



REQUEST FOR PROPOSALS

FY 2018

Leadership Development Program (LDP)

IN SUPPORT OF
MARYLAND GAINING EARLY AWARENESS AND READINESS
FOR UNDERGRADUATE PROGRAMS (GEAR UP)

Electronic and Paper Submission Due Date:
Monday, May 7, 2018
4:00 PM

Deliver Attn: Kendall E. Cook, GEAR UP/CPIP Coordinator
Office of Outreach and Grants Management
Maryland Higher Education Commission
6 N. Liberty St., 10th Floor
Baltimore, MD 21201

Email: kendall.cook@maryland.gov
Phone: (410) 767-7269

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PROGRAM TIMETABLE

April 2, 2018	Leadership Development Program (LDP) RFP Issued
April 10, 2018	Technical Assistance RSVP Date
April 12, 2018	Technical Assistance Webinar 10:30 a.m. – 11:30 p.m.
May 7, 2018	Proposals due to MHEC by 4:00 p.m.
June 15, 2018	Notice of Grant Awards
June 15, 2018	Project Start Date
October 1, 2018	Cohort Baseline and Enrollment Report Due
October 15, 2018	Phase I Time & Effort Report Due
January 30, 2019	Interim Report Due
February 15, 2019	Phase II Time & Effort Report Due
June 15, 2019	Phase III Time & Effort Report Due
August 15, 2019	Project End Date
August 31, 2019	Phase IV Time & Effort Report Due
November 15, 2019	Final Report Due

This RFP and relevant forms are available at:
http://www.mhec.state.md.us/institutions_training/Pages/GEARUP.aspx

GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAMS (GEAR UP)

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a U.S. Department of Education federally funded college access program. GEAR UP was authorized by Title IV of the 1998 Amendments to the Higher Education Act of 1965. The purpose of GEAR UP is to increase the number of low-income and first-generation students who are prepared to enroll in and succeed in college.

The higher education act legislation enables GEAR UP programs to provide:

- Academic support, mentoring, outreach, and supportive services to secondary GEAR UP cohort students to reduce the rise of students dropping out of school or the need for remedial education at the postsecondary level; and
- Provide information to students and their families about the advantage of postsecondary education and information about college financing options.

GEAR UP provides six or seven-year grants to states and partnerships to provide college access services at high-poverty middle and high schools. GEAR UP funds are also used to provide college scholarships to low-income students.

GEAR UP Maryland

The Maryland State Department of Education (MSDE) partnered with the Maryland Higher Education Commission (MHEC) to apply for the GEAR UP grant. The U.S. Department of Education awarded MSDE a \$13.2 million GEAR UP grant in September 2014. The Maryland GEAR UP grant is a six-year grant, 2014 through 2020.

Maryland's GEAR UP objectives are as follows:

1. Improve GEAR UP students' performance in mathematics and English Language Arts to facilitate high school graduation and college matriculation.
2. GEAR UP cohort students will indicate a greater awareness of college admissions requirements and opportunities.
3. GEAR UP parents/guardians will be able to demonstrate knowledge of requirements for high school graduation, postsecondary options, and acquiring financial aid for their student(s)
4. Students will be able to demonstrate a greater understanding of the opportunities available for financial assistance for college attendance.

MHEC Partnership

MHEC committed funds from the College Preparation Intervention Program (CPIP) state grant as a part of the required match for the Maryland GEAR UP grant. Also, MHEC receives funding from the Maryland GEAR UP grant to provide services that support GEAR UP students in participating school districts. During the 2014 to 2020 grant award, Maryland GEAR UP supports three local education agencies – Baltimore City, Dorchester County, and Wicomico County. Local GEAR UP Coordinators oversee operations in each district and may be responsible for more than one school in an area.

