



Maryland

STATE DEPARTMENT OF EDUCATION

Career and Technical Education: Local Perkins Application Worcester County

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

Office of College and Career Pathways

2024 - 2025

MARYLAND STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.

Interim State Superintendent of Schools

Dr. Deann Collins

Deputy State Superintendent
Office of Teaching and Learning

Richard W. Kincaid

Senior Executive Director
Office of College and Career Pathways

Wes Moore

Governor

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Rachel L. McCusker

Samir Paul, Esq.

Holly C. Wilcox, Ph.D.

Abisola Ayoola (Student Member)

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Local Application for Perkins Funding: Cover Page

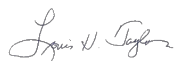
MARYLAND STATE DEPARTMENT OF EDUCATION
OFFICE OF COLLEGE AND CAREER PATHWAY
STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT
LOCAL APPLICATION FOR FEDERAL FORMULA FUNDS

LEA Name	Worcester County Public Schools
Superintendent Information	Louis Taylor, lhtaylor@worcesterk12.org
Individual Serving as Director of Career and Technical Education	Brian Phillips, PhD Coordinator of CTE 410-632-5030 bcphillips@worcesterk12.org
Individual Authorized to Sign Finalized C-125 (Financial Officer)	Leanne Therres, Grants manager 410-632-5062 lmtherres@worcesterk12.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 Worcester County Public Schools



 Louis H. Taylor
 Superintendent of Schools

8/14/24

 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

Component A: Labor Market Alignment

OVERVIEW

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

INSTRUCTIONS

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

PRIORITY 1: Expand Industry-Standard Equipment and MOI in CTE Programming

S.M.A.R.T.I.E. Goal: The Welding and BioMed programs are at capacity in WCPS, and the programs consistently have more requests for enrollment than it has space due to a lack of Welding booths/equipment for welding and an overall lack of PLTW supplies for lab sciences in BioMed. The LMA indicates that Welding is In Demand and BioMed is High Skill, High Wage, and In Demand. WCPS will partner with industry through the PACs to expand industry-standard equipment in the Welding and BioMed programs by increasing the base number of program enrollment from 16 to 17 students each semester in Welding by 9/3/24 and by spending at least \$15,000 on supplies and equipment on the BioMed program by June 30, 2025. Priority for enrollment will be given to Black students to increase diversity in CTE programs and to females to address 4S1 deficiencies in both programs.

Strategy	Activities	Benchmarks
Partnerships with Industry	<ul style="list-style-type: none"> Meet with PACs to determine current industry standard equipment and materials Review curriculum and program alignment with equipment/MOI Acquire recommendations for vendors for equipment used in industry 	<ul style="list-style-type: none"> Fall and Spring PAC Meetings Held Curriculum reviewed and updated for 75% of POS Identify vendors for equipment used in industry to reach 90% of POS with industry-standard equipment and MOI

Strategy	Activities	Benchmarks
Prioritize Budget Allocations in Programs with Greatest Need	<ul style="list-style-type: none"> Identify programs with greatest need based off LMA and capacity enrollment Develop budget to meet program needs 	<ul style="list-style-type: none"> Purchase equipment for POS with greatest need Integrate new equipment and use of MOI into curriculum of 90% of POS Evaluate student performance on IRCs for all POS with an IRC and final course grades for all courses

PRIORITY 2: Increase CTE Programming

S.M.A.R.T.I.E. Goal: Worcester is committed to meeting the state’s goal of 45% of graduating seniors attaining an IRC, and in order to achieve this goal, we must expand our CTE programming (it will be mathematically impossible to achieve 45% without more CTE program options as a result of too few CTE programs for our population). WCPS will fully begin the new Digital Music and Video Production program of study and have at least 10 students enrolled in the program by June 30, 2025 with at least 2 Black students, 1 student with disabilities, and 4 students who are economically disadvantaged.

