College Preparation Intervention Program (CPIP)

REQUEST FOR PROPOSALS
(FY 2016)

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

*****REISSUE OF RFP – NOVEMBER 23, 2015*****

Proposal Packet Due Date: (BOTH Electronic & Hard Copies)
Friday, January 22, 2016
NO LATER THAN 4:00 p.m.

Deliver Attn: Cynthia Tims, CPIP Coordinator
Office of Outreach and Grants Management
Maryland Higher Education Commission
6 N. Liberty St., 10th Floor
Baltimore, MD 21201
PHONE - 410-767-7269
EMAIL- cynthia.tims@maryland.gov

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SUMMARY TIMETABLE

Tuesday, November 3, 2015   RFP for CPIP released
Reissue of RFP   *****November 23, 2015 - Updates in Red text**
                                       (List of changes document issued with new release.)

Wednesday, November 18, 2015   Technical Assistance Meeting #1

9:30 am – 12:30 pm   Maryland Higher Education Commission (MHEC)
                                 Nancy Grasmick Building, 200 W. Baltimore Street
                                 8th Floor, Room 2
                                 Baltimore, Maryland 21201
                                 410.767.3301

For directions to MHEC see: http://www.mhec.state.md.us/higherEd/about/directio.asp

Friday, November 20, 2015   Technical Assistance Meeting #2

9:30 am – 12:30 pm   Dorchester Career and Technology Center
                                 Multipurpose Room
                                 2465 Cambridge Bypass
                                 Cambridge, MD 21613
                                 410.901.6950

For directions to the Dorchester Career and Technology Center see:
https://www.google.com/maps/dir/"/Dorchester+Career+%26+Technology+Center,+Cambridge, +MD

**RSVP by e-mail to Cynthia Tims at cynthia.tims@maryland.gov indicating which
meeting you will attend.*

**Friday, January 22, 2016   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.

April 29, 2016   Notification of grant awards made by email or phone prior to midnight.

May 16, 2016   Project implementation begins. Conditionally approved projects' first grant payment will be submitted for payment once all revised documents are received.

November 30, 2016   Interim Reports due, final award payment will be made once the report is reviewed and approved.

May 31, 2017   Grant projects and activities end on this date.

August 31, 2017   Final Reports Due, certified expenditure report and unexpended funds due for grant projects.

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

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College Preparation Intervention Program (CPIP) Program Summary

AUTHORIZATION:

§11-701. *Established.* In cooperation with the State's public and non-public institutions of postsecondary education, the Council of Maryland's K-16 Partnership, the Maryland State Department of Education, and the local school systems, the commission shall establish and administer a College Preparation Intervention Program. (1999, Ch. 515, § 1.)

§11-702. *Purpose.* The purpose of the College Preparation Intervention Program is to raise the level of academic preparedness of economically and environmentally disadvantaged students to enable them to attend and succeed in college. (1999, Ch. 515, § 1.)

§11-703. *Activities of the Program.* The College Preparation Intervention Program may include activities to:
1) Improve diagnosis of basic skill deficiencies of middle and high school students to enhance the preparedness of the students for college;
2) Establish a testing program, using presently administered tests to the extent possible, to evaluate achievement levels and assess the preparation of high school students who are potentially college bound;
3) Compile a list of courses of study recommended for college preparation and distribute copies of the lists to the high school students and their parents;
4) Provide information regarding college preparation to high school students in a timely manner so the student can make course changes to be better prepared for college;
5) Improve information to high schools and local school systems concerning the performance of their graduates at the college level in at least the following areas:
    (i) The adequacy of preparation of the students in basic skills on the students' entry into college;
    (ii) The campus enrollment and transfer patterns of students;
    (iii) The program choices of the students;
    (iv) The performance of the students on achievement tests; and
    (v) The rate of retention and graduation of students; and

6) Assist high schools and local school systems in the use of this information to improve student outcomes.