Leadership Development Program Summary

PURPOSE AND BACKGROUND:	The Maryland Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Leadership Development Program supports the advance of leadership curricula, plans and activities designed to help students understand their core values, leadership skills, strengths, and goal-setting for future career plans. Moreover, students are encouraged to examine their interest and hone their leadership capacities by improving their communication and analytical skills.
GRANT OBJECTIVES:	<p>MHEC's Leadership Development Program supports Maryland's GEAR UP goals and objectives to increase the number of economically disadvantaged students who intend to pursue postsecondary education. The objectives are listed below:</p> <ol style="list-style-type: none">1. Improve GEAR UP students' performance in Mathematics and English/Language Arts (ELA) to facilitate high school graduation and college matriculation outcomes.2. GEAR UP cohort students will indicate a greater awareness of college admissions requirements and opportunities.3. GEAR UP parents/guardians will be able to demonstrate knowledge of requirements for high school graduation, postsecondary options, and acquiring financial aid for their students.4. Students will be able to demonstrate a greater understanding of the opportunities available for financial assistance for college attendance.
ELIGIBLE APPLICANTS:	An accredited Maryland public or not for profit independent two- or four-year Institutions of Higher Education (IHE).
SERVICE REGIONS:	Maryland GEAR UP schools as approved by the U.S. Department of Education. The Maryland GEAR UP school districts are Baltimore City, Dorchester, and Wicomico counties.
PERIOD OF PERFORMANCE:	June 15, 2018 to August 15, 2019.
AWARD AMOUNT:	Up to \$45,000 may be requested per institution. Four or more awards are anticipated.

REQUIRED FUNDED ACTIVITIES

TWO OR MORE OF THE FOLLOWING ACTIVITIES ARE REQUIRED OF FUNDED INSTITUTIONS. EACH ACTIVITY MUST BE INCLUDED IN THE PLAN OF OPERATION:

- (A) APPLICATION WORKSHOPS:** Provide services that include interactive information classroom-level or large- or small-group sessions that involve hands-on experience for each student in the workshop. Workshops are offered to groups of students on topics like secondary school success and college awareness, and general elements of college readiness such as study skills, self-monitoring, goal-setting, time management, and problem-solving. Each topic explores how theories are prevalent in everyday organizational life through case studies, interviews, various research methodologies, assessments, and evaluations. Additionally, guest speakers and panel discussions that motivate students and highlight careers may be included in the application workshops.

NOTE: Workshops are informational in nature and are not intended to provide direct counseling or guidance to individual or small groups of students. Workshops should be recorded by subject area.

- (B) COUNSELING, ADVISING, AND CAREER COUNSELING:** Programs must include one or more of the following relational services below:
- **Counseling:** Discussing personal growth issues such as decision making, problem-solving, goal setting, attendance, behavior concerns, or family issues.
 - **Advising:** Assisting in course selection (secondary or postsecondary), college and/or career choices, or college and/or career planning.
 - **Career Counseling:** Assisting with career choices, career planning, internships, or career interests.
- (C) SUMMER PROGRAMS:** Services that include an experience over one or multiple days during the summer (or other non-school year time, e.g., for year-round schools). Summer programs are meaningful and planned activities and experiences that meet the guidelines of positive academic and socio-emotional youth development. Programs can be residential, local, or statewide and hosted by a college/university/community organization. Summer institutes, workshops, and leadership centered team-building may be included within summer programs.
- (D) COMPREHENSIVE MENTORING:** Services are provided when staff, teachers, or other school staff, teachers, or other school staff identifies

students who would benefit from an ongoing supportive relationship with a trained, caring adult or older student, i.e., “mentor.” Mentors meet regularly with their assigned student(s). Meetings may be on or off campus and either during or outside of the school day. Typical issues addressed during mentoring sessions include academic, social, organization or life skill development. Per the 2008 Higher Education Opportunity Act (HEOA), comprehensive mentoring must provide students with financial aid information, and encourage students to stay in school, enroll in rigorous and challenging coursework, apply for postsecondary education, and if applicable, state scholarships.