Strategy	Activities	Benchmarks
Targeted Outreach and Promotion	<ul style="list-style-type: none"> Utilize career coaches and Schoolinks software to collaborate with middle and high schools about this new program Develop a marketing campaign to raise awareness of this new program for students, parents, and educators Career coaches and school counselors use Schoolinks career plan data to target students who have indicated that this is their career interest 	<ul style="list-style-type: none"> Data evaluated and students enrolled by Career coaches Social media promotion and digital media utilized and published for this program of study Career interest data evaluated and utilized for targeted enrollment practices
Develop and Enhance Program Offerings and Facilities	<ul style="list-style-type: none"> Write program of study and submit to MSDE for approval Order equipment and hire staff to operate program Develop curriculum to run new program Send teacher to industry training Order IRCs and administer them Develop dual-enrollment agreement with local IHE 	<ul style="list-style-type: none"> Program of study written, submitted and approved Staff hired and equipment ordered Curriculum integrated into course catalog and utilized by teacher Teacher trained by industry professionals Dual-enrollment agreement approved IRCs ordered and given to students

FUNDING NOTES

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

- Perkins Formula Grant
- CTE Innovation Grant
- Various other grant opportunities, as they arise, such as Perkins Reserve
- Local Funding

ADDITIONAL NOTES FOR THIS COMPONENT

- A new program of study was approved and will be submitted to the CTE Office once complete to begin in the Fall 2024/25 school year

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: Develop marketing strategies for all stakeholders to encourage participation in targeted CTE Career Clusters (with lowest enrollment)

S.M.A.R.T.I.E. Goal: According to the CLNA, CRD (1%), EANR (3%), and TT (2%) have the lowest enrollment of all CTE Career Clusters. This is a result of a variety of reasons: these career clusters contain only one program each; the programs only have one teacher; the programs are only offered at certain times of the day; and they are lesser-known programs with which many students are unfamiliar or are programs that lack positive perceptions by students. WCPS will inclusively and equitably strive to increase the enrollment in each of these clusters by 3% collectively by the beginning of next school year (September 4, 2025), putting a priority on nontraditional enrollment (females in EANR (75%) and TT (10%)) and Black students (0%, 6%, 20%, respectively) in all three programs. Focusing on these student groups exemplifies Worcester's commitment to inclusive and equitable practices.

Strategy	Activities	Benchmarks
Collaborate with School Stakeholders to Integrate Information and for Academic Planning	<ul style="list-style-type: none"> Organize informational nights and WTHS tours Provide resources and trainings to educators to effectively promote CTE programs 	<ul style="list-style-type: none"> Plan and host two informational nights per year Conduct professional learning for school counselors and career coaches prior to scheduling for the 25-26 school year to provide information needed to promote programs
Data-Driven Evaluation and Optimization	<ul style="list-style-type: none"> Evaluate the effectiveness of marketing strategies and enrollment initiatives through data analysis and stakeholder feedback Monitor enrollment trends, engagement metrics, and student outcomes to assess marketing efforts 	<ul style="list-style-type: none"> Evaluate student enrollment data for Fall and Spring semesters Analyze enrollment trends across student groups for each POS Use insights from evaluation analysis to refine marketing tactics and allocate resources strategically

PERSISTENCE PRIORITY: Increase the number of females in programs who persist from participation to concentrator status.

S.M.A.R.T.I.E. Goal: The CLNA revealed that four percent of females in the class of 2023 did not persist from participation (44%) to concentrator status (40%) and this is due to the fact that females indicate feeling unsupported in programs. Working with the district’s Coordinator for Multicultural Education Dr. Michael Browne, WCPS will reduce the persistence gap by at least 2 percent with the class of 2024, as measured on June 30, 2025. Dr. Browne will ensure that the practices of CTE staff are inclusive and equitable by providing the staff with implicit bias training.