§11-704. *Reports to the Governor.* Each year, the Commission shall submit a report to the Governor and the General Assembly of Maryland addressing the status of the College Preparation Intervention Program. (1999, Ch. 515, § 1.)

§11-705. *Budget.* The Governor shall include in the annual budget bill an appropriation of at least $750,000 from the General Fund of the State for the College Preparation Intervention Program. (1999, Ch. 515, § 1.)

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 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 Local Education Agencies' (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, and internships (paid/volunteer). 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, summer institute lesson study 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 MSDE's website for information about "Master Plans."

STANDARDIZED DATA COLLECTION CATEGORIES

Grant recipients will be required to utilize the same standard definitions for all programs and services provided for students and parents/families. Adapted from the collaborative efforts of the National Council for Community and Education Partnerships (NCCEP) and the College and Career Readiness Evaluation Consortium (CCREC), these definitions foster consistent data collection and reporting. (See Appendix E)

SERVICE REGIONS:

Designated Maryland GEAR UP schools in districts that met the eligibility requirements and are 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 A – are the following: Baltimore City, Dorchester, and Wicomico Counties.

OR

Designated Maryland schools in districts that meet four eligibility requirements of
(1) $\geq$44.4% FARM in feeder middle schools;
(2) Two (2) or more FARM students' MSA scores $\leq$ MSA average;
(3) College remediation rates of high school graduates by place of residence ≥55.9%; and
(4) Percent of bachelor's degree or higher, (Persons age 25+) are $\leq$30%.

For the FY2016 funding cycle, non-GEAR UP middle and high schools serviced are in the following LEAs and meet the eligibility requirements: *Kent and Prince George's Counties*. (See charts on Pages 34-35)

STUDENTS SERVED:

Students in schools in service regions described above.
During the project performance period, the cohort will be in the 8th grade,

transitioning to the 9th grade in the fall (academic year 2016-2017).

PROPOSALS DUE:	**January 22, 2016**
PROJECT PERIOD:	**May 16, 2016 through May 31, 2017.** Projects may run shorter.
AWARD AMOUNT:	CPIP provides a total of $750,000 for FY2016, awarding **up to $150,000** for a single institution of higher education, depending on project scope.
	The first grant payment (50% of the total award) will be made at the start of the project period. The second payment (50% of the total award) will be made after the project's interim report has been received and approved.
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.**

GOALS & OBJECTIVES

CPIP AND MARYLAND GEAR UP GOALS:

MHEC's CPIP supports Maryland's GEAR UP goals and objectives 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 (ELA) 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 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 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- and 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- and 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- and post-assessments.

GOAL 4   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.

      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 greater understanding of the opportunities available for financial assistance for college attendance by annual surveys or pre- and 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 Free Application for Federal Student Aid (FAFSA) is, and its role in acquiring financial aid by the end of the ninth grade through pre- and 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 9th grade through pre/post assessments.

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

a. Annually, 40% of GEAR UP students participating in remediation or enrichment activities will demonstrate improvement through pre- and 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.

Maryland is transitioning from the Maryland School Assessment (MSA) and the High School Assessment (HSA) to PARCC assessments. PARCC baseline assessments were administered in the spring of 2015. Each district/school has been instructed to work with the Maryland Assistant Superintendent of Curriculum, Assessment, and Accountability and his curriculum content specialists to determine actual growth targets based on the 2015 PARCC baseline data for mathematics and ELA.

CPIP – A Brief Review of Current Literature

CPIP supports MSDE's GEAR UP goals and objectives. The program 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.

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. The CPIP grant program is intended to sustain best practices and test innovative, new practices that promote college preparedness.

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, 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 are comprised of 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 postsecondary sponsored CPIP activity, middle and high school students have a better opportunity to 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 May 2016 – May 2017

The cohort enters high school this fall. Therefore, CPIP funded projects will now shift from the participating middle schools to high schools in the service regions identified on page 5.