(E) SELF-DISCOVERY/CAREER EXPLORATION PROJECTS: Program curriculum is designed to challenge students to look introspectively and provide self-awareness as it relates to personal, educational and career goals. The self-discovery/career exploration project encourages and compels participants to make a detailed self-evaluation in the following areas:

- **Self-Assessment Inventories**
- **Effective Presentation Skills**
- **Teamwork and Collaboration**
- **Self-Advocacy**
- **Resiliency**
- **Overcoming Barriers**
- **Setting Career Goals**

(F) PROJECT LEADERSHIP AND MANAGEMENT: The program curriculum is designed to challenge students to look introspectively and provide self-awareness as it relates to personal, educational and career goals. The self-discovery/career exploration project encourages and compels participants to make a detailed self-evaluation in the following areas:

- **Communication and Success**
- **Effective Presentation Skills**
- **Teamwork**
- **Self-Advocacy**
- **Resiliency**
- **Overcoming Barriers**
- **Setting Career Goals**

(G) IDEATION, INNOVATION, AND BRAINSTORMING SESSIONS:

Ideation is the creative process of generating, developing and communicating new ideas – they can be ideas for starting a new business, a new product, or new content. Ideation sessions include a myriad of idea generation exercises and involve an organized, methodical process of developing ideas and plans of execution.

(H) COMMUNICATION EFFECTIVENESS WORKSHOPS: Program details are designed to increase the effectiveness of how we

communicate through oral, written, and nonverbal communication. This workshop identifies the necessary components of any conversation. Through group activities and self-directed learning, students will explore the communication process and how different communication styles affect leadership traits.

(I) CROSS-CULTURAL LEADERSHIP AND DIVERISTY WORKSHPS:

Program details are designed to increase the effectiveness of how we communicate and collaborate in a culturally diverse society. Today's students include populations form African Americans, Asian-Americans, American Indians, and Hispanics. Cultural assumptions, cultural values, prejudice and racism, and diversity inclusion in the context of leadership are to be included in this workshop.

PROPOSAL FORMAT

General Format Requirements

All grant proposals must meet the following criteria:

- Typed in 12-point Times New Roman, Arial or a similar font type and size, single-spaced;
- 8-1/2 by 11-inch pages—**numbered** and with one-inch margins on each side;
- **The proposal narrative must not exceed fifteen (15) pages.** The page limit excludes the cover sheet, abstract, budget, budget narrative, cooperative planning agreements, résumés, or appendices. Also, the requirement that the pages be numbered applies only to the proposal narrative;
- All parts of the proposal must be submitted together using appropriate forms;
- **One original and five (5) hard copies** of the application must be submitted; and
- An electronic copy of the grant proposal and the excel budget document must be clearly labeled with the project title and institution and submitted to Kendall Cook at

kendall.cook@maryland.gov . ***A copy of the abstract must be submitted as a Microsoft Word document.***

The grant proposal must include the following, though no points are awarded for these:

- **PROPOSAL COVER SHEET** (use the form in Appendix A)
- **ABSTRACT** (use form in Appendix A; 250 words or less to describe project services)
- **TABLE OF CONTENTS**

PROPOSAL REQUIREMENTS

- A. Cover Page (use the form in **Appendix A**)
- B. Abstract (use form in **Appendix A**)
- C. Table of Contents
- D. Proposal Content

I. Needs Assessment (15 points)

- Summarize the demographics (e.g. number of students in the cohort, FARM rate, etc.) of the GEAR UP site.
- Describe the academic and social needs of the GEAR UP students with specific focus on the need for character and leadership development education.
- Describe how the baseline data was established for the project objectives and outcomes. How did you determine the best starting point for your program?
- Characteristics/Description: Describe the characteristics of the youth population to be served.
- **Recruitment and Intake:** How will the students be identified for and enrolled in the leadership development program? How will you meet the student's immediate needs?

