



College Preparation Intervention Program (CPIP)

REQUEST FOR PROPOSALS (FY 2015)

**IN SUPPORT OF
MARYLAND GAINING EARLY AWARENESS AND READINESS
FOR UNDER GRADUATE PROGRAMS (GEAR UP)**

**Proposal Packet (BOTH Electronic & Hard Copies)
Due Date: Monday, April 27, 2015
NO LATER THAN 4:00 p.m.**

**Deliver Attn: Andrenette Mack Augins, Acting Director
Office of Outreach and Grants Management
Maryland Higher Education Commission
6 N. Liberty St., 10th Floor
Baltimore, MD 21201
PHONE - 410-767-3301
EMAIL- andrenette.augins@maryland.gov**

This page left intentionally blank.

SUMMARY TIMETABLE

Friday, February 13, 2015

RFA for CPIP released

Monday, March 2, 2015

Technical Assistance Meeting

Snow Day March 9, 2015

9:30 am – 12:30 pm

Maryland Higher Education Commission
Nancy Grasmick Building, 200 W. Baltimore Street
8th Floor, Room 4
Baltimore, Maryland 21201
410.767.3301

For directions see:

<http://www.mhec.state.md.us/higherEd/about/directio.asp> Maryland Higher Education Commission

Thursday, March 5, 2015

Technical Assistance Meeting

Snow Day March 10, 2015

9:30 am – 12:30 pm

Dorchester Career and Technology Center
Multipurpose Room
2465 Cambridge Bypass
Cambridge, MD 21613
410.901.6950

For directions see:

<https://www.google.com/maps/dir//Dorchester+Career+%26+Technology+Center,+Cambridge,+MD>
Dorchester Career and Technology Center

*RSVP by e-mail to Andrenette Mack Augins at andrenette.augins@maryland.gov indicating which meeting you will attend.

Monday, April 27, 2015 Proposal Packet (electronic & hard copies) due by 4:00 p.m. to MHEC

If inclement weather has caused the applicant institution or the Maryland Higher Education to close business early that day, the proposal will be due by 4:00 p.m. of the next full business day for both the Commission and the applicant institution.

June 12, 2015 Notification of grant awards made by email or phone prior to midnight. Project implementation begins. Conditionally approved projects' first grant payment will be submitted for payment once all revised documents are received.

December 11, 2015 Interim Reports due, final award payment will be made once the report is reviewed and approved.

June 30, 2016 Grant projects and activities end on this date.

September 5, 2016 Final Reports Due, certified expenditure report and unexpended funds due for grant projects

This RFA and relevant forms are available at: www.mhec.state.md.us/Grants/CPIP/cpip.asp

TABLE OF CONTENTS

College Preparation Intervention Program (CPIP) Program Summary	2
GOALS	5
CPIP – A Brief Review of Current Literature	7
PRIORITIES FOR June 2015 – June 2016	9
PARTNERING WITH Selected LEA SCHOOL SITES	10
PROPOSAL CHECKLIST	10
PROPOSAL FORMAT & REQUIREMENTS	12
1. GENERAL FORMAT REQUIREMENTS	12
2. ENTIRE PROPOSAL NARRATIVE	12
2.1 Needs Assessment	12
2.2 Project Objectives and Outcomes	12
2.3 Management Plan	13
2.4 Plan of Operation	14
2.5 Project Evaluation	14
3. BUDGET AND COST-EFFECTIVENESS	15
4. ASSURANCES	19
5. COOPERATIVE PLANNING AGREEMENT	19
TECHNICAL ASSISTANCE	20
PROPOSAL REVIEW PROCESS	21
EVALUATION AND SELECTION CRITERIA	22
NOTIFICATION OF AWARDS	22
APPEAL PROCESS	22
GRANT MANAGEMENT	23
1. FISCAL PROCEDURES	23
2. POST-AWARD CHANGES	23
3. PROJECT CLOSEOUT, SUSPENSION, TERMINATION	23
4. RECORDS	24
5. REPORTING REQUIREMENTS	24
6. INTERIM REPORTS ARE DUE DECEMBER 11, 2015	25
7. FINAL REPORTS ARE DUE SEPTEMBER 5, 2016	25
8. ACKNOWLEDGMENT OF SUPPORT AND DISCLAIMER	26
APPENDIX A: MSDE Maryland LEA School Sites	27
APPENDIX B: Content Standards	31
APPENDIX C: Proposal Forms	33
APPENDIX D: Report Forms	45

College Preparation Intervention Program (CPIP) Program Summary

AUTHORIZATION: *Annotated Code of Maryland, Education Article, §§11-701-705*

CPIP funded projects are aligned with the Maryland Gaining Early Awareness and Readiness for Undergraduate (GEAR UP) Programs, Maryland's college access and completion goals as outlined in Maryland Ready, the State's 2013-2017 State Plan for Postsecondary Education and the College and Career Readiness and College Completion Act of 2013. Funded projects adhere to the Common Core State Standards.

PURPOSE: The College Preparation Intervention Program (CPIP) is a State grant program which supports Maryland's college access and completion goals as defined in Maryland Ready, the State's 2013-2017 State Plan for Postsecondary Education and the College and Career Readiness and College Completion Act of 2013. CPIP fosters collaboration between Maryland's local education agencies and its higher education institutions to raise the level of academic preparedness of economically and environmentally disadvantaged students to enable them to attend, persist and succeed in college. The CPIP grant, administered by the Maryland Higher Education Commission (MHEC), is part of the State match for the federally funded Maryland GEAR UP Program serving ---middle schools and administered by the Maryland State Department of Education (MSDE). The Maryland GEAR UP program instills knowledge and delivers services to ensure that low income and underrepresented cohort students are college and career ready, develop the instrumental skills needed to apply/enroll in college, understand how to obtain financial aid to support their educational pursuits and complete a postsecondary education.

ACTIVITIES FUNDED: **PROJECTS PROVIDE ONE OR MORE OF THE FOLLOWING THREE (3) TYPES OF ACTIVITIES:**

- (A) ACADEMIC SERVICES TO STUDENTS:** After a diagnosis of basic skill deficiencies, provide enrichment, remediation, tutoring, research opportunities and individualized academic support (not necessarily only for advanced students) utilizing the Common Core State Standards (CCSS) to enhance the preparedness for college. There is a strong preference for mathematics, English/language arts or cross-disciplinary work with all enhancement and remediation services. Applicants are encouraged to provide services which will improve mathematics and English/language arts skills (including biology or other sciences as the real-life application to improve mathematics and English/language arts skills). Activities must be tied to the GEAR UP school's curriculum and the CCCSS. Applicants implementing this service **MUST show need using LEA academic test measures and indicate project success by academic pre and post testing of participants.** See also (B) for services to parents that support academic achievement.

(B) STUDENT AND FAMILY COLLEGE AND CAREER PREPARATION SERVICES: Provide students and their families with knowledge of financial literacy, college/career awareness and leadership development activities so that they can better understand school and State academic requirements. Services might include workshops to help parents learn new techniques for helping their children perform better in school. Projects could provide leadership development activities for parents to learn about available student services, and hone their advocacy skills to support their children. They may include evening, weekend and summer programs with families together or in breakout groups of students and adults that address (a) benefits of college, (b) what to take for college preparation and admission, (c) how to prepare for college visits and (d) financial aid activities that may include free scholarship searches and financial planning. College visits are also an option, as are student career exploration activities, résumé workshops, mock interviews, writing letters to prospective employers; activities designed to develop students soft skills (appropriate dress, punctuality, work ethic); (paid/volunteer) internships; preference for projects that make clear the connections between careers and course/college choices. Projects should enable students' to produce concrete products or gain new experience. Applicants implementing this service **MUST provide evidence of project success by comparing percent of gain from pre and post survey results from both students and their parents.**

(C) PROFESSIONAL DEVELOPMENT FOR TEACHERS, PRINCIPALS, AND OTHER STAFF: Provide school staff with sustained job embedded workshops/trainings on improving diagnosis of basic skill deficiencies of GEAR UP students to enhance the preparedness of the students for high school and college; establishing formative testing or using presently administered tests to evaluate achievement levels and assess the preparation of middle school students who are potentially college bound. Project activities on mathematics or English /language arts content or teaching strategies with mandatory in class observations and follow-up by the institution of higher education, lesson study summer institute activities involving students and teachers together. There is a preference for projects involving mathematics and/or English/language arts and a strong preference for projects developed in conjunction with district and GEAR UP school(s) that are linked to the Common Core State Standards. The project activities should be consistent with the LEA and GEAR UP school professional development plan as outlined in the LEA Bridge to Excellence master plan. See the MSDE website for information about "Master Plans". Applicants implementing this service **MUST indicate project success by linking professional development to evidence of increased student achievement.**

SERVICE REGIONS: Designated Maryland GEAR UP schools in districts that met the eligibility requirements and are a part of the Maryland GEAR UP grant program as approved by the U.S. Department of Education. The Maryland GEAR UP schools listed in the Appendix – are the following: Baltimore City, Dorchester and Wicomico Counties.

OR

Designated Maryland schools in districts that meet four eligibility requirements of

- (1) \geq 42.3% FARM in feeder middle schools,
- (2) two or more 10th grade FARM HSA scores (Algebra, Biology and Reading) are less than Maryland's HSA average, and
- (3) college remediation rates of high school graduates by place of residence \geq 50% and
- (4) high school graduation and bachelor's degree rates (Persons age 25+) are \leq 30%.

(In addition, non-GEAR UP middle schools serviced are in the following LEAs and meet the eligibility requirements: ***Kent and Prince George's Counties***)

STUDENTS SERVED:	Students in <u>schools</u> described above.
PROJECT PERIOD:	June 12, 2015 through June 30, 2016. Projects may run shorter.
AWARD AMOUNT:	Up to \$150,000 for GEAR UP cohort schools, depending on project scope.
ELIGIBLE APPLICANTS:	Accredited Maryland institutions of higher education accepted as a partner for one or more GEAR UP or designated school sites meeting criteria. Institutions may hold multiple grants. Grantees are strongly encouraged to conduct some of the project activities on their college campus.



