

CPIP Grant Project Summaries

FY 2014 Awards

Allegany College of Maryland

Project Title: Project Jump Start (Success in Rural Maryland)

Project Director: Dr. Barb Zuchelli

Award: \$74,000

Project Abstract: Project Jump Start (Success in Rural Maryland) will support a significant number of students in Allegany County that are in need of academic intervention and college preparation services.

The primary goal of Jump Start is to prepare students for college by:

- 1) Enrolling students in dual enrollment courses resulting in college credits earned before graduating from high school.
- 2) Providing financial literacy counseling, coaching, and FAFSA completion assistance to help students and their parents understand financing a college education. In addition, the project will assist them with applying and enrolling in college.

This project is designed to provide high school students with the skills and support mechanisms to prepare them for college-level coursework. The project will support completion by shortening the time it takes students to complete their degree or certificate programs.

As a result of this project, 1) 100% of participants will be tested for college readiness using Accuplacer; 2) 90% of the students enrolled in dual enrollment college credit courses will graduate from high school with at least 3 college credits; 3) 100% of participants will learn about the college environment including the expectations, processes, and requirements that go along with being a college student; and 4) 100% of participants will receive information regarding FAFSA completion and college financing options.

CPIP Grant Project

FY 2014 Awards

Coppin State University

Project Title: Coppin After-School Math Program (CAMP)

Project Director: Dr. Nicholas Eugene

Award: \$113,684.44

Project Abstract: The over-arching goal of the CAMP program is to provide high-school students with authentic college experiences and to have students view themselves as capable of doing college work. Coppin State University (CSU) intends to achieve this goal by building academic support services into school class time and through effective group assignments. The proposed project will support high school students as they find out about the college application process, take college courses and earn college credit on the campus of CSU, while satisfying their high school graduation requirements.

College classes will be offered during the last two periods of the school day and will extend to after-school hours. The classes, taught by a CSU college professor, will contain a mixture of college and high school students. While “dual enrollment” has historically focused on high-achieving students, this project will be focused on students from underrepresented groups in Science, Technology, Engineering and Mathematics (STEM) that have the ability to succeed but have not considered college. Through dual enrollment courses, combined with appropriate student and parental support services (FAFSA completion, financial aid awareness), this project will have a have a strong positive influence on students who have the ability but are disengaged from high school and lacking the confidence needed to plan for college. The project initiative involves students and staff from CSU, Carver Vocational Technical High School, Coppin Academy High School and Bluford Drew Jemison STEM Academy. Coppin believes that focusing on STEM classes and career choices early will help motivate students through applied learning and help them see pathways to college and careers.

CPIP Grant Project

FY 2014 Awards

Johns Hopkins University

Project Title: College Attainment Program (CAP)

Project Director: Dr. Anita Young

Award: \$139,000

Project Abstract: Research suggests that closing achievement and opportunity gaps can increase college and other related post-secondary educational options that lead to viable career choices. The Johns Hopkins University School of Education, in partnership with two Prince George's County public schools (Central and Surrattsville High Schools), seeks to promote the district's vision to provide a rigorous educational program that prepares students for optimal college and career opportunities. The College Attainment Program (CAP) Initiative proposes to increase Central and Surrattsville High School students' and parents' knowledge about essential academic skills, personal behaviors, and financial resources needed for college admission and increased career choices. The initiative targets all 11th and 12th grade students, especially Free and Reduced Meals (FARMS) students, and students identified as lacking a post-secondary educational vision.

The initiative includes five components that will be replicated at each high school. They are: (1) 11th Grade College Preparation Program, (2) FAFSA completion student and parent workshops for 12th graders and comparative analysis of FAFSA participating and non-participating seniors, (3) College and Career Leadership Professional Development Institute, (4) college tours (face to face and virtual) to selected universities, and (5) Ready and Prepared Tutorial Services. The anticipated objectives and projected outcomes will help participants develop college and career goals and build protective factors for successful college admission and broad career options.

CPIP Grant Project

FY 2014 Awards

Prince George's Community College

Project Title: College and STEM Prep and Readiness (CASPAR)