II. Program Overview, Design and Planning (20 points)

- Development Type: What is the structure of the leadership development program? (summer programs, embedded instruction, weekend services, etc.)
- What funded activities will your project include? Please list all required and supplemental activities in full detail
- Goals: What are the long-term goals of the program?
- Objectives: What are the objectives of the program? (Note: Objectives should be SMART – Specific, Measurable, Achievable, Relevant, and Time-based.)
- How will your program appropriately collaborate with and provide service to the local high school site?

III. Activities (25 points)

- Characteristics/Description: Describe the characteristics of the people who will serve as key personnel in the program. Explain the institution's role in serving the cohort. List all key personnel and their role.
- Recruitment: How will students be recruited for the service? What agencies, individuals, or institutions will be contacted?
- Background Screening, Intake, and Training: What is the process for screening and enrolling potential mentors? What

kind of training will mentors be required to complete? What type of background checks will be utilized?

NOTE: Relevant forms available at http://www.mhec.state.md.us/institutions_training/Pages/GEARUP.aspx.

IV. Project Evaluation

(20 points)

- The project evaluation will be an integral part of the project's design and implementation and must be established and administered on a planned schedule. The evaluation should be based on the project objectives and outcomes, and indicate project success by quantitative or qualitative data as recorded by pre- and post- assessments.

NOTE: Relevant forms available at http://www.mhec.state.md.us/institutions_training/Pages/GEARUP.aspx.

- The evaluation plan should be aligned and based on the project objectives and outcomes.
- The evaluation plan should be a systematic means for monitoring (formative) and evaluating (summative) the program objectives and outcomes throughout the grant period.
- The evaluation should be a tool for making mid-grant programmatic changes. The proposal should describe a plan for collecting data throughout the project to be used for project improvement. Include formative assessments of project outcomes to determine if the project is moving toward success.
- The evaluation plan should describe what data will be collected, how frequently, by whom, and whether a quantitative and/or qualitative method of analysis will be employed to review project objectives and outcomes.

V. Budget and Cost Effectiveness

(20 points)

- The budget summary must be completed on the Excel chart provided

NOTE: Use the form in Appendix A and show all planned expenditures for the project.

- The budget narrative should explain the rationale for each line of the budget summary for all planned grant expenditures. *This narrative must show how the amounts indicated were determined.* Label the budget narrative line items as the budget summary has been labeled.

- The proposal's budget and cost-effectiveness will be evaluated on the extent to which:
 - The budget is adequate to support the project; it should be clear that all activities are accounted for in the budget;
 - **The costs are reasonable** in relation to the objectives, outcomes, and design;
 - **The costs are reasonable** in relation to the number of students to be served; and
 - The budget complies with the guidelines laid out in this RFP.

FUNDED GRANT POLICIES

1. FISCAL PROCEDURES

All funds under this program must be assigned to a specific account. For this grant cycle, grant awards will be disbursed in two payments:

- The first payment will be 50% of the total grant award. This payment will be made shortly after the award notification.
- The second payment will be the remaining 50% of the total grant award. This payment will be made after the project's interim report has been received and approved.

NOTE: Expenditure in excess of approved budget amounts will be the responsibility of the recipient institution.

2. POST-AWARD CHANGES

The grant recipient shall obtain prior written approval for any change to the scope of the approved project. To request changes, a Project Amendment Request must be submitted to MHEC's Office of Outreach and Grants Management. The request must include an explanation of the specific programmatic changes and revised budget, as applicable. If project activity dates have changed significantly since the application submission, you must submit a revised calendar of activity dates.

The grant recipient must also obtain prior written approval from MHEC's Office of Outreach and Grants Management to:

1. Continue the project during any continuous period of more than three (3) months without the active direction of an approved project director;
2. Replace the project director (or any other persons named and expressly identified as key personnel in the application) or to permit any such person to devote substantially less effort to the project than was anticipated when the grant was awarded;
3. Make changes resulting in additions or deletions of staff and consultants related to or resulting in a need for budget reallocation; and
4. Make budget changes exceeding \$1,000 or 10% in any category, whichever is greater.

