administrative Costs (Indirect and Direct) may not exceed 5% of the total grant award. The total amount of equipment purchased must be subtracted from the grant in order to determine the maximum amount allowable from which to calculate **indirect costs**.

Use the following worksheet by putting in the formula award amount (**Cell C3**), the local indirect cost rate (**Cell B4**), and the total amount of equipment purchases (**Cell C7**). If no equipment is purchased, then leave the cell blank. If your indirect cost is less than the allowable amount, then enter the amount in **Cell C13**.

<b>Formula Award Amount</b>		250,000
	<b>2.83%</b>	
<b>Allowable Indirect Cost Calculation</b>		
Total Grant Award		\$ 250,000
Subtract Amount of Equipment Purchases		
Indirect Cost Subtotal		\$ 250,000
Indirect Cost Amount Taken		\$ 6,880
<b>Subtotals</b>		
Grant Subtotal with Allowable Indirect		\$ 243,120
Total Allowable Indirect Cost		\$ 6,880
Indirect Cost Taken		
<b>Totals</b>		
Grant Subtotal with Actual Indirect		\$ 250,000
Total Grant Award		\$ <b>250,000</b>
<b>Maintenance of Effort Local/State</b>		
FY 2023 Reported Expenditures <i>(See FY 2023 Annual Financial Report)</i>		
FY 2024 Estimated Expenditures		