> **Working within the 3 funded activities categories (pgs. 3-4);** the Maryland Higher Education Commission (MHEC) has the following priorities for CPIP grant-funded projects for this period (address **one** or more):

- Projects that provide activities to help students transition from middle to high school. Activities should be designed to reach the most at risk students to decrease the attrition rate in selected GEAR UP high schools.

- Provide cohort students remedial and enrichment activities during school, afterschool, weekends, and Summer Camps; according to their academic strengths and needs.

- College visits that provide students and/or their families with information on academic requirements for admission into various institutions of higher education. Visits should include an official tour and presentations by admissions, financial aid, academic departments, athletics, student affairs, residence life, multicultural affairs, or other college departments.

- On-campus or workplace career exploration events highlighting the usage of mathematics, science, and Reading Language Arts concepts in careers.

- Comprehensive mentoring to help the participating cohort of students achieve their academic and career goals by nurturing college aspirations, helping them prepare academically for college, and advising them on how to make successful transitions from high school to college.

- Engage students in developing college and career plans from middle to high school;

  - Increase GEAR UP students' and families' knowledge of the relationships between career goals, middle and high school courses and college courses, graduation, and postsecondary education and career choices.

- Provide parents and guardians with program support to ensure 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;

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

Proposals for this program must or should suggest activities that follow best practices. Examples of best 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 and financial planning for college.

FY2015 CPIP Awards

Project Title	Higher Ed Institution	LEA Middle Schools	Project Director
College Attainment Preparation in Middle School (CAPiMS) Baltimore City Schools	Johns Hopkins University	**Baltimore City** •Commodore John Rodgers •Calverton	Dr. Ileana Gonzalez
College Attainment Preparation in Middle School (CAPiMS) Prince Georges County Schools	Johns Hopkins University	**Prince Georges** •Nicholas Orem	Dr. Anita Young
College and Career Academy (CCA): A Partnership with Baltimore City	University of Maryland College Park	**Baltimore City** •Commodore John Rodgers •Calverton	Dr. Stephanie Timmons Brown
University of Maryland Eastern Shore – College Access Program (UMES – CAP)	University of Maryland Eastern Shore	**Dorchester Co.** • Mace Lane **Wicomico Co.** •Wicomico •Salisbury •Bennett	Dr. Michael Nugent Dr. R. J. Davis
Helping Our Youth Achieve Success College Preparation Program (H.O.Y.A.S. CPIP)	Washington College	**Kent Co**. •Kent MS	Dr. Amanda Sommerfeld
College and Career Awareness Project (CCAP)	Wor-Wic Community	**Wicomico Co.** •Wicomico •Salisbury •Bennett	Dr. Stacey Wilson
Statewide High School Transition Conference	University of Maryland College Park	**Baltimore City** •Commodore John Rodgers •Calverton **Prince Georges Co**. Nicolas Orem	Dr. Stephanie Timmons Brown Mrs. Tamika Montgomery

PARTNERING WITH GEAR UP SITES

Prospective applicants <u>MUST</u> consult with local GEAR UP staff to plan a proposal. All cooperative planning agreements (see forms in appendix) ***must include the signature of LEA CEO/Superintendent***, the GEAR UP Coordinator (see Appendix A for a list), the middle school principal (transitioning 8th graders) and high school principal (incoming 9th graders). See the table below for a listing of the middle schools where the cohort currently attend and high schools where the cohort *typically* transitions.

LEA	Middle School (8th grade students)	High School (9th grade students)
*Baltimore City	Calverton Middle Commodore John Rodgers Middle	• Frederick Douglass High • Digital Harbor High • Edmondson-Westside High • Augusta Fells Savage Institute of Visual Arts • Vivien T. Thomas Medical Arts Academy
Dorchester County	Mace's Lane Middle	• Cambridge South Dorchester High
Kent County	Kent Middle	• Kent County High School
Prince George's County	Nicholas Orem Middle	• High Point High School • Northwestern High School
Wicomico County	Bennett Middle Salisbury Middle Wicomico Middle	• James M. Bennett • Parkside High • Wicomico High

(*) Baltimore City's School Choice program allows students to choose from more than forty (40) high schools in the area. MHEC used statistical data provided by Baltimore City Public Schools (BCPS) to identify the top five (5) high schools where students from the current participating middle schools (Calverton and Commodore John Rodgers) historically attend. However, some GEAR UP students may transition to other BCPS high schools, which will increase the number of GEAR UP high schools available for collaboration. The complete list of school choices and final school selections can be obtained from the GEAR UP Coordinator for BCPS (see Appendix A).