3. PROJECT CLOSEOUT, SUSPENSION, TERMINATION

Closeout: Each grant shall closeout promptly as feasible after expiration or termination. During closeout, the following shall be observed:

- The grant recipient shall immediately refund, in accordance with instructions from MHEC, any unobligated balance of cash advanced to the grant recipient; and
- The grant recipient shall submit all financial, performance, evaluation, and other reports required by the terms of the grant by the due dates spelled out in this RFP.

- The closeout of a grant does not affect the retention period for State and grantor rights of access to grant records.

Suspension: When a grant recipient has materially failed to comply with the terms of a grant, MHEC may, upon reasonable notice to the grant recipient, suspend the grant in whole or in part. In addition, if MHEC is unable to connect with the Project Director for more than thirty **(30) calendar days**, MHEC reserves the right to suspend the grant in whole or in part. The notice of suspension will state the reasons for the suspension, any corrective action required of the grant recipient, and the effective date. Suspensions shall remain in effect until the grant recipient has taken action satisfactory to MHEC or given evidence satisfactory to MHEC that such corrective action will be taken or until MHEC terminates the grant.

Termination: MHEC may terminate any grant in whole or in part at any time before the date of expiration, whenever MHEC determines that the grant recipient has materially failed to comply with the terms of the grant. MHEC shall promptly notify the grant recipient in writing of the termination and the reasons for the termination, together with the effective date.

The grant recipient may terminate the grant in whole or in part upon written notification to MHEC, setting forth the reasons for such termination, the effective date, and, in the case of partial terminations, the portion to be terminated. However, if in the case of a partial termination, MHEC determines that the remaining portion of the grant will not accomplish the purposes for which the grant was made; MHEC may terminate the grant.

NOTE: Closeout of a grant does not affect the right of MHEC to disallow costs and recover funds due to a later audit or review, nor does closeout affect the grantee's obligation to return any funds due as a result of later refunds, corrections, or other transactions.

4. ACKNOWLEDGMENT OF SUPPORT AND DISCLAIMER

An acknowledgment of the Maryland Higher Education Commission must appear in any publication of materials based on or developed under this project. Materials must also contain the following disclaimer:

"Opinions, findings, and conclusions expressed herein do not necessarily reflect the position or policy of the Maryland Higher Education Commission, and no official endorsement should be inferred."

All media announcements and public information pertaining to activities funded by this grant program should acknowledge support of the Maryland Higher Education Commission.

At such time as any article resulting from work under this grant is published in a professional journal or publication, two reprints of the publication should be sent to the Maryland Higher Education Commission Office of Outreach and Grants Management, and clearly labeled with appropriate identifying information.

5. RECORDS

Grantees should keep records indicating how funds are expended, the total cost of project activities, the share of the cost provided from other sources (in-kind or otherwise), and any other relevant records to facilitate an effective audit. Such records should be held for five (5) years after the grant ends. Any unspent grant funds must be returned with the final fiscal report.

- Records of significant project experience and evaluation results; and
- Records that fully show amount of funds under the grant, how the funds were used, total cost of projects, all costs and contributions provided from other sources, and other records to facilitate an effective audit.

6. SITE VISITS

The Maryland Higher Education Commission requires periodic site visits for grant programs funded through the agency. To fulfill the requirement and learn more about the Leadership Development Program, MHEC will conduct at least (1) site visit per grant cycle. However, it is to the discretion of the agency if additional site visits are needed.

7. REPORTING REQUIREMENTS

A. COHORT BASELINE AND ENROLLMENT DATA REPORT

Deadline: Due October 1, 2018

Cohort Baseline and Enrollment Data helps to establish program service and evaluation, in concert with program goals and objectives. The Baseline and Enrollment Data report will be submitted to the Commission on or before the due date.

NOTE: Relevant forms available at

http://www.mhec.state.md.us/institutions_training/Pages/GEARUP.aspx.