Strategy	Activities	Benchmarks
Partner with community stakeholders to provide mentoring services	<ul style="list-style-type: none"> Develop a mentoring program for female students Train mentors and establish mentorship norms Match students with mentors who “look like them” 	<ul style="list-style-type: none"> Mentoring program developed for CTE students Twenty mentors trained to work with CTE students Norms established for mentors and mentees Program evaluation developed and administered to mentors and mentees

Strategy	Activities	Benchmarks
<p>Personalized support services</p>	<ul style="list-style-type: none"> Utilize career coaches to provide support services tailored to the unique needs and challenges faced by females Offer academic advising and counseling to help students overcome barriers to persistence 	<ul style="list-style-type: none"> Career coaches meet with 90% of high school students and develop career plans that include academics, CTE programs, and Career Pathway plans, specifically females in CTE pathways CTE and home school counselors meet with 100% of CTE students to assist with scheduling and wrap around services (social, emotional, etc.), with a special focus on female students in CTE programs
<p>Schoolwide Persistence Initiative in School Improvement Plan</p>	<ul style="list-style-type: none"> CTE Director and WTHS Administration share goal around persistence rates with the staff. CTE stakeholders review persistence data by gender. Teachers develop specific action steps within the SIP to address gaps in persistence rates. 	<ul style="list-style-type: none"> Stakeholders adopt goal officially under school improvement plan (SIP) on July 22nd. Stakeholders review data on July 22nd. SIP plan created with action steps on July 22nd, and follow up meetings held as follows: <p>Mid-cycle review checkpoint- November 2024</p> <p>Wrap up Cycle 1- January 31st</p> <p>Mid-cycle review checkpoint- April</p> <p>Wrap up Cycle 2- June 23</p>
<p>Provide implicit bias professional learning</p>	<ul style="list-style-type: none"> Dr. Browne will provide direct implicit bias training to the CTE staff 	<ul style="list-style-type: none"> All staff will participate in implicit bias training during the 2024/25 school year, as evidenced on a sign in sheet.

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: 5S1: Expanding availability of Industry Recognized Credentials in CTE Programming

S.M.A.R.T.I.E. Goal: Blueprint for Maryland has set a goal that 45% of graduates will possess an IRC upon graduation. As a result, Worcester has reviewed data from 2022 and found that only 25% of seniors graduated with an IRC, and it will be impossible to meet the Blueprint goal without expanding the number of IRCs we offer (if current programs were full and all students received an IRC, we would still fall short of the 45% goal). Working with the district's Coordinator for Multicultural Education Dr. Michael Browne, WCPS will inclusively increase the total number of IRCs offered to all CTE students by at least 3 new IRCs by June 30, 2025. Dr. Browne will ensure that the products and practices of expanding IRCs are equitable and inclusive throughout the expansion process.

Strategy	Activities	Benchmarks
<p>Add new IRCs to programs lacking IRCs (those only with IRCs on state approved list)</p>	<ul style="list-style-type: none"> Identify teachers of programs where there is no IRC Collaborate with school testing coordinator, teacher of CTE program, and testing company to provide IRC at the appropriate time in the program of study Connect coordinator of multicultural education with teachers of programs to ensure program decisions are inclusive and equitable 	<ul style="list-style-type: none"> Teachers implement new IRCs in areas where there was no IRC Coordinator of CTE and/or school testing coordinator evaluates administration of new IRCs in June 2025 <ul style="list-style-type: none"> Coordinator of multicultural education monitors enrollment data to ensure inclusive and equitable practices in IRC integration
<p>Increase Capacity of Teachers to Prepare Students to be Successful in CTE Programming and thus on IRCs</p>	<ul style="list-style-type: none"> Connect teachers to professional development opportunities to prepare students to be ready to take and be successful on the new IRC Evaluate effectiveness of professional learning through formative evaluation procedures Connect coordinator of multicultural education with teachers of programs to ensure program decisions are inclusive and equitable 	<ul style="list-style-type: none"> Coordinator of CTE and/or school testing coordinator evaluates scores on new IRCs in June 2025 after IRCs are piloted to drive future professional development Coordinator of CTE remains available and checks in with teachers throughout the school year to monitor progress of curriculum and observe instruction
<p>Continue to expand offerings by seeking approval to add IRCs to the state approved list</p>	<ul style="list-style-type: none"> Complete CTE Committee request for IRC to be approved 	<ul style="list-style-type: none"> Form submitted within the window beginning on August 1, 2024.