PROJECT MATCH REQUIREMENT

Grantees are required to provide matching contribution equal to at least 1/4 or 25% of the total direct funds requested from MHEC to support the project. For example, a request for \$100,000 would be supported by \$25,000 in in-kind or matching funds bringing the total investment in the project to \$125,000. This non-federal match may be met with cash and/or in-kind contributions and **cannot be waived**. Documentation of matching contributions must contain adequate source documentation for the claimed cost share, provide clear valuation of in-kind matching, and provide support of cost sharing. In-kind contributions must be valued in accordance with relevant Office of Management and Budget (OMB) circulars and the Education Department of General Administrative Regulations (EDGAR). In-kind valuation of contributions of facilities and equipment must be done using depreciation rather than fair market value.

If the applicant institution does not include a matching contribution equal to at least 1/4 or 25% of the total direct project funds requested, the application will be considered ineligible for funding. If at the end of the project period the grantee fails to provide the full non-federal share as described in the budget summary and budget narrative at the time of submission, MHEC will reduce the amount of the grant award proportionately, and may in some instances terminate the grant.

GOALS & OBJECTIVES

**MARYLAND CPIP
GEAR UP
GOALS:**

The College Preparation Intervention Program (CPIP) has the following expected goals to be supported by grant project objectives and outcomes to increase the number of economically disadvantaged middle and high school students who intend to pursue postsecondary education:

GOAL 1

Improve GEAR UP students' performance in mathematics and English/ language arts to facilitate high school graduation and college matriculation
Outcomes

- a. GEAR UP students' annual performance on Partnership for Assessment of Readiness for College and Careers (PARCC) assessment in mathematics and ELA will improve by at least 3% from the previous year's class.
- b. GEAR UP students will take and pass the PARCC Algebra I assessment and the PARCC ELA Summative Assessment by the end of 9th grade at a rate of 6% higher.
- c. GEAR UP students will take and pass the PARCC Algebra II assessment and the PARCC ELA Summative Assessment at the end of the 11th grade at a rate of 10% higher.
- d. GEAR UP students will graduate from high school at a rate of 8% higher (specific target rates will vary by school and be established after the baseline is set).
- e. Achievement gaps between FARM-eligible and non-FARM-eligible students; and white, African American, and Hispanic students will decrease at GEAR UP schools by 3% per year of the life of the grant (specific outcomes will vary by individual schools).

GOAL 2

Improve the teaching of mathematics and English/ language arts in GEAR UP schools to enhance academic achievement of students.

- a. Two or more mathematics and ELA teachers from each school will participate in the Maryland College and Career summer conferences.
- b. In the year following the summer institute, these teachers will deliver lesson plans that (1) are closely aligned with the Maryland College and Career Ready Standards (MDCCRS) in mathematics and ELA; (2) offer students more opportunities for effective hands-on learning; and (3) are more effective. Through in-class observation and follow-up review, the mathematics MSDE Education Program Specialists along with the content area coordinators will assess the first two outcomes; the third outcome will be assessed by PARCC assessment scores for the students of that teacher in the year following each conference.
- c. In Maryland, many middle school mathematics teachers are elementary certified K-8 without a math certification. The new Common Core mathematics curriculum requires teachers to have a strong mathematics background in order to provide students a deep understanding of mathematics and foster successful performance on the PARCC assessment and successful preparation for college and careers.
- d. In the year following the conference, ELA teachers will deliver

lesson plans that are (1) effective and closely aligned with the 2014 Maryland College and Career Ready Standards (MDCCRS) in ELA; (2) offer students more opportunities to read, and analyze complex literature and informational texts. These outcomes will be assessed through in-class observation and follow-up review by the MSDE GEAR UP Coordinator and Education Program Specialist with support of the content area specialists as well as the PARCC summative assessment scores for the students that of that teacher in the year following the summer conference.

GOAL 3

Students will demonstrate a greater awareness of college admissions requirements and opportunities as measured through annual surveys or pre/post assessments.

- a. Annually, 3-5% more (year over year) GEAR UP students will indicate on a survey that they understand the college preparation requirements and the relationship of these requirements to college admission.
- b. Annually, 3-5% more (year over year) GEAR UP students will demonstrate knowledge of the requirements for postsecondary training as required for their career of choice on pre/post assessments.
- c. Annually, 3-5% more (year over year) GEAR UP students will be able to cite the differences between two and four-year colleges, vocational training schools, and research universities through pre/post assessments.
- d. Annually, beginning with the ninth grade, 3-5% more (year over year) students will be able to describe the college admissions and financial aid process through pre/post assessments.

Parents/guardians will be able to demonstrate knowledge of requirements for high school graduation, postsecondary options and acquiring financial aid for their student through annual surveys.

GOAL 4

- a. Annually, 3-5% more (year over year) GEAR UP parents will demonstrate through surveys their understanding of high school curriculum requirements for graduation and the relationship of these requirements to college admission.
- b. Annually, 3-5% more (year over year) GEAR UP parents will be able to describe the college application process, beginning with the 8th grade through surveys.

GOAL 5

Students will demonstrate an increase in their academic performance and preparation for postsecondary education through pre/post assessments.

- a. Annually, 3-5% more (year over year) students will indicate their understanding of financial aid availability and the role of the Maryland Office of Student Financial Assistance (OSFA) in securing financial aid through surveys.
- b. Annually, 3-5% more (year over year) students will report knowing what the FAFSA is and its role in acquiring financial aid by the end of the ninth grade through pre/post assessments.
- c. Annually, 3-5% more (year over year) students will report knowing what the Guaranteed Access Grant will mean to acquiring financial aid by the end of the ninth grade through pre/post assessments.

GOAL 6 Students will demonstrate an increase in their academic performance and preparation for postsecondary education through pre/post assessments.

- a. Annually, 40% of GEAR UP students participating in remediation or enrichment activities will demonstrate improvement through pre/post assessments
- b. In the 8th grade, 25% of GEAR UP eligible students will apply to take rigorous courses such as Advanced Placement (AP) or International Baccalaureate (IB) coursework.

CPIP – A Brief Review of Current Literature

Maryland's CPIP supports the Maryland GEAR UP goals and objectives. CPIP is also aligned with college access and completion goals as defined in *Maryland Ready, the State's 2013-2017 State Plan for Postsecondary Education* and the *College and Career Readiness and College Completion Act of 2013*. The Maryland Higher Education Commission administers CPIP funds to raise the college preparatory awareness and academic preparedness of economically and environmentally disadvantaged students in Maryland, enabling them to attend and succeed in college. CPIP funds are state matching funds that supplement the Maryland GEAR UP Grant Program, a federal grant.

The CPIP grant program is intended to sustain best practices and test innovative, new practices that promote college preparedness. Many low-income and first-generation students have difficulty in attending and graduating from college because they are not prepared academically and/or lack the knowledge about how to plan, apply, and pay for college. In a 2009 article titled *Mind the Gaps*, ACT, an education advocate and non-profit, stated that unprepared and uninformed students are less likely to enroll in college, more likely to need remedial coursework during their first year of college, less likely to succeed in their college courses, and less likely to earn a college degree. To succeed and graduate, students have to acquire the knowledge and skills to meet college's academic and social demands. In addition, college bound students often benefit from college entrance exams and standardized tests preparation, supplementary academic support to ease the transition into college, and college curriculum planning. Also, these students frequently gain necessary experience for college success from participation in summer academic programs and access to academic tutoring opportunities. CPIP grant programs embrace various strategies to prepare students for college.

Secondary School Academic Preparation:

In any middle or high school program, students focusing on college enrollment and success need a curriculum of high-level, college preparatory advanced courses. In late 2006, the University of

Wisconsin Research Foundation's Transitions to College Focus Group Study indicated many college students "wish they had known in high school how much more demanding college would be," and "college stress would have been reduced if they had taken more preparatory courses and had other experiences to prepare them for college" (Janke, et al, 2006). The Community College Research Center reports that advanced courses are increasingly seen as a means to support the postsecondary preparation of average-achieving students. Therefore, college bound students—including those with previously low achievement levels—who take more rigorous programs in high school, enroll and usually persist in postsecondary education at higher rates than similar students who pursue less challenging courses of study (Adelman, 2006; Oakes & Saunders, 2007). Another strategy to prepare students for the academic rigors of college is dual enrollment. Dual-enrolled students attend high school, but also take degree-granting, credit courses usually paying discount rates at their local college or university. Marilyn Ferdinand, editor of "Our Children" and writer for the National PTA, explains that dual enrollment programs offer students a way to "try on" college or a university. Dual enrollment exposes high school students to the college experience with the goal of obtaining college credits toward a college degree.

Parent and Guardian Preparation and Outreach:

In forming early aspirations and plans for college, students are often influenced by parental involvement and encouragement in college attendance, regardless of the parents' level of education. Many students and their parents/ guardians fail to plan for postsecondary education because they do not have the essential informational resources, financial planning advice, and personal support networks of knowledgeable friends, family, administrators, teachers and mentors (Cabrera & La Nasa, 2000). Some students and their parents/guardians have vague understandings or hold misconceptions about high school course requirements for college admission, the importance of teachers in college planning, and college tuition costs (Choy, Horn, Nuñez, & Chen, 2000; Venezia et al., 2003). Despite the challenges, in a 2000 report, Horn and Nunez noted that increased levels of parental involvement boosts the likelihood that students will take a rigorous high school curriculum and the likelihood that the students will enroll in college. Secondary and postsecondary institutions' early outreach and mentoring also can have positive results in preparing first-generation students and their parents/guardians for college through topics such as high school academic preparation especially in math, the importance of postsecondary education, financial aid planning, and college selection. In a two-pronged approach, early outreach and mentoring to parents/guardians can greatly improve the rates of college preparation and enrollment for college bound students.