B. TIME & EFFORT REPORTS

Submission: Quarterly (See Schedule Below)

Quarterly in-kind and Time & Effort reports are required from all grantees. MHEC must submit documentation of the effort to meet the GEAR UP matching requirement. Matching documentation includes four phases of the Quarterly In-Kind & Time and Effort report, and are due according the schedule below. Any grantee not able to meet these requirements must provide proper justification with the initial proposal submission.

The following due dates are outlined below:

Phase	Time Period	Report Due Date*
Phase I	June 15 th – September 31 st	October 15 th
Phase II	October 1 st – January 31 th	February 15 th

Phase III	February 1 st – March 31 th	June 15 th
Phase IV	June 1 st - August 15 th	August 31 st

NOTE: If the due date falls on the weekend, the report will be due on the Monday following the due date. Relevant forms available at http://www.mhec.state.md.us/institutions_training/Pages/GEARUP.aspx.

C. INTERIM REPORT

Deadline: Due January 30, 2019

- **For the report to be acceptable, it must include:**
 - phase one of the evaluation plan (see Proposal Narrative, Section 2.5 Project Evaluation for details);
 - Interim updated Enrollment Data and Outcomes Forms;
 - a roster of participants for each activity;
 - an “activity and participant information” chart included on the Interim Report Response Questions;
 - a budget that shows how much of the grant has been expended, matched and how much remains in each line item of the original accepted budget proposal;
 - responses to the other questions posed on the interim report form; and
 - evidence that the project is progressing sufficiently to continue.

FINAL REPORT

Deadline: Due November 15, 2019

Final reports should address items on the interim report but for the full term of the grant. Final reports must be submitted to MHEC (90) days upon project closeout. **Failure to submit a final report may make the project director ineligible to apply for future grants.** This reports will:

- Final and updated Cohort Baseline Enrollment and Data reports must be included
- Final reports have a financial report section and a narrative report section (see below for details).
- The final report includes the comprehensive evaluation of the grant. This evaluation will include the evaluation plan components from the accepted proposal. The evaluation should restate the objectives included in the proposal and discuss how the project outcomes compared to those stated in the proposal and the evaluation instrument(s) used.
- **Final reports should include the same type of Participant Roster and Participant Contact Hours requested for the interim report that is updated to reflect the information for the full term of the grant (not just the second half of the grant).**

A. NARRATIVE REPORTS: Include the results of the evaluation plan outlined in the project proposal and document the project outcomes. These reports will:

- Address the objectives and outcomes of the project, comparing those that were named in the proposal to the actual results and explaining how and to what extent project activities were successful in meeting project objectives and outcomes;
- Include Phase 2 of the evaluation plan (see Proposal Narrative, Section 2.5 Project Evaluation); this will include the results of the evaluation plan described in the proposal—and include the results and report of any evaluator paid by the grant;
- Note where or how the project activities might be improved; and
- Indicate the number of students, teachers, and parents that were served. Include the participant table in the interim report form and for the full grant term.

The narrative report should also include detailed and final participant data, reflecting the total number of participants by position (student, teacher, or parent). Sign-in sheets and attendance records that provide proof of attendance can serve as a place to collect most of this information in preparation for reporting, but reports should summarize the data. Interim reports include project narrative, data, and budget sections that include but are not limited to:

- Responses to questions posed on the interim report form (e.g., progress to date, whether the project on track with original timeline, challenges encountered);
- Evidence that the project is progressing sufficiently to continue (students' progress);
- Project data including the number of students served and outreach activities and services provided; and
- The budget report showing grant expenditures and remaining budget in each line item of the original accepted budget application. Grantees should keep records indicating how funds are expended, the total cost of project activities, the share of the cost provided from other sources, and any other relevant records to facilitate an effective audit. Such records should be held for five (5) years after the grant ends. Any unspent grant funds must be returned with the final fiscal report.