PRIORITY 2: 5S3: Work-Based Learning Expansion (STA and Youth Apprenticeship)

S.M.A.R.T.I.E. Goal: According to data in the CLNA, there were no students who completed the Youth Apprenticeship program in the class of 2023 due to the lack of available employers who were DOL approved. There are currently only 16 approved Youth Apprenticeship employers in Worcester and no approved STA experiences. Blueprint for Maryland has set a goal that 45% of graduates will possess an IRC upon graduation and/or complete a Youth Apprenticeship program while also earning an IRC. Working with the district’s Coordinator for Multicultural Education Dr.

Michael Browne, WCPS will inclusively increase the number of students completing a Youth Apprenticeship program with an aligned IRC program from 0 students from the class of 2023 to at least 14 students in the class of 2025. Dr. Browne will ensure that the Youth Apprenticeships are equitable and inclusive through the expansion process.

Strategy	Activities	Benchmarks
<p>Expand Youth Apprenticeship & STA Employer Availability</p>	<ul style="list-style-type: none"> Utilize Career Coaches and Local Workforce (LWSA) to expand the number of employers who are approved to provide Youth Apprenticeships Increase the number of IRCs aligned to Youth Apprenticeships Career coaches meet one on one with prospective employers and assist in completing the DOL application to become approved to provide YA or STA experiences Coordinator of multicultural education will monitor the spreadsheet in assist in providing equitable and inclusive practices for providing youth apprenticeships 	<ul style="list-style-type: none"> On a district spreadsheet, coaches will add evidence of individual meetings with prospective employers held throughout the 2024 and 2025 school years and add employers to the appropriate column as they participate (pending, approved, etc.), ensuring all employers that are in the process are recorded and making adequate progress toward approval On the same spreadsheet, coaches will denote the approved IRCs that are aligned with Youth Apprenticeships and respond to any that are lacking an IRC Dr. Browne will review the spreadsheet quarterly and assess the number of inclusive and equitable Youth Apprenticeship experiences Worcester provides

FUNDING NOTES

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

- Perkins Formula Grant
- CTE Innovation Grant
- Various other grant opportunities, as they arise, such as Perkins Reserve
- Local Funding

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: Industry-guided new and veteran CTE teacher training

S.M.A.R.T.I.E. Goal: By June 30, 2025, develop and implement a comprehensive and inclusive training program for new and veteran CTE teachers, ensuring 100% of new and 75% of veteran teachers participate in at least one session, designed in collaboration with industry experts and accessible to all teachers through a mix of in-person, online, and hybrid sessions. The program will launch within 3 months and complete its first round of sessions within 9 months, addressing current industry standards and teaching methodologies to enhance educational outcomes.

Strategy	Activities	Benchmarks
Partner with industry leaders and institutions	<ul style="list-style-type: none"> Form partnerships with industries, businesses, and higher education institutions Invite industry experts to lead workshops, provide insights, and offer hands-on learning sessions Establish internship and job shadowing opportunities for CTE teachers to experience industry practices firsthand 	<ul style="list-style-type: none"> Trainings developed and scheduled Industry-expert led workshops held CTE teachers participate in job shadowing/internship opportunities