Career Readiness Integration With College Preparation:

CPIP partnerships help ensure that high school curricula are aligned with degree and career educational requirements for students. Many high school students often lack information on the educational requirements for particular jobs and careers (Schneider, 2006). Before college, students can obtain knowledge and experience with follow-on careers from CPIP participation through college career center interaction, curriculum selection advising, resume writing, mock-interviews, and job search advising. Another aspect of college preparation for students is selecting the college with the best fit. With higher admission standards, selective institutions typically have more student support resources and education outcomes. Despite having the qualifications for college admission, the vast majority of high-achieving students from disadvantaged backgrounds never apply to selective colleges and universities (Avery and Hoxby 2012). Many of these students are not aware of their options; so, they choose colleges that under-match their academic ability (*Increasing College Opportunity for Low-Income Students*, The White House, January 2014). Other contributing factors to under-matching are students' lack of high school adviser interaction, apprehension about the price of college attendance, and lack of knowledge about college need-based financial aid and income requirements (*Addressing Undermatch*, Radford and Howell, 2014).

Postsecondary Education CPIP Practices:

Postsecondary sponsored CPIP grant program activities provide outreach and educational support to students regarding college selection methods, college costs, application fee waivers, academic advising and on-campus support. Also, college preparation programs offer activities that are designed to enable youth to prepare for a variety of college-related tasks including test preparation, admission essay writing, and college and financial aid application completion. Through extensive research, David Conley (2010) identified four interdependent knowledge and skill areas that comprise successful college readiness: key content knowledge in reading, writing, and other core academic subject areas; college knowledge, i.e., the “privileged information” needed to prepare for and apply to college and the contextual awareness skills needed to be successful there; academic behaviors, such as self-awareness and self-monitoring; and key cognitive strategies, such as intellectual openness and problem solving. By participating in a post-secondary sponsored CPIP activity, middle and high school students can gain the aforementioned knowledge and skills through contact with college staff, interaction with current college students, exposure to the college’s curriculum and campus tours.

CPIP activities are a proven, successful college outreach strategy for students and their parents/guardians by providing essential college planning and financial aid information. Kati Haycock, Director of the Washington-based Education Trust, claims “Many American young people are totally undone by the gaps between high school and college. They do everything their high schools tell them to do to get a diploma. But when they show up at even the local community college, they find that they do not have the knowledge and skills necessary to begin credit-bearing courses.” Through CPIP activities and interactions, postsecondary institutions and their secondary school partners engage in outreach and mentoring best practices to increase college access, enrollment, and graduation for low-income and first-generation students.

PRIORITIES FOR June 2015 – June 2016

Working within the 3 activities funded categories (pgs. 2-3), the Maryland Higher Education Commission (MHEC) has the following priorities for CPIP grant-funded projects for this period (address one or more):

- Engage and support students that are underachieving academically;
 - Preparing students to pass their PARCC assessments
- Providing services that are designed to reach the most at risk students to decrease the attrition rate in GEAR UP middle/high schools;
- Engaging students in developing a plan for themselves: from middle to high school to college and/or career;
 - Increasing GEAR UP students’ and families’ knowledge of the relationships between and among career goals, middle and high school courses and college courses, graduation, and postsecondary education and career choices.
- Providing parents and guardians with programmatic support so they have the resources and tools they need to help their children stay in school, take and succeed in challenging courses, and prepare for college and career;

- Building relationships with students to foster in them a belief that they would be accepted and welcomed in a college environment. This may occur through student experiences on campus, near-peer tutoring or mentoring, and/or college faculty and staff contact with students in schools and/or on campus. Activities may include preparing them to visit a campus and giving them a chance to experience an on-campus endeavor.

Note: Activities that focus solely on students who are already high-achieving academically are discouraged.

MHEC and reviewers of proposals for this grant program want to see suggested activities that follow best practices for early intervention college preparation. A few such practices are:

- Making academic work relevant to real-life problems and solutions;
- Using (creative) hands-on activities to engage student learning;
- Linking professional development and instructional activities to local curricula, College and Career Readiness, and the Common Core State Standards; and
- Involving parents in their children’s educational experience.

PARTNERING WITH GEAR UP SITES

Prospective applicants **MUST** consult with local GEAR UP staff and with the specific GEAR UP school site(s) administrative staff to plan a proposal. All cooperative planning agreements (see forms in appendix) **must include the signature of LEA CEO/Superintendent** and the GEAR UP school(s) contact (see Appendix A for a list). Failure to have such a signature will render a proposal ineligible. **Cooperative planning is the key to successful projects.**

◆ ***Start obtaining signatures early.*** It may take up to several weeks for a cooperative planning agreement to be approved within a school district.

Additional partners may be included in a proposal. Such partners might be other higher education institutions, businesses, the local Chamber of Commerce, nonprofit organizations that provide appropriate services or space for activities to take place, or any other entity that can and is willing to add value to the project. If partners are named in the proposal, all partner responsibilities must be spelled out in the cooperative planning agreement signed by each partner. Reviewers are more likely to believe that a partner will contribute services if a signed agreement to provide those services is included.

It may be possible to propose statewide activities that support more than one GEAR UP site or county. Proposals must include cooperative planning agreements signed by representatives of all sites that would be involved in any such proposed plan.

PROPOSAL CHECKLIST

Both, the original proposal with four hard copies and an electronic copy must be submitted. The original hard copy signatures should preferably be in [blue](#) ink.

Proposals (electronic and hard copies) as well as all signature pages must be received no later than 4:00 P.M. on April 27, 2015. A proposal is not considered complete and will not be reviewed unless all required signature forms are received by the due date.

Electronic Proposal Checklist (email to: andrenette.augins@maryland.gov)

Electronic submission should contain the following in the order and form indicated:

1. _____ Abstract (word document)
2. _____ The entire proposal (pdf. format)
3. _____ The budget request (excel format)

Hard Copy Proposal Checklist (mail or hand deliver):

Every ***proposal should contain an original with signatures preferably in blue ink and four (4) photocopies*** of the proposal packet which must include the following, **in the order indicated:**

1. _____ Cover Sheet*
2. _____ Abstract*
3. _____ Table of Contents
4. _____ Proposal Narrative (maximum of 15 pages for a-e)
 - a. _____ Needs Assessment
 - b. _____ Project Objectives and Outcomes
 - c. _____ Management Plan
 - Complete Key Personnel Form*
 - Advisory Committee Form*
 - d. _____ Plan of Operation
 - e. _____ Evaluation Plan
5. _____ Budget and Cost-Effectiveness
 - a. _____ Budget Summary*
 - b. _____ Budget Narrative*
6. _____ Assurances*
7. _____ Cooperative Planning Agreement* (signed by all partners)
8. _____ Project Staff Résumé

*Use the appropriate forms included in Appendix C. Forms are also available in electronic format at <http://mhec.maryland.gov/Grants/CollegePreparationInterventionProgram/CP/IP.asp>

Submit BOTH the electronic copies and the hard copies to:

Andrenette Mack Augins, Acting Director
Office of Outreach and Grants Management
Maryland Higher Education Commission
6 N. Liberty St., 10th Floor
Baltimore, MD 21201

Email: andrenette.augins@maryland.gov
Phone: 410-767-3301

PROPOSAL FORMAT & REQUIREMENTS

1. GENERAL FORMAT REQUIREMENTS

All grant proposals must meet the following criteria:

- Typed in 12-point Times New Roman, or a similar font type and size (single-spaced okay);
- 8-1/2 by 11-inch pages—**numbered** and with one-inch margins;
- The proposal narrative must **not exceed fifteen (15) pages**. The page limit includes only elements of the proposal narrative; it does not include 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; and
- 4 copies and **one original** along with the electronic version of the proposal must be submitted.

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

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

2. ENTIRE PROPOSAL NARRATIVE	(85 points)
-------------------------------------	--------------------

The following outline should guide proposal writing and will also be used to guide proposal review. Individual sections do not have point divisions other than what is indicated below. Label the narrative sections with the headings as indicated below:

2.1 Needs Assessment	(10 points)
-----------------------------	--------------------

- Describe the needs in the area of academic preparedness for students identified by the GEAR UP LEA partner(s), principal, and or other administrators from the school served. ***The GEAR UP school site's needs should be presented in specific and quantifiable terms.*** For example, identify what percentage of students needing remedial assistance (based on percentage of FARM students in the GEAR UP cohort middle schools, 7th grade FARM students' HSA scores with less than 70% proficiency and conversations with teachers/counselors).
- Provide **Baseline & Outcome Data Forms** for each project school only **after** receiving the CPIP award - [**form due 1 month after receiving award**]. (See Appendix C)
- If parent activities are included in the proposal, describe the needs to be addressed.
- Explain how the needs were determined.

2.2 Project Objectives and Outcomes	(15 points)
--	--------------------

- **List the supporting project objectives and expected outcomes.** Refer to the State's GEAR UP Goals.

- **The project objectives and expected outcomes should be described as what you plan to accomplish by the end of the grant period.** Specific objectives and outcomes should be presented and directly tied to each proposed activity.
- **For each objective, provide a projected outcome statement** (e.g., the project expects **95% of the 7th grade students** to receive a passing score or higher **on their PARCC assessments - mathematics and English/language arts** by the **end of the school year**).
- **Project outcome statements should use the approved MHEC “SMART”.** Proposals will be assessed on not only the project scope, but also on how **specific, measurable, achievable, realistic,** and **time sensitive** the project outcomes are.
 - **Are realistic.** Outcomes must be attainable.
 - **Are measurable.** Outcomes must demonstrate clear achievement. A good outcome statement will reference quantifiable indicators such as increased test scores.
 - **Have deadlines.** All outcome statements indicate when they are to be achieved.
 - **Reference state, local, and/or school-defined baseline data and standards.** Include baseline data for comparison to convey that your goal is reasonable and ambitious.