B. THE FINANCIAL REPORT must be signed by a financial officer at the institution serving as the fiscal agent. Grantees should keep records indicating how funds are expended, the total cost of project activities, the share of the cost provided from other sources (in-kind or otherwise), and any other relevant records to facilitate an effective audit; such records should be held for five (5) years after the grant ends.

NOTE: Any unspent grant funds should be returned with the financial report.

Relevant forms available at

http://www.mhec.state.md.us/institutions_training/Pages/GEARUP.aspx.

PROPOSAL SUBMISSION

- Submitted response must meet the stated requirements of this request. The original application and three (5) hard copies must be delivered by 4 p.m. on May 7, 2018. Applications may be delivered in person or by mail, but must arrive no later than 4:00p.m. to the Maryland Higher Education Commission.

Deliver to:
Kendall Cook
Office of Outreach and Grants Management
Maryland Higher Education Commission
6 N. Liberty St., 10th Floor
Baltimore, MD 21201
Phone: 410-767-7269
Email: kendall.cook@maryland.gov

- An electronic copy of the abstract, grant application, and budget request must be submitted to kendall.cook@maryland.gov by 4 p.m. on May 7, 2018. See format requirements on page 12

PROPOSAL REVIEW PROCESS

A panel of qualified reviewers will read each application and score each according to the grant selection criteria described. The panel makes recommendations as to funding and adjustments that the project staff might make to improve either the project to be implemented or the proposal if it is rejected for this round of funding. Review panel funding recommendations are forwarded to the Secretary of Higher Education (or designee) for final approval.

FUNDED PROJECT EVALUATION AND SELECTION CRITERIA

Each application will be evaluated and scored based on the following categories:

Category	Maximum Points
Needs Assessment	15
Program Overview, Design and Planning	20
Activities	25
Project Evaluation	20
Budget and Cost Effectiveness	<u>20</u>
Total	100

NOTICE OF GRANT AWARDS

Funded projects will be announced on Friday, June 15, 2018 by email to the listed Project Director(s).

APPEAL PROCESS

The following procedures have been established regarding appeals of disapproved grant proposals:

- The applicant shall be notified in writing if the proposal is not selected for funding support.
- Upon request of the applicant and within 14 days of notification, the Maryland Higher Education Commission will provide additional information outlining the reasons for disapproval.
- The sole basis for appeal is violation of State statutes or regulations.
- If the applicant wishes to appeal, a request for a hearing must be made within 30 days of the action of the Maryland Higher Education Commission.
- Within 30 days thereafter, the Maryland Higher Education Commission shall hold a hearing.
- Not later than 10 days after the hearing, the Maryland Higher Education Commission shall issue its written decision.

TECHNICAL ASSISTANCE AND TRAINING

Contact the Maryland Higher Education Commission (MHEC) Office of Outreach and Grants Management if you have questions about the proposal format or require further assistance. Project directors are also encouraged to contact MHEC whenever they have questions about grant implementation or management:

Kendall E. Cook
GEAR UP Coordinator
Outreach & Grants Management Office
Maryland Higher Education Commission
kendall.cook@maryland.gov
Phone: (410) 767-7269

The following technical assistance meetings and/or trainings are listed below:

Leadership Development Program
Technical Assistance Webinar
Thursday, April 12, 2018
10:30 a.m. to 11:30 p.m.

Please RSVP to Kendall Cook at kendall.cook@maryland.gov by April 10, 2018.