Strategy	Activities	Benchmarks
<p>Develop a blended-learning approach to CTE professional development</p>	<ul style="list-style-type: none"> • Create a mix of in-person, online, and hybrid learning sessions to accommodate different learning preferences and schedules. • Use Schoology (LMS) to host course materials, webinars, and discussion forums. • Ensure that all online resources are mobile-friendly to increase accessibility 	<ul style="list-style-type: none"> • Professional Learning Schedule Created • Schoology courses created to host referenced resources • Resources reviewed for mobile friendliness

PRIORITY 2: Recruit and retain CTE teachers of a variety of racial and/or ethnic backgrounds

S.M.A.R.T.I.E. Goal: According to the CLNA, 11 out of 10 career clusters have a faculty of at least 75% who are white. It is a priority to diversify CTE faculty, so Worcester will increase the representation of CTE teachers from diverse ethnic and racial backgrounds by 15% within the next three years.

Strategy	Activities	Benchmarks
<p>Implement targeted recruitment and retention strategies to attract and support diverse CTE teachers.</p>	<ul style="list-style-type: none"> • Conduct outreach to minority-serving institutions and professional associations. • Revise hiring practices to ensure diversity is prioritized. • Establish mentorship programs for new hires from diverse backgrounds. • Provide professional development opportunities focusing on cultural competence. • Review curriculum for inclusivity and relevance to diverse student populations. • Recognize and reward contributions to diversity and inclusion. • Strengthen community partnerships to support diverse teachers. 	<ul style="list-style-type: none"> • Increase in applications from diverse candidates by 20% in the first year. • Hire at least 10% more CTE teachers from diverse backgrounds within two years. • Retain 80% of newly hired diverse teachers beyond the first year. • Conduct annual climate surveys showing improvement in workplace satisfaction among diverse teachers. • Implement at least three new initiatives promoting diversity and inclusion annually.

FUNDING NOTES

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

- Perkins Formula Grant
- CTE Innovation Grant
- Various other grant opportunities, as they arise, such as Perkins Reserve
- Local Funding

ADDITIONAL NOTES FOR THIS COMPONENT

- 5D+ is the countywide teacher evaluation/observation tool (University of Washington)

Component E: State Determined Performance Level Attainment

OVERVIEW

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

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

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

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

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

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

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

INSTRUCTIONS

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

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

TABLE: STATE DETERMINED PERFORMANCE LEVELS AND ACTUAL LOCAL PERFORMANCE

Indicator	Performance Target	Performance Target (90%)	Actual Local Performance
1S1: Four-Year Graduation Rate	89.97%	80.97%	99%
2S1: Academic Proficiency in Reading / Language Arts	52.30%	47.07%	50%
2S2: Academic Proficiency in Mathematics	48.00%	43.2%	33%
2S3: Academic Proficiency in Science	-	-	63%
3S1: Post-Secondary Placement	76.50%	68.85%	76%
4S1: Non-traditional Program Concentration	28.72%	25.85%	18%
5S1: Program Quality Attained Recognized Credential	78.41%	70.57%	92%
5S4: Program Quality: Other (TSA Attainment)	78.41%	70.57%	95%

MISSED INDICATOR 1: 2S2 – Unreliable Math MCAP Scores Due to COVID Pandemic

S.M.A.R.T.I.E. Goal: This gap is a direct result of student perceptions of how Algebra I Math MCAP scores would be used. Students were not required to pass this assessment as a result of the COVID pandemic, so students needed to have only participated in this assessment. According to former LPAR results for year 2020-2022, Worcester always met the performance target for this indicator. Nevertheless, Worcester's performance on indicator 2S2 will improve by 15% by June 30, 2025.