◆***Cooperative planning is the key to successful projects and must continue throughout the course of the project. Start obtaining signatures early****. It may take up to several weeks for a cooperative planning agreement to be approved within a school district. With the transition of the cohort from middle to high school, signatures will be required from administrators at both middle and high schools.*

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 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.

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 five (5) 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 January 22, 2016. A proposal is not complete and will not be reviewed unless all required signature forms are received by the due date.

Submit the documents listed to: cynthia.tims@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):

Each packet must include *an original proposal with signatures, preferably in blue ink, and five (5) photocopies, with 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
      i. Complete Key Personnel Form*
      ii. 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/CPIP.asp

Submit BOTH the electronic copies and the hard copies to:

   Cynthia Tims, CPIP Coordinator
   Office of Outreach and Grants Management
   Maryland Higher Education Commission
   6 N. Liberty St., 10th Floor
   Baltimore, MD 21201
   Email: cynthia.tims@maryland.gov
   Phone: 410-767-7269

PROPOSAL FORMAT & REQUIREMENTS

1. GENERAL FORMAT REQUIREMENTS

All grant proposals must meet the following criteria:

- Typed in 12-point Times New Roman, Arial or a similar font type and size, single-spaced;
- 8-1/2 by 11-inch pages—**numbered** and with one-inch margins;
- 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
- **One original and five (5) hard copies** of the application must be submitted; and
- An electronic copy of the grant proposal and the excel budget document are required. It must be clearly labeled with the project title and institution. Submit to Cynthia Tims at cynthia.tims@maryland.gov

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(s), 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 need remedial assistance (based on percentage of FARM students in the GEAR UP cohort middle schools, 8th 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 D)

- 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. (see pages 6-7)

- **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 **9th 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" criteria for goals and objectives.** Proposals will be assessed on the scope of the project, and on whether the project outcomes are **specific**, **measurable**, **achievable**, **realistic**, and **time sensitive**.

  - **Specific.** Target a specific area for improvement, name the target population to be served, be narrow, clear, unambiguous, and well defined.

  - **Measurable.** Outcomes must demonstrate clear criteria for quantifying progress towards attaining the goal so it can be tracked. A good outcome statement will reference *quantifiable indicators* such as increased test scores.

  - **Achievable.** Outcomes must be attainable, possible and plausible.

  - **Realistic.** Outcomes must be within reach, results-oriented and not impossible to achieve.

  - **Time sensitive.** All outcome statements **must have deadlines** indicating 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;

o demonstrate the adequacy of the project team to achieve the objectives of the proposed project on time and within budget; and

o 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:

  o be a detailed plan that **describes where and how each activity will be implemented,** and **key personnel responsible for each activity**;

  o explain how the services to be provided are appropriate to the needs of the intended recipients of the services and the project objectives;

  o 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;

  o 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.);

  o estimate the number of participants to be served by the project and by each activity;

  o indicate the number of contact hours per participant; and

  o 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 is 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.

- All services must provide evidence of project success by comparing percent of gain from pre- and post-survey results from students, parents, or educators.

- Like the rest of the proposal, the plan for evaluation should be developed through cooperative planning with the LEA GEAR UP representatives and school administrators.

- 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 should 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 (numerical results) and/or qualitative (narrative or descriptive data) method of analysis will be employed to review project objectives and outcomes.

- The proposal must describe how the baseline data was established for the 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.**
    - o **Phase one** of the evaluation plan must