APPENDIX A. REPORT TEMPLATES

Cover Sheet
Abstract
Budget Summary
Budget Narrative

**MARYLAND HIGHER EDUCATION COMMISSION
GEAR UP LEADERSHIP DEVELOPMENT PROGRAM**

FY 2018 PROPOSAL COVER SHEET

Institution of Higher Education (IHE): _____

Title of Project: _____

Districts Served: _____

Other partner institutions, organizations, or private companies: _____

GEAR UP Coordinator:

Name: _____ Title: _____

E-mail address: _____ Phone number: _____

Signature: _____ Date: _____

District Grants Office Contact:

Name: _____ Title: _____

E-mail address: _____ Phone number: _____

Signature: _____ Date: _____

District Finance or Business Office Contact:

Name: _____ Title: _____

E-mail address: _____ Phone number: _____

Signature: _____ Date: _____

Certification by School District SUPERINTENDENT/CEO:

Name: _____ Title: _____

E-mail address: _____ Phone number: _____

Signature: _____ Date: _____

Abstract

FY 2018 GEAR UP LEADERSHIP DEVELOPMENT PROGRAM

IHE: _____

Project Title: _____

In 250 words or less, describe (for an educated general audience) your project activities. (Note that this may be reproduced as is or edited by Commission staff for inclusion in press releases and other publications describing the grant program.)

GEAR UP LEADERSHIP DEVELOPMENT PROGRAM BUDGET SUMMARY FORM

BUDGET SUMMARY (use this Excel format)

FY 2018 GEAR UP Leadership Development Program

Institution of Higher Education: _____

Project Title: _____

Project Number (assigned by MHEC): _____

SOURCE OF FUNDS				
	COLUMN 1 *GEAR UP FUNDS REQUESTED	COLUMN 2 **INSTITUTION OF HIGHER EDUCATION	COLUMN 3 ***OTHER CONTRIBUTIONS	COLUMN 4 TOTALS
A. Salaries & Wages				
Professional Personnel [List each by name followed by title in brackets]				
1				
2				
3				
4				
Other Personnel (list categories & # of each in brackets)				
5. []				
6. []				
7. []				
8. []				
Total Salaries and Wages				
B. Fringe Benefits				
C. Travel				
D. Equipment				
1				
2				
E. Materials and Supplies				
F. Consultant and Contractual Services				
G. Other (specify)				
1				
2				
H. Total				

*Include all grant-funded expenses.

**Include any contributions from applicant institution in this column. Include both cash and in-kind contributions, distinguishing in the budget narrative which type of contribution is provided for a given item.

***Include any contributions from other partners in the grant project in this column.

BUDGET NARRATIVE (use this format)

Provide a detailed description of each expenditure in the budget summary spreadsheet. The description should include how the budget amount was computed as well as provide a clear description of the purpose of the expenditure relative to the project proposed in the grant application. *Refer to the budget narrative example below as a model.*

A. Salaries & Wages

1. Nathaniel Chase [Project Director] will spend 50% of his time on project activities during 2016-15 academic year. Institution requests the cost to pay the salary. ($\$45,000 \times .50/\text{percent} = \$22,500$).
2. Jo Daniel [Program Manager] will spend 40% of her time on project activities during the program period. Salary in the amount of \$14,400 is requested. ($\$36,000/\text{annual salary} \times .40/\text{percent} = \$14,400$)
3. Administrative Assistant: to be hired. $\$8.00/\text{hour} \times 5 \text{ hours/week} \times 36 \text{ weeks}$ Request = **\$1,440.**

B. Fringe Benefits

Fringe benefits for Nathaniel Chase and Jo Daniel are provided and calculated at 18%
 $\$22,500 + 14,400 \times .18 = \mathbf{\$6,642}$

C. Travel

Travel for program manager to offsite meetings and events with for outreach
Request = $\$0.54 \text{ cents per mile} \times 10 \text{ trips} \times 30 \text{ miles/trip} = \mathbf{\$162.00}$

D. Equipment

No equipment requested.

E. Materials and Supplies

Guide to Succeeding in College (book) for students' to use during mentoring session,
Request - $\$20/\text{per book} \times 50 \text{ students} = \mathbf{\$1,000}$

G. Other

Information brochures on the enrollment program, $5,000 \times .63 = \mathbf{\$3,150}$.
Postage for direct mail, $5,000 \times .44 = \mathbf{\$2,200}$

H. Total Direct Costs – sum total costs by column for requested funds.

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