Strategy	Activities	Benchmarks
Targeted academic support	<ul style="list-style-type: none"> • Provided targeted intervention based on prior Math MCAP scores (Math 8 MCAP) • Offer flexible assessment policies, such as retesting 	<ul style="list-style-type: none"> • Measure how many students passed Algebra I in the Fall semester 2024 • Allow students to retest and improve upon scores
Professional Development for Educators	<ul style="list-style-type: none"> • Provide professional learning opportunities to CTE educators that allow Math-standards alignment 	<ul style="list-style-type: none"> • Math-standards alignment curriculum training

MISSED INDICATOR 2: 4S1 Nontraditional CTE Programs of Study Performance Lacking

S.M.A.R.T.I.E. Goal: Worcester's performance in 4S1 was 18% in 2023. Worcester's will improve its performance on indicator 4S1 by 5% by June 30, 2025, specifically targeting males in female-dominated fields through targeted advertisement and promotion of TAM, Nursing, Cosmetology, and Early Childhood programs.

Strategy	Activities	Benchmarks
<p>Promote Entrepreneurship and Advancement Opportunities in Nontraditional Career Fields</p>	<ul style="list-style-type: none"> • Highlight potential for entrepreneurship and career advancement in nontraditional fields to dispel misconceptions and stereotypes • Showcase success stories of individuals who have achieved success and leadership positions in these fields • Emphasize diverse pathways available for career growth and development 	<ul style="list-style-type: none"> • Invite guest speakers to introduce students to nontraditional career pathways • Develop marketing materials to showcase success stories • Present diverse pathways to students
<p>Career Exploration for Nontraditional Career Fields</p>	<ul style="list-style-type: none"> • Career coaches provide field trips to career pathways and highlight nontraditional genders during these experiences. • Feature males as examples for these programs during program advertisement and scheduling. • Career coaches utilize Schoolinks to onboard students and provide career exploration. 	<ul style="list-style-type: none"> • Career coaches focused on nontraditional employees during site visits to employers • Career coaches featured advertisement of these four programs with nontraditional examples • Students onboarded to Schoolinks and undergo the career exploration process

Component F: Budget

INSTRUCTIONS

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

REQUIRED USES OF PERKINS FUNDING

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

EXAMPLES OF BUDGET ITEM EXPENDITURES

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

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

BUDGET ALLOCATION TABLE

Total Formula Award: \$250,000.00

Required Uses of Perkins Funds (See List for Details)	Salaries / Wages	Contract Services	Equipment	Supplies and Materials	Other
1	\$0.00	\$0.00	\$0.00	\$14308.00	\$0.00
2	\$0.00	\$0.00	\$0.00	\$17139.00	\$0.00
3	\$43200.00	\$0.00	\$0.00	\$12681.00	\$3696.00
4	\$0.00	\$0.00	\$0.00	\$4000.00	\$0.00
5	\$0.00	\$0.00	\$0.00	\$0.00	\$7800.00
6	\$0.00	\$0.00	\$0.00	\$0.00	\$8000.00
7	\$0.00	\$0.00	\$0.00	\$123376.00	\$0.00
8	\$0.00	\$0.00	\$6800.00	\$0.00	\$0.00
9	\$0.00	\$0.00	\$0.00	\$0.00	\$9000.00
Total	\$43200.00	\$0.00	\$6800.00	\$171504.00	\$28496.00

FINANCIAL COMPLIANCE WORKSHEET AND BUDGET FORM C-125

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

Appendix A: Recipient Assurances

INSTRUCTIONS

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

RECIPIENT ASSURANCES

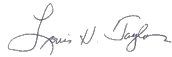
By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

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

was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

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



8/14/24

Superintendent of Schools or Community College President_____
Date

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

INSTRUCTIONS

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

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

INSTRUCTIONS FOR CERTIFICATION

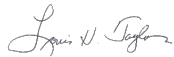
1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that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

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

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

CERTIFICATION

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



Superintendent of Schools or Community College President

8/14/24

Date

Appendix C: General Education Provisions Act (GEPA) Notice

PURPOSE

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

TO WHOM DOES THIS PROVISION APPLY?

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

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

WHAT DOES THIS PROVISION REQUIRE?