Project Director: Dr. Teresa Bridger

Award: \$148,400

Project Abstract: Prince George's Community College (PGCC), in partnership with Prince George's County Public Schools (PGCPS), proposes to implement College and STEM Prep and Readiness (CASPAR), in five PGCPS high schools with identified need for college preparation intervention. The five participating PGCPS high schools are: Largo, Bladensburg, High Point, Potomac and Suitland High Schools. CASPAR will focus on two cohorts (juniors and seniors) of academically at-risk and/or academically underprepared students. Each cohort will receive programming appropriately designed for their grade level and will support students academically as they prepare for graduation and college entrance. The project meets the MHEC priority areas for the FY 2014 CPIP by: (a) preparing students who have not taken or have failed targeted HSAs to achieve passing scores, (b) providing dual enrollment opportunities for students, (c) providing services to reach the most at-risk students, (d) assisting students in developing education and career plan as well as necessary soft-skills necessary for career success, and (e) providing programming for parents of participating students so they can assist, encourage, and challenge their children. Participating students and their parents will receive assistance with FAFSA completion, financial aid obtainment and financial literacy, as well as academic preparation and remediation (as applicable) in mathematics, reading, and science. Finally, students and their families will be provided with college and career preparation services, with particular emphasis and laboratory experiences in different STEM disciplines.

CPIP Grant Project

FY 2014 Awards

University of Maryland, College Park

Project Title: College Access through Career Exploration (CACE V) in Partnership with Baltimore City Public Schools

Project Director: Dr. Stephanie Timmons Brown

Award: \$72,000

Project Abstract: The Maryland Institute for Minority Achievement and Urban Education (MIMAUE) at the University of Maryland will implement the College Awareness through Career Exploration (CACE) program with Forest Park High School (Baltimore City Public Schools). CACE will provide services for 11th and 12th grade students and their families. The services are intended to teach students strategies to successfully navigate the college application process and help them make the connection between high school courses, college majors and career choices. Services will include six college and career awareness workshops, on-going financial aid/FAFSA support (parent workshops included), two college tours and a professional internship experience. Of the 100 CACE participants, 25 students will be given an opportunity to participate in a competitive paid internship. Through an intense application and interview process, 25 students will be selected to participate in a summer internship opportunity. Students participating in the internship component will journal about their experience and complete a college and career plan.

CPIP Grant Project

FY 2014 Awards

University of Maryland Eastern Shore

Project Title: College Access Program (UMES – CAP)

Project Directors: Dr. Michael Nugent

Award: \$149,000

Project Abstract: The College Access Program continues to be a project in which UMES gives its full support to high need Eastern Shore Counties. The common threads remain dual enrollment opportunities, FAFSA completion and Career Development workshops. This year, a new component will offer academic services to our high school partners through an after school tutoring program.

Goal 1: To improve preparedness for college by assisting with the communication and collaboration between the higher education institution, LEA, and high school staff

- Distribute a quarterly newsletter for students and parents, keeping them abreast of services and opportunities offered through the UMES project, as well as information from outside sources supporting student achievement and access to higher education.
- Provide academic services in the form of tutoring and remediation workshops to prepare students for success in college.
- Offer dual enrollment college class opportunities. Students will be admitted to UMES and offered the opportunity to enroll in a 3 credit college class. College credits earned will be transferable.

Goal 2: To enhance high school students' and their families' knowledge of academic expectations, awareness of postsecondary education, careers, and postsecondary financial aid options

- Provide on-campus visits for students and their parents. During the visits, participants will tour the campus, classrooms, dorms, and audit a class.
- Offer informational sessions on financial aid, admissions, scholarship searches, and career searches to students and parents.
- Provide students and parents the opportunity to meet one on one with financial aid and admissions representatives and have assistance with completing their application for admission while on campus.
- Assist and support school counselors and staff recruiting students to participate in the programs offered by this grant with a "College Access Advisor" stationed at each school site.

CPIP Grant Project

FY 2014 Awards

Wor-Wic Community College

Project Title: Bridges to Achieve Success in STEM (BASIS)

Project Directors: Dr. Lori Smoot

Award: \$73,774.41

Project Abstract: Wor-Wic Community College has teamed with two high schools in Somerset County to develop the Bridges to Achieve Success in STEM (BASIS) project, which will:

- Provide students with supplemental academic support for the high school assessment (HSA) in mathematics;
- Improve students' knowledge of science, technology, engineering and mathematics (STEM) careers and employment possibilities;
- Promote linkages between careers and high school courses in mathematics and science; and,
- Provide students and their families with information about financial aid, FAFSA completion, and the college admission process.

Wor-Wic Community College's BASIS project includes a three-week summer bridge program, aimed at helping 20 rising sophomores who have not yet passed the HSA in mathematics to successfully pass this assessment. Students will be engaged in hands-on mathematics activities and career exploration activities that solidify linkages between mathematics and potential careers.

In addition, a BASIS coordinator, dedicated to Crisfield and Washington high schools, will provide multiple events and workshops throughout the grant period on financial literacy, financial aid and college admissions for students and their parents at all high school grade levels. Students will also participate in on-campus career exploration events, highlighting the use of mathematics and science concepts in careers such as nursing, criminal justice, hotel-motel-restaurant management and others.