2.3 Management Plan	(15 points)
----------------------------	--------------------

- The management plan supports the implementation of the project. In other words, the *management plan should not contain direct service activities*. Direct service activities belong in the Plan of Operation.
- The management plan will:
 - include a **work plan** that lists major management actions for the project. Project duties should be clearly linked to the budget and plan of operation;
 - include, **in chronological order**, all major management activities;
 - indicate what each key staff member’s responsibilities are on the **Key Personnel & Advisory Committee Forms** (Appendix C); assign responsibilities for major management actions to key staff personnel (attach résumés in an appendix);
 - provide a clear organizational structure, a timeline, and milestones for accomplishing the management actions;
 - demonstrate that the project director and other key staff have sufficient time to conduct the grant project effectively;
 - demonstrate the adequacy of the project team to achieve the objectives of the proposed project on time and within budget; and
 - describe each partner’s role in the project.

2.4 Plan of Operation	(25 points)
------------------------------	--------------------

- This section must describe the activities that will achieve the project objectives and outcomes.
- The plan of operation will:
 - be a detailed plan that **describes where and how each activity will be implemented and key personnel responsible for each activity**;
 - explain how the services to be provided are appropriate to the needs of the intended recipients of those services and the project objectives;
 - include specific information on how, when, where, and by whom the students, teachers, or parents will be recruited for each activity. **Recruitment and retention are essential elements of project success and must be planned carefully and implemented rigorously.** Brochures and fliers alone have not proven to be an effective recruitment method;
 - provide detailed information about what students or parents will be required to do during each activity (e.g., When will it take place? How long will it last?, etc.);
 - estimate the number of participants to be served by the project and by each activity;
 - indicate the number of contact hours per participant; and
 - offer a timeline for the implementation of all activities.
- ***Adding a summary table to complement (not replace) the plan of operation may be helpful. The table is part of the Plan of Operation and may look like the sample Table in Appendix C.***
- **For continuing grants, provide a one to two paragraph summary of the prior year's evaluation results. Include data results of previous projects and how those results inform the current proposal.**

2.5 Project Evaluation	(20 points)
-------------------------------	--------------------

- The project evaluation will be an integral part of the project's design and implementation, not something done after the project is completed. The evaluation should include more than project outputs. **The evaluation should be clearly tied to project objectives and outcomes that are tied to Maryland's GEAR UP goals and objectives.**
- The evaluation plan should be aligned and based on the project objectives and outcomes.
- Like the rest of the proposal, the plan for evaluation should be developed through cooperative planning with the LEA GEAR UP school site.
- The evaluation should be a systematic means for monitoring and evaluating the program objectives and outcomes throughout the grant period.

- The evaluation should be a tool for making mid-grant programmatic changes. The proposal will describe a plan for collecting data throughout the project to be used for project improvement.
- 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.
- The proposal must describe how the baseline data were established for project objectives and outcomes.
- **If the partners have completed similar projects in the past, applicants should include information on how the results from the prior year evaluation(s) helped the formulation of activities for this proposal.**
- **Evaluation results aligned to objectives and outcomes must be included with the interim and final reports.**
 - **Phase one** of the evaluation plan must be submitted with the interim report and indicate what activities have occurred during the reporting period, the intended objectives and outcomes for these activities as originally identified in the proposal, and if they were met. If the objectives and outcomes were not met, the evaluation report should discuss why and what modifications to the program will be made.
 - **Phase two** of the evaluation plan must be submitted with the final report and should include a comprehensive evaluation of the entire project. Much like the phase one evaluation, it should include the activities conducted, the corresponding objectives and outcomes, and discuss how they measured against the proposed objectives and outcomes. Provide information pertaining to the sustainability of this project in the future without grant funds.
- ***WHILE ATTITUDINAL SURVEYS MAY PROVIDE VALUABLE INFORMATION FOR PROGRAM REVISION, THEY ARE NOT AN ADEQUATE EVALUATION PLAN.***
- See also the description of reports in “Grant Management.” This section provides basic information on the data and reports that are to be kept on file by all project directors.

3. BUDGET AND COST-EFFECTIVENESS	(15 Points)
---	--------------------

- **The budget and budget narrative must be completed on the Excel chart provided.** There should be a clear link of all costs to the project activities detailed in the Plan of Operation section.
- **Each proposal/institution is required to contribute 25% in match of the requested proposal amount.**
- Provide evidence of institutional commitment to the project including the amount of staff time dedicated to the project and in-kind contributions. In addition to the State match through the College Preparation Intervention Program (CPIP), your institutional contributions of 1/4 or 25% match are critical to meeting the Maryland GEAR UP grant

match requirement. The 1/4 or 25% required institutional match should be included in the appropriate column on the budget summary.

- **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, teachers, and/or parents to be served;
 - the budget complies with the guidelines laid out in this RFP;
 - in-kind contributions of 25% are identified and included;
 - there is adequacy of support—including facilities, equipment, supplies, and other resources—from the lead institution and the other partners identified; and
 - administrative costs are kept to a minimum.
- **Indirect costs charged to the grant cannot exceed 8%.**
- **THE BUDGET SUMMARY** form should show all planned expenditures for the project (see Budget Summary form in Appendix C):
 - Column 1, “CPIP Funds Requested,” is the amount of the grant being applied for.
 - Column 2, “Matching Funds,” will include both cash and in-kind contributions from the applicant who will serve as the fiscal agent if the grant is awarded. Projects are required to contribute matching funds that equal 25% of the project total, contributions that are provided should be documented. (See also “Grants Management—Records.”) In-kind contributions will assist the State in meeting the required match of federal GEAR UP funds.
 - Column 3, “Other Funds,” shows funds or in-kind contributions committed by cooperating organizations, agencies, institutions, local education agencies (LEAs), or others for this project. If more than one entity is committing funds for this project, indicate the specific breakdown of such funds on a separate page.
 - Column 4, “Totals,” shows the line-by-line sum of columns 1, 2, and 3.
- **THE BUDGET NARRATIVE** must **explain the rationale for each line of the budget summary for grant expenditures and matching funds**. This narrative must show how the amounts indicated were determined. Label the budget narrative line items as the budget summary has been labeled.
- **These budget guidelines apply (arranged by line item corresponding to the budget summary):**

A. Salaries and Wages

Note on Personnel:

Estimates of personnel time should be justified in terms of the tasks to be performed and the instructional contact hours. **Salaries are to be a function of regular appointment (% time commitment) for the academic year or the summer session, if applicable. Salaries cannot be drawn at a higher pay rate than that which the individual normally receives.**

1. Professional Personnel

List individually all key personnel and the requested salary amounts to be funded during the summer and/or academic year by indicating what percent of the individual's annual time will be committed to the project. Actual instructional compensation, if requested, is restricted to one course load equivalent for academic semester courses and/or one summer course equivalent. If effort is committed as an in-kind institutional contribution, the value should be noted in column 2 or column 3. For example, Jill Smith [Co-Project Director] –annual salary is \$45,000 and she will spend 10% of her time on project activities during the program period. Salary in the amount of **\$4,500** will be an **in kind/MATCH contribution**. ($\$45,000/\text{annual salary} \times .10/\text{percent} = \$4,500$)

2. Other Personnel

List individually all support personnel by support category and the requested rate of pay. Support personnel must be clearly justified and may include clerical and graduate or undergraduate assistants. If effort is committed as an in-kind institutional contribution, that should be noted in column 2 or column 3.

B. Fringe Benefits

These are calculated at the costs normally paid by the institution for the salaried members of its faculty and staff who will be involved in the project (according to the percentage of effort in the project). Fringe benefits can be a MATCH. For example, fringe benefits for Jill Smith and Jonathan Daniel will be match and calculated at $(18\% \times \$4,500) + (\$10,800 \times .18) = \text{MATCH } \$2,754$

C. Travel

Enter travel costs if necessary for key personnel to conduct off-campus activities. Mileage allowances may not exceed the State's approved rate for mileage reimbursement at the time of travel. Currently this rate is 56.5 cents per mile. All travel funding must be specifically designated by place and position, approximate date, distance, and method of travel and be approved in the project budget. **No out-of-state travel for conferences is allowed**, excluding travel throughout Maryland and the District of Columbia metro area.

D. Equipment

Purchasing non-instructional equipment is not permitted (**these are not equipment grants**). Equipment means an article of non-expendable tangible personal property having a useful life of more than 1 (one) year and an acquisition cost per unit that is consistent with institutional policy.

Equipment that is necessary to perform project activities should be leased or rented unless the cost to purchase is less. Leasing costs should be limited to the period of use.

E. Materials and Supplies

Non-expendable supplies, including but not limited to books and materials and computer software necessary for the effective implementation of the funded activity, may be purchased only if they are necessary and appropriate to the project activities. Items purchased are considered property of the School or CPIP students and must remain at the school upon completion of grant activities.

F. Consultant and Contractual Services

Use of program consultants must be justified and reasonable, and their fee should be a reflection of instructional time or time spent delivering other direct services (e.g., presenting at a parent workshop). Travel and per diem expenses for consultants should not exceed the institutional or State rate or that allowed by federal OMB circulars, whichever is least.

Preparation time for consultants will not be paid by the grant. Properly documented contractual agreements for expenditures to consultants or outside agencies for fees, travel, and routine supplies must be filed per institutional policy; and contractual payments cannot exceed institutional salary levels for similar work. Documentation for consultant services performed should be filed showing:

- a. Consultant's name, dates, hours, and amount charged to grant;
- b. Names of grant participants to whom services were provided; and
- c. Results or subject matter of the consultation.

G. Other (specify)

- a. Subsistence prohibited by federal standards. Since the students qualify for FARMS, ask districts will food programs can be extended to afterschool programs (if meals provided: State regulations apply and require that an agenda and an attendance list be supplied);
- b. Rental of space, if necessary;
- c. Any other costs not included above that are necessary to implement the project; provide specifics. Note that expenses for souvenir items will not be allowed.

H. Total Direct Costs

Enter sum of Items A, B, C, D, E, F, and G.

I. Indirect Costs

Up to eight (8%) percent of funds requested (Column 1, Item H, total direct costs) from the grant program monies to cover the direct cost of the project may be claimed for indirect costs recovery. **Un-recovered indirect costs are not eligible as match here as federal guidelines limit indirect costs to 8%.** CPIP funds are a match for federally funded Maryland GEAR UP GRANT PROGRAM.

J. Total

Enter sum of Item H and I. Observe that the Total (Item J) in Column 1 for "CPIP Funds Requested" is the amount of the grant being applied for. Be sure to reconcile the total in each line and each column.

K. Project Match Requirement

Grantees are required to provide matching contribution equal to at least 1/4 or 25% of the total direct funds requested from MHEC to support the CPIP. For example, a request for \$100,000 should be supported by \$25,000 in in-kind or matching funds bringing the total investment in the project to \$125,000. This non-federal match may be met with cash and/or in-kind contributions and cannot be waived. Documentation of matching contributions must contain adequate source documentation for the claimed cost share, provide clear valuation of in-kind matching, and provide support of cost sharing. In-kind contributions must be valued in accordance with relevant Office of Management and Budget (OMB) circulars and the Education Department of General Administrative Regulations (EDGAR). In-kind valuation of contributions of facilities and equipment must be done using depreciation rather than fair market value.

4. ASSURANCES	(required - no points)
----------------------	-------------------------------

Each grant proposal must be accompanied by a Statement of Assurances signed by the appropriate organizational representative. **The appropriate organizational representative for the Local School District is the *CEO or Superintendent*. The appropriate organizational representative for an Institution of Higher Education is an organizational representative that is *President or Vice President level*.**

- Use the form in Appendix C.

5. COOPERATIVE PLANNING AGREEMENT	(required – no points)
--	-------------------------------

- The proposal must include the cooperative planning agreement indicating that the applicant, the CPIP director/coordinator, School District CEO or Superintendent, LEA GEAR UP staff and the GEAR UP school principal(s) were involved in the planning process.
- **The cooperative planning agreement MUST also include a list of planned activities with corresponding estimated dates and event locations (i.e., at the LEA GEAR UP school site or at the IHE) and who is responsible for the activities.** By signing this form, members indicate that they are aware of their respective roles, agree to the conditions of the proposal and grant program, and have participated in the planning process.

- Use form in Appendix C.

TECHNICAL ASSISTANCE

Technical assistance meetings will be held **Monday, March 2, 2015** and **Thursday, March 5, 2015** from 9:30 a.m. to 12:30 p.m. See below for snow dates. Both technical assistance meetings will cover the same material: a program overview, an overview of this RFP, and discussion of the RFP requirements.

LEA staff will be invited to participate. To afford potential CPIP applicants and the LEA staff the opportunity to interact, the meeting will conclude with time for networking.

Meeting #1

Monday, March 2, 2015 (Snow Date March 9, 2015) meeting will take place at the Maryland Higher Education Commission located in the Nancy S. Grasmick Building, 200 W. Baltimore Street, 8th Floor, Room 4. The general information number is (410) 767-3358 or 410-767-3301. *Snow date for this meeting is March 9, 2015.*

For directions, see

<http://www.mhec.state.md.us/higherEd/about/directio.asp>

Meeting #2

Thursday, March 5, 2015 meeting will take place at the Dorchester Career and Technology Center located in the Multipurpose Room, 2465 Cambridge Bypass, Cambridge, MD 21613. The general information number is (410) 901.6950. *Snow date for this meeting is March 10, 2015.*

For directions, see

<https://www.google.com/maps/dir//Dorchester+Career+%26+Technology+Center,+Cambridge,+MD>

***If you would like to attend a Technical Assistance meeting, please RSVP to Andrenette Mack Augins by email at andrenette.augins@maryland.gov indicating which meeting you will be attending.*

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:

Andrenette Mack Augins
Acting Director
Outreach & Grants Management Office
Maryland Higher Education Commission
andrenette.augins@maryland.gov
(410) 767-3358 or (410) 767-3301

PROPOSAL REVIEW PROCESS

Proposal packets [an original and four (4) copies along with all electronic submissions] must be received by the deadline and include all requisite forms to be considered for this competitive grant funding. Applicants will be notified that their proposal has been received and assigned an proposal number. Proposal packets received by the deadline date will receive an email notification receipt.

A panel of qualified reviewers will read each proposal and score each according to the criteria indicated on pages 9 -19 and 22. Panelists will have an opportunity to add comments. Reviewers may be from Maryland or from other states and will have suitable qualifications to review the proposals. 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. The Secretary (or designee) of the Maryland Higher Education Commission will review all panel evaluations and select those proposals that best meet the established criteria and provide the best support for LEA GEAR UP sites.

EVALUATION AND SELECTION CRITERIA

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

Category	Maximum Points
Needs Assessment	10
Project Objectives & Outcomes	15
Management Plan	15
Plan of Operation	25
Project Evaluation	20
Budget and Cost Effectiveness	15
Total	100

****Important: If a grant recipient has materially failed to comply with the terms of a previous CPIP grant, MHEC may, upon reasonable notice to the grant recipient, deduct 10 points from the total if the applicant has outstanding grant requirements from previous CPIP grants with MHEC. If you had a previous CPIP grant, include data results of the project and how these results inform the current proposal.***

NOTIFICATION OF AWARDS

A grant award will be issued after approval of awards and acceptance of the negotiated grant award amount by the project director. Preliminary notification of awards will be made on June 12, 2015 by phone or e-mail before midnight. Written grant awards will be issued at a later date.

APPEAL PROCESS

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

- A. The applicant shall be notified in writing if the proposal is not selected for funding support.
- B. 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.
- C. The sole basis for appeal is violation of State statutes or regulations.
- D. 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.
- E. Within 30 days thereafter, the Maryland Higher Education Commission shall hold a hearing.
- F. Not later than 10 days after the hearing, the Maryland Higher Education Commission shall issue its written decision.

GRANT MANAGEMENT

1. FISCAL PROCEDURES

All State funds under this program must be assigned to a specific account. If an institution receives more than one grant award, separate accounts must be established for each. 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 approved. **Expenditures 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, use the form in Appendix D.** The request must include an explanation of the specific programmatic changes and a revised budget, if applicable. Requested revisions may not include the addition of a LEA school site that was not part of the original approved project. **If project activity dates have changed significantly since the proposal submission, you must submit a revised calendar of activity dates.**

The grant recipient shall also obtain **prior written approval** from the Office of Outreach and Grants Management:

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

Grantees must also request written approval to extend the expiration date of the grant if additional time beyond the established termination date is required to ensure adequate completion of the approved activity within the funds already made available. A single extension may be made for this purpose and must be requested **no less than 1 month prior** to the originally established expiration date. The request must explain the need for the extension and include an estimate of the un-obligated funds remaining and a plan for their use. The fact that un-obligated funds may remain at the expiration of the grant is not in itself sufficient justification for an extension. The plan must adhere to the previously approved objectives of the project. Furthermore, **it is not permissible to roll funds over from one CPIP grant into another CPIP grant.**

3. PROJECT CLOSEOUT, SUSPENSION, TERMINATION

Closeout: Each grant shall be closed out as promptly as feasible after expiration or termination. In closing out the grant, 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.

- The grant recipient shall submit all financial, performance, evaluation, and other reports required by the terms of the grant within 90 days of the date of expiration or termination.
- The closeout of a grant does not affect the retention period for State and/or federal 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. 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 the Commission 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 in its entirety.

Closeout of a grant does not affect the right of MHEC to disallow costs and recover funds on the basis of 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. RECORDS

A grant recipient shall **retain the following records for a period of five (5) years** after the completion of the CPIP grant project:

- records of significant project experience and evaluation results;
- 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 (note that timesheets should be kept for volunteer hours, as well as for all paid hours); and
- participant data (which students participated in which activities (include sign-in sheets); specify names, dates and places).

5. REPORTING REQUIREMENTS

To ensure accountability and sound fiscal management, the Office of Outreach and Grants Management serves as the State monitor of grant activities. In addition to requiring interim and final reports, MHEC staff may conduct site visits, undertake telephone interviews, or request written materials for this purpose.

Formal interim and final reports will also be required from all grantees. At the end of the grant, both a financial and a narrative report will be due to the Commission. The project evaluation should be an integral part of the narrative report.

6. INTERIM REPORTS are due December 11, 2015.

- **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
 - evidence that the project is progressing sufficiently to continue.
- See Appendix D for the interim report form.

7. FINAL REPORTS are due September 5, 2016.

Final reports should address items on the interim report but for the full term of the grant.

- Final reports must be submitted. **Failure to submit a final report may make the project director ineligible to apply for future grants.**
- Include final Enrollment Data & Outcomes Forms
- 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 a participant chart as was requested for the interim report but report the information for the full term of the grant (not just the second half of the grant).**

7A. THE FINANCIAL REPORT should be structured like the approved budget, with both a budget summary and a budget narrative (see Appendix D for the specific form/format to use). It 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. Any unspent grant funds should be returned with the financial report. Contact Jeff Cann at 410.767.3044 or jeff.cann@maryland.gov for payment assistance or to obtain agency codes.

7B. 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, updated for the full extent of the project.

The narrative report should also detail participant data, reflecting the total number of participants by position (student, teacher, or parent). Sign-in sheets can serve as a place to collect most of this information in preparation for reporting, but reports should summarize the data. **Project directors should collect participant data while activities are ongoing.**

8. 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 except those published in academic journals 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, clearly labeled with appropriate identifying information.

APPENDIX A: Maryland LEA School Sites

Requirements for College Preparation and Intervention Program State Grant – FY 2015 Funding Cycle

School District	% of FARM students in middle schools 2014 ≥44.4%	% of FARM students proficient in 8 th gr. Mathematics MSA 2014 ≤38.9%	% of FARM students proficient in 8 th gr. Reading MSA 2014 ≤63.4%	% of FARM students proficient in 8 th gr. Science MSA 2014 ≤50.4%	% College Remediation Rates of Recent High School Graduates by Place of residence 2010-11 ≥54.4%	% Bachelor's degree or higher, (Persons age 25+ 2009-2013) ≤30%
Maryland	44.4	38.9	63.4	50.4	54.4	36.8
Allegany	55.8	54.9	62.4	52.1	56.5	16.8
Anne Arundel	32.5	37.0	61.0	61.2	52.7	37.1
Baltimore City	88.3	25.2	52.0	32.7	76.1	26.8
GEAR UP SCHOOL DISTRICT						
Baltimore County	50.1	40.4	68.0	57.1	58.7	35.7
Calvert	23.2	64.3	74.4	72.0	34.5	30.0
Caroline	57.3	50.0	69.0	66.4	63.3	15.0
Carroll	17.5	51.4	72.4	67.2	60.6	32.7
Cecil	42.3	40.3	60.0	54.2	62.4	22.2
Charles	34.8	48.9	64.3	50.5	50.8	26.7
Dorchester	65.1	29.9	58.4	47.7	67.3	18.0
GEAR UP SCHOOL DISTRICT						
Frederick	25.1	37.8	68.1	57.6	44.4	38.2
Garrett	47.8	56.5	77.5	68.3	72.6	18.3
Harford	31.0	51.2	67.5	61.6	49.8	32.7
Howard	19.4	36.8	67.4	53.6	37.2	32.7
*Kent	51.5	38.8	57.5	63.6	65.4	29.6
Montgomery	33.4	44.1	69.2	54.9	44.2	57.1
*Prince George's	64.0	35.4	62.5	44.6	66.7	29.8
Queen Anne's	25.1	34.8	69.3	65.5	46.5	33.2
St. Mary's	30.8	43.3	62.1	59.4	36.1	29.5
Somerset	74.6	42.4	69.6	70.3	62.8	14.2
Talbot	40.6	28.6	65.5	48.3	60.8	33.3
Washington	47.9	59.4	71.6	58.5	70.3	19.5
Wicomico	60.4	41.4	58.1	48.1	66.1	26.3
GEAR UP SCHOOL DISTRICT						
Worcester	45.0	76.5	76.9	63.6	60.4	27.6

* Non-GEAR UP School Districts

Notes

High Need LEAs meet all four (4) eligibility criteria:

1. ≥44.4% or higher FARM in feeder middle schools
2. 2 or more FARM students' MSA scores ≤ Maryland's MSA average
3. College remediation rates of high school graduates by place of residence ≥50%
4. Percent of high school graduation and bachelor's rates (Persons age 25+ 2010-2011) are ≤30%

Source: 2009-13 Census Data, MDReportCard.org (2015) and 2014 Data Book MHEC

Eligibility for College Preparation and Intervention State Grant Program – FY 2015 Funding Cycle

School District	% of FARM students in middle schools 2014 ≥44.4%	% of FARM students proficient in 8 th gr. Mathematics MSA 2014 ≤38.9%	% of FARM students proficient in 8 th gr. Reading MSA 2014 ≤63.4%	% of FARM students proficient in 8 th gr. Science MSA 2012 ≤50.4%	% College Remediation Rates of Recent High School Graduates by Place of residence 2010-11 ≥54.4%	% Bachelor's degree or higher, (Persons age 25+ 2009-2013) ≤30%
Allegany	X		X		X	X
Anne Arundel		X	X			
Baltimore City	X	X	X	X	X	X
Baltimore County	X				X	
Calvert						
Caroline	X				X	X
Carroll					X	
Cecil			X		X	X
Charles						X
Dorchester	X	X	X	X	X	X
Frederick		X				
Garrett	X				X	X
Harford						
Howard		X				
*Kent	X	X	X		X	X
Montgomery						
*Prince George's	X	X	X	X	X	X
Queen Anne's		X				
St. Mary's			X			X
Somerset	X				X	X
Talbot		X		X	X	
Washington					X	X
Wicomico	X		X	X	X	X
Worcester					X	X

* Non-GEAR UP School Districts

GEAR UP School Districts

LEA Sites	LEA CONTACT
Baltimore City Public Schools	<p>Pauline D. Edwards, Director Department of Grant Administration Baltimore City Public Schools 200 E. North Avenue Room 319 Baltimore, MD 21202 Phone: 410-396-8939</p> <p>April Bell, Director, College and Career Readiness Office of Secondary Education Services Baltimore City Public Schools 200 E. North Avenue Baltimore, MD 21202 Phone: 443-642-4696 aebell@bcps.k12.md.us</p>
Dorchester County Public Schools	<p>Richard Potter, College and Career Readiness Transition Specialist Dorchester County Public Schools 700 Glasgow Street – PO Box 619 Cambridge, MD 21613 Phone: 410-901-6944 ext. 3614 potterr@dcpsmd.org</p>
Kent County Public Schools	<p>Dr. Virginia Newlin, Secondary Education 5608 Boundary Ave Rock Hall, MD 21661 410-778-6902 nnewlin@kent.k12.md.us</p>
Prince George's County Public Schools	<p>Edrika Hall, GEAR UP Coordinator, College Career Ready Office Prince George's County Public Schools John Eager Howard Building 4400 Shell Street Capitol Heights, MD 20743 Phone: 301-669-6011 edrika.hall@pgcps.org</p>
Wicomico County Public Schools	<p>David Harner, District Coordinator, GEAR UP Wicomico County Public Schools P.O. Box 1538 Salisbury, MD 21802 410-677-5284 dharner@wcboe.org</p>

APPENDIX B: Content Standards

MARYLAND COMMON CORE STANDARDS

Common Core Standards and other State Standards for core academic content areas, school performance, and other information are available from the Maryland State Department of Education (MSDE). The website is located at <http://www.marylandpublicschools.org/MSDE>.

The following pages from the extensive MSDE website may be useful to project planners.

MSA: Maryland School Assessment Program

<http://marylandpublicschools.org/MSDE/testing/msa/>

PARRC Assessments

<http://marylandpublicschools.org/MSDE/programs/parcc/>

Data Analysis: Analyzing Your State Assessment Data

Information pertaining to data obtained from State standardized testing and how to use this data to improve student achievement may be found at <http://mdk12.org/data/index.html>.

National Content Standards

Mathematics

National Council of Teachers of Mathematics (NCTM)
1906 Association Drive
Reston, VA 20191

<http://www.nctm.org/standards/>

* See also the Maryland Chapter of NCTM

Science

National Science Education Standards
National Research Council
Director, Outreach & Dissemination
2101 Constitution Avenue, N.W.
Washington, DC 20418

Benchmarks for Science Literacy
Project 2061 of the American Association
for the Advancement of Science (AAAS)
1200 New York Avenue, N.W.
Washington, DC 20005

<http://www.project2061.org/tools/benchol/bolframe.html>

Technology

For Students: <http://cnets.iste.org/students/>

International Society for Technology in Education
480 Charnelton Street
Eugene, OR 97401

Reading, English & Language Arts

National Council of Teachers of English (NCTE)
1111 West Kenyon Road
Urbana, IL 61701

International Reading Association
800 Barksdale Road, PO Box 8139
Newark, DE 19711

<http://www.ncte.org/>

APPENDIX C: Proposal Forms

Cover Sheet
Abstract
Data Form: Enrollment & Demographics
Data Form: Student Outcome
Budget Summary
Budget Narrative (example format)
Assurances
Cooperative Planning Agreement
Plan of Operation Sample Table (optional)

**MARYLAND HIGHER EDUCATION COMMISSION
COLLEGE PREPARATION INTERVENTION PROGRAM**

FY 2015 PROPOSAL COVER SHEET

Lead Applicant Institution/Organization: _____

Title of Project: _____

Partnership Members: LEA DISTRICT Site: _____

Schools Served: _____

Other partner institutions, organizations, or private companies: _____

Project Director(s): _____ Campus Telephone: _____

FAX Number: _____ E-mail: _____

Campus Mailing Address: _____

Grants Office Contact, Name & Title (post award): _____

E-mail address: _____ Phone number: _____

Campus Mailing Address: _____

Finance or Business Office Contact, Name & Title: _____

E-mail address: _____ Phone number: _____

Campus Mailing Address: _____

Certification by authorizing official (**V.P. level or above**):

Name: _____ Title: _____

Signature: _____

Abstract

FY 2015 College Preparation Intervention Program Grant

Lead Institution: _____

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 MHEC staff for inclusion in press releases and other publications describing the grant program.)

This page left intentionally blank.

KEY PERSONNEL (Before typing, duplicate this page for as many entries as needed). Complete the list of the key personnel who are responsible for planning and/or implementing the College Preparation Intervention Program (CPIP) such as secondary and postsecondary faculty, educators and administrators, school counselors and admissions officers, and others as appropriate. Use this template and insert all information for each entry. Under "Type of Member" please check all boxes that apply, especially for those who also serve on the Advisory Committee. Note: Their names do not have to be repeated on the list of Advisory Committee Members. Please provide resumes for all Key Personnel.

1 st Entry here is the GEAR UP school site Liaison		1 st Entry here is the Postsecondary Liaison	
Name:		Name:	
Title:		Title:	
Affiliation:		Affiliation:	
Type of Member: (Place an "X" in all boxes that apply)	<input type="checkbox"/> Secondary <input type="checkbox"/> Postsecondary <input type="checkbox"/> Other: (Specify) <input type="checkbox"/> Also on Advisory Committee	Type of Member: (Place an "X" in all boxes that apply)	<input type="checkbox"/> Secondary <input type="checkbox"/> Postsecondary <input type="checkbox"/> Other: (Specify) <input type="checkbox"/> Also on Advisory Committee
Role or Expertise:		Role or Expertise	
Name:		Name:	
Title:		Title:	
Affiliation:		Affiliation:	
Type of Member: (Place an "X" in all boxes that apply)	<input type="checkbox"/> Secondary <input type="checkbox"/> Postsecondary <input type="checkbox"/> Other: (Specify) <input type="checkbox"/> Also on Advisory Committee	Type of Member: (Place an "X" in all boxes that apply)	<input type="checkbox"/> Secondary <input type="checkbox"/> Postsecondary <input type="checkbox"/> Other: (Specify) <input type="checkbox"/> Also on Advisory Committee
Role or Expertise:		Role or Expertise	
Name:		Name:	
Title:		Title:	
Affiliation:		Affiliation:	
Type of Member: (Place an "X" in all boxes that apply)	<input type="checkbox"/> Secondary <input type="checkbox"/> Postsecondary <input type="checkbox"/> Other: (Specify) <input type="checkbox"/> Also on Advisory Committee	Type of Member: (Place an "X" in all boxes that apply)	<input type="checkbox"/> Secondary <input type="checkbox"/> Postsecondary <input type="checkbox"/> Other: (Specify) <input type="checkbox"/> Also on Advisory Committee
Role or Expertise:		Role or Expertise	
Name:		Name:	
Title:		Title:	
Affiliation:		Affiliation:	
Type of Member: (Place an "X" in all boxes that apply)	<input type="checkbox"/> Secondary <input type="checkbox"/> Postsecondary <input type="checkbox"/> Other: (Specify) <input type="checkbox"/> Also on Advisory Committee	Type of Member: (Place an "X" in all boxes that apply)	<input type="checkbox"/> Secondary <input type="checkbox"/> Postsecondary <input type="checkbox"/> Other: (Specify) <input type="checkbox"/> Also on Advisory Committee
Role or Expertise:		Role or Expertise	
Name:		Name:	
Title:		Title:	
Affiliation:		Affiliation:	
Type of Member: (Place an "X" in all boxes that apply)	<input type="checkbox"/> Secondary <input type="checkbox"/> Postsecondary <input type="checkbox"/> Other: (Specify) <input type="checkbox"/> Also on Advisory Committee	Type of Member: (Place an "X" in all boxes that apply)	<input type="checkbox"/> Secondary <input type="checkbox"/> Postsecondary <input type="checkbox"/> Other: (Specify) <input type="checkbox"/> Also on Advisory Committee

ADVISORY COMMITTEE MEMBERS

Complete the list of the Program Advisory Committee members. Members included maybe from secondary and postsecondary academic faculty, educators; school counselors and admissions officers; members of labor organizations and the business community, representatives from economic and workforce development; and other stakeholders as deemed appropriate. Include all of the information requested for each entry. Use this template to ensure that all information is provided (Before typing, duplicate this page for as many members as needed).

1st Entry here is the Chairperson of the Advisory Committee			
Name:		Name:	
Title:		Title:	
Affiliation:		Affiliation:	
Role or Expertise:		Role or Expertise	
Name:		Name:	
Title:		Title:	
Affiliation:		Affiliation:	
Role or Expertise:		Role or Expertise	
Name:		Name:	
Title:		Title:	
Affiliation:		Affiliation:	
Role or Expertise:		Role or Expertise	
Name:		Name:	
Title:		Title:	
Affiliation:		Affiliation:	
Role or Expertise:		Role or Expertise	
Name:		Name:	
Title:		Title:	
Affiliation:		Affiliation:	
Role or Expertise:		Role or Expertise	

BUDGET NARRATIVE (use this format)
FY 2015 College Preparation Intervention Program Grant Proposal (MHEC)

Applicant Institution & Project Title: _____

[Provide justification for each line of the budget summary, as outlined in the RFP.]

A. Salaries & Wages

Ex.: *Professional Personnel:*

1. Dr. Jill Smith [Project Director] will spend 10% of her time in project activities during the 2015-16 academic year. Maryland State University requests for this time only the amount it will cost the university to pay an adjunct to replace Dr. Smith in one course. Request = \$5,000

Column 2: The University will contribute the difference between the \$4,500 requested and 10% of Dr. Smith's 10 month salary as in-kind cost share valued at \$7,500. Match = \$2,500

Other Personnel:

1. Administrative Assistant (1): Request = \$12.00/hour x 5 hours/week x 52 weeks = \$3,120

Column 2: Maryland State Univ. will provide release time for a database programmer (1) to help develop and maintain a database for the project: \$27/hr. x 2 hrs./wk. x 26 wks. Match = \$1,404

B. Fringe Benefits

Ex.: 1. Fringe benefits for Dr. Smith and the administrative assistant are calculated at 32%
Request = \$10,620 x .32 = \$3,398.40

C. Travel

Ex.: Travel for CPIP project director to LEA district school site for six lessons for students
Request = \$0.56 **cents** per mile x 6 trips x 60 miles/trip = \$198.00

D. Equipment

Ex.: Desktop computer for students' use in after-school writing lab at GEAR UP school site
Column 3: \$500 assessed value as provided by ABCville Chamber of Commerce (donor)

E. Materials and Supplies

Ex.: Study Company! Math Software for students' use during summer campus-based academic camp and follow-up use (site license will be held by LEA DISTRICT high school)
Request = \$2,100/software package with site license for use on 6-10 CPUs = \$2,100

F. Consultant and Contractual Services

Ex.: Instructional Technology consultant to be hired to assist college faculty with development of integrated PowerPoint presentation, website upload of the presentation, and related classroom materials; one-hour introduction and two follow-up sessions of 3 hours each (see timeline); hourly fee of \$65
Request = 7 hours x \$65/hour = \$455

G. Other

Ex. Snacks for 6 Saturday workshops (50 students, 5 undergraduate assistants, 5 staff)
Request = \$3/participant/day x 6 days x 60 participants = \$1,080

H. Total Direct Costs = [Item H, column 1 ONLY] = \$15,351.40

I. Indirect Costs = 8% x \$15,351.40 = \$1,228.11

J. Total Cost [column 1 total is the grant request]

ASSURANCES

The Applicant hereby affirms and certifies that it will comply with all applicable regulations, policies, guidelines, and requirements of the Maryland Higher Education Commission (MHEC) and the State of Maryland as they relate to the proposal, acceptance, and use of College Preparation Intervention Program funds in this project. Also, the Applicant affirms and certifies that:

1. It possesses legal authority to apply for the grant; e.g., an official act of the applicant's governing body has been duly adopted or passed, authorizing filing of the proposal, including all understandings and assurances contained therein and directing and authorizing the person identified as the official representative of the proposal and to provide such additional information as may be required.
2. It will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.
3. It will enter into formalized agreement(s) with the local education agency or agencies (LEAS) named in the proposal in the area(s) of proposed service, as well as with other members of the collaborative, where applicable.
4. It will expend funds to supplement new and/or existing programs and not use these funds to supplant non-grant funds.
5. It will participate in any statewide assessment program or other evaluation program as required by the MHEC.
6. It will give the MHEC and/or the Legislative Auditor, through any authorized representative, the right of access to, and the right to examine all records, books, papers, or documents related to the grant.
7. It will comply with all requirements imposed by the MHEC concerning special requirements of law and other administrative requirements.

Institution

Signature of Authorized Institutional Authority

Name and Title, Printed

Date

COOPERATIVE PLANNING AGREEMENT
Between

_____ and the participating partners
(Name of institution submitting proposal)

in the College Preparation Intervention Program (CPIP).

This cooperative planning agreement reflects the commitment of each partner to the grant project, including the specific responsibilities and roles each one bears if the grant is awarded.

The undersigned agree to abide by the conditions of the proposal.

Required Partners for Eligibility:

(1) College or University applicant (proposed project director/coordinator):

This partner will provide [summarize the services/activities etc. that the university/college representatives will provide]:

Name & Title (print): _____

Signature: _____ Date: _____

(2) Authorized SCHOOL DISTRICT Superintendent/CEO: _____

This partner will provide [summarize the responsibilities and duties the LEA SCHOOL DISTRICT will provide to support the CPIP/GEAR UP project]:

Name & Title (print): _____

Signature: _____ Date: _____

(3) _____ **Middle School Principal:** _____

This partner will provide [summarize the support the middle school principal will provide to the CPIP project.]:

Name & Title (print): _____

Signature: _____ Date: _____

Other Partners (name each, summarize each one's role/responsibilities, and obtain the appropriate authorized signature from each entity):

Name & Title (print): _____

Signature: _____ Date: _____

(These pages may be duplicated or reproduced; all signatures do not have to be on the same page if each partner's role is summarized on the form prior to signature. Additional pages should be added to include additional partners.)

Table 1. Plan of Operation Sample Table for One Activity

Direct Academic Services to Jones Middle School Students						
<p>Objective: To provide opportunities for 7th gr. students at Jones Middle School to attend remedial mathematics and English/language arts support to increase baseline assessment scores.</p> <p>Projected Outcome: By the end of August 2016, 260 7th gr. students will have had three opportunities to participate in remedial mathematics and English/language arts classes at their GEAR UP school site. Of the 120 7th gr. students, 60% will increase their pretest baseline scores by 5 to 10 points by the end of the classes.</p>						
Activity Description	Implementation Process	Activity Date	Expected Participants, Per Session	Evaluation Plan	Date (s)	Person (s) Responsible
Remedial Classes	<ol style="list-style-type: none"> 1. Hold information session for parents and students 2. Identify students who need remediation 3. Work with students to complete remediation courses. 4. Follow-up with students to compare PARCC assessment and school unit assessment scores 	Fall 2016 Spring 2016 Summer 2015	40 (120 total)	<ol style="list-style-type: none"> 1. Monitor student progress on course exams, assignments, and compare to pre-test baseline score. 2. Student self-report on remedial class experience 3. Track students who complete remedial class during sessions and on PARCC assessments 	Planning 11/2015 thru 12/2015, Ongoing Recruitment Registration 12/2015 thru 1/2016 Classes *2/2015 to 5/2015 and *6/2015 thru 8/2015 *10/1/15 to 2/28/16	<ol style="list-style-type: none"> 1. Tayo Brown, project director 2. Aaron Scriber, GEAR UP SCHOOL T coordinator 3. June Kier, project evaluator

APPENDIX D: Report Forms

**Project Amendment Request Form
Interim Report Form
Interim Report Budget Summary
Final Report Budget Summary
(Use the budget narrative format used in proposal forms.)**

For more information on reports, see Grant Management in this RFA.

**MHEC College Preparation Intervention Program Grant Program
Project Amendment Request**

Grant recipients must obtain prior written approval to make any significant change to the approved project. An explanation of the change(s) and a revised budget must be provided. Please be specific when explaining all requested changes.

Requests to extend the approved project period must be made **no less than one month** prior to the originally established expiration date. Section C of this form must also be completed for requests to extend the project period.

For further details about requesting project amendments, see page 21 of the RFA.

Institution:	
Project Title:	
Grant Number:	Project Director:

Section A. Amendment Request Type

- | | |
|--|---|
| <input type="checkbox"/> Project Extension | <input type="checkbox"/> Programmatic Changes |
| <input type="checkbox"/> Reallocate Funds | <input type="checkbox"/> Other |

Section B. Amendment Request Explanation

Description:

Reason:

Expected Results:

Section C. Project Extension: Additional Requirements

For one time, no cost extensions, the following additional information must be included:

- Revised timeline of participant activities
- The role of key staff during the extension
- Estimated number of active participants during the extension period

AMENDMENT/REVISED BUDGET SUMMARY (use this Excel format)

CPIP College Preparation & Intervention Program FY 2015

Higher Education Institution: _____

Project Number: 15- _____

Project Title: _____

SOURCE OF FUNDS				
	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4
	*CPIP FUNDS REQUESTED	**INSTITUTION Required 25% Match	***OTHER Contributions, match or in-kind	TOTALS
A. Salaries & Wages				
Professional Personnel				
[List each by name followed by title in brackets]				
1				
2				
3				
Other Personnel				
(List categories & # of each in brackets)				
5				
6				
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 Direct Costs (A through G)				
I. Total Indirect Costs (max. 8% of H)				
J. Total (H and I)				

*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.

**MHEC College Preparation Intervention Program Grant Program
Interim Report Response Questions (December 11, 2015)**

Project Title: Grant #:	
Submitted By:	Reporting Period: June 11, 2015 – December 11, 2015

Please attach additional sheets for your responses. Address all questions and feel free to add any other additional information you think pertinent. The budget form is available at <http://mhec.maryland.gov/Grants/CollegePreparationInterventionProgram/CPIP.asp>

1. Evaluation

- a. Include phase one of the evaluation plan (see RFP on Evaluation Plan for details).
- b. Please describe the major activity outcome(s). The specific and measurable project objectives and outcomes submitted in the approved proposal should be restated in this section. Then this section should state if each project objective and outcome was partially met, met or not met depending on the phase of the project. If the project objective/intended outcome was not met, explain why. An example has been provided below.

Project objective in proposal (re-state): To provide opportunities for LEA SCHOOL GEAR UP cohort students at Jones Middle School to attend remedial mathematics and English/language arts support to increase their baseline assessment scores.

- i. Projected project outcome in proposal (re-state): By the end of January 2016, 120 7th grade students will have had three opportunities to participate in remedial classes. Of the 120 7th grade students, 60% will increase their pretest baseline scores by 5 to 10 points by the end of the classes.

Interim Report Example

- ii. Was this project objective and outcome met? Partially
- iii. Project outcome (quantified): By the end of January 2016, a total of 110 7th grade students participated in remedial classes. Of the 110 7th grade students, 50% (56 students) have increased their pretest baseline scores by 5 to 10 points at the end of classes.

Final Report Example

- iii. Was this project objective and outcome met? Yes
- iv. Project outcome (quantified): By the end of October 2016, a total of 110 7th grade students participated in remedial classes (fall, spring, and summer courses). Of those 110 students, 60% (66 students) increased their pretest baseline scores by 5 to 10 points at the end of classes.

2. Activity and Participant Information

Submit a summary of participants for each activity and the number of attendees/participants for each. A list of individual participants should support this summary sheet (include sign-in sheets at the very least).

Here is a sample of the summary participation worksheet:

Type of Activity	Activity Date(s)/Frequency	Major Activity Objective(s)	Number of Participants (Identify Participant Type)	Contact Hours

3. Please provide an overview of how your project is progressing:

- (a) Did the project start on time? If not, please discuss why.
- (b) Has the project recruited the projected number of participants? If not, please discuss the difference.
- (c) Which activity garnered the best response? Please discuss.
- (d) What are the greatest challenges and/or major issues faced by the project?

Then discuss the factors that made it possible or not possible to meet the expectations of the project objectives.

- 4. Do you anticipate any difficulties completing all activities on schedule and according to the proposed budget?** If so, please explain any anticipated modifications. *(Note that when such difficulties arise, project directors are encouraged to contact MHEC as soon as possible to begin discussing possible ways of addressing the problems encountered.)*
- 5. Financial Report:** complete a budget summary see table on following page and attach a brief budget narrative describing expenditures made.

INTERIM DATA: ENROLLMENT AND DEMOGRAPHICS

Provide baseline data as follows:

Academic Year 2015-2016	Male	Female	Total	Hispanic	Asian	African American	Caucasian	American Indian/Alaskan Native	Other Race(s)	English Language Learner (ELL)	Students with Disabilities	# of Students on Free & Reduced Meals
Demographics of the current total school population												
Demographics of Grade level(s) for CPIP GEAR UP Cohort Enrollment: [example 7 th grade]												

Identify the number of students enrolled in the overall cohort:

INTERIM DATA: STUDENT OUTCOMES

Provide data as follows:

#Cohort / #School	<i>Example Cohort 65/ School/ 2,500</i>	Male	Female	Total	Hispanic	Asian	African American	Caucasian	American Indian/Alaskan Native	Other Race(s)	English Language Learner (ELL)	Students with Disabilities	# of Students on Free and Reduced Meals
#Passed all MSAs or PARCC assessment	Cohort 40/ School/ 1,850												
Average GPA	Cohort/ 2.2 School/ 3.2												
Pretest Score for Math Remediation or Enrichment													
Pretest Score for Reading Remediation or Enrichment													
Pretest Score for College Awareness													

**CPIP – College Preparation & Intervention Program
INTERIM REPORT BUDGET SUMMARY**

(Due December 11, 2015 for the reporting period (6/12/15-12/11/15))

Institution: _____

Project#: _____ **Title:** _____

	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6
	*CPIP FUNDS BUDGETED	*CPIP FUNDS EXPENDED	*CPIP FUNDS REMAINING	**INSTITUTION CONTRIBUTIONS BUDGETED	**INSTITUTION CONTRIBUTIONS ACTUAL	***OTHER CONTRIBUTIONS
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 Direct Costs (A through G)						
I. Total Indirect Costs (max. 8% of H)						
J. Total (H and I)						

*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 grant project in this column.

**CPIP – College Preparation & Intervention Program
FINAL REPORT BUDGET SUMMARY**

(Due September 5, 2016 for the reporting period 6/12/15-6/30/16)

Institution: _____

Project #: _____ **Title:** _____

	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6
	*CPIP FUNDS BUDGETED	*CPIP FUNDS EXPENDED	*CPIP FUNDS REMAINING	**INSTITUTION Required 25% Match/In-Kind BUDGETED	**INSTITUTION Required 25% Match/In-Kind ACTUAL	***OTHER CONTRIBUTIONS
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 Direct Costs (A through G)						
I. Total Indirect Costs (max. 8% of H)						
J. Total (H and I)						

*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.

Signature of Finance

Officer _____

Name & Title of Finance

Officer _____

Date: _____

FINAL DATA: ENROLLMENT AND DEMOGRAPHICS

Provide baseline data as follows:

Academic Year 2015-2016	Male	Female	Total	Hispanic	Asian	African American	Caucasian	American Indian/Alaskan Native	Other Race(s)	English Language Learner (ELL)	Students with Disabilities	# of Students on Free & Reduced Meals
Demographics of the current total school population												
Demographics of Grade level(s) for CPIP GEAR UP Cohort Enrollment: [example 7 th grade]												

Identify the number of students enrolled in the overall cohort:

FINAL DATA: STUDENT OUTCOMES

Provide data as follows:

#Cohort / #School	<i>Example Cohort 65/ School/ 2,500</i>	Male	Female	Total	Hispanic	Asian	African American	Caucasian	American Indian/Alaskan Native	Other Race(s)	English Language Learner (ELL)	Students with Disabilities	# of Students on Free and Reduced Meals
#Passed all MSAs or PARCC assessment	Cohort 40/ School/ 1,850												
Average GPA	Cohort/ 2.2 School/ 3.2												
Pretest Score for Math Remediation or Enrichment													
Pretest Score for Reading Remediation or Enrichment													
Pretest Score for College Awareness													

This page left intentionally blank.