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

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

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

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

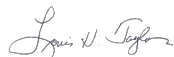
1. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
2. An applicant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

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

Appendix D: Local Perkins Application Certificate of Compliance

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

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



8/14/24

Superintendent of Schools or Community College President

Date

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

Original Grant Budget	\$250,000	Amended Budget #		Request Date	5/31/24
Grant Name	Kins Formula (Local)	Recipient Grant Name	orcester County PS		
MSDE Grant #		Recipient Grant #			
Revenue Source		Recipient Agency Name	orcester County PS		
Fund Source Code		Grant Period	7/1/24	6/30/25	
			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							0.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.	46,200.00		178,951.00		6,800.00		231,951.00
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.				14,353.00			14,353.00
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				3696			3,696.00
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	46,200.00	0.00	178,951.00	18,049.00	6,800.00	0.00	250,000.00

Finance Official Approval:	Leanne Therres	Leanne Therres	5/22/24	4106325068
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval:	Louis Taylor	Louis Taylor	5/22/24	4106325021
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval:	Richard Kincaid		August 5, 2024	
	Name	Signature	Date	Telephone #

Secondary Financial Compliance Worksheet Template

	A	B	C	D
1	Administrative (Indirect and Direct) Cost The total amount for Administrative Cost (Indirect and Direct) may not exceed 5% of the total Grant Award. The total amount of equipment purchased must be subtracted from the total grant award in order to determine the maximum amount allowable from which to calculate indirect cost.			
2	Total Grant Award			\$250,000
3	Total Perkins Proposed Budget From Plans of Action		\$250,000	
4	Allowable Indirect Cost Calculation			
5	Plans of Action Equipment Purchases (subtracted from Total Grant Award)	(-)		\$6,800
6	Subtotal	(=)		\$243,200
7	Multiply by Restricted Local Indirect Cost Rate Factor*	(x)	\$ -	
8	Subtotal	(=)	\$0	
9	Divide by Indirect Cost Adjustment	/(1+Rate)	\$ 1.0000	
10	Allowable Indirect Cost Amount	(=)	\$0	
11	Administrative Cost Calculation			
12	Actual Indirect Cost Amount Taken (cannot exceed row 10)		\$0	
13	Administrative (Direct) Cost Taken	(+)	\$0	
14	Total (Indirect/Direct) Administrative Cost Taken	(=)		\$0
15	Total Budget Amount (Rows 3+14 must equal row 2 amount)			\$250,000
16				
17	Maintenance of Effort Local/State			
18	FY 2023 Reported Expenditures		\$3,851,050	
19	FY 2025 Estimated Expenditures		\$3,900,000	
20	*NOTE: An indirect cost rate factor listed in the table as a percentage must be converted into a number. Ex: 2.63% = .0263			







Worcester_County_FY25_Perkins_Grant_Submission

Final Audit Report

2024-08-14

Created:	2024-08-14
By:	Marquita Friday (Marquita.Friday@maryland.gov)
Status:	Signed
Transaction ID:	CBJCHBCAABAAS6OFzV3V2EMiX5qWZwCutkDYhPnLYgVC

"Worcester_County_FY25_Perkins_Grant_Submission" History

-  Document created by Marquita Friday (Marquita.Friday@maryland.gov)
2024-08-14 - 7:56:20 PM GMT
-  Document emailed to lhtaylor@worcesterk12.org for signature
2024-08-14 - 7:58:10 PM GMT
-  Email viewed by lhtaylor@worcesterk12.org
2024-08-14 - 8:16:43 PM GMT
-  Signer lhtaylor@worcesterk12.org entered name at signing as Louis H. Taylor
2024-08-14 - 8:20:49 PM GMT
-  Document e-signed by Louis H. Taylor (lhtaylor@worcesterk12.org)
Signature Date: 2024-08-14 - 8:20:51 PM GMT - Time Source: server
-  Agreement completed.
2024-08-14 - 8:20:51 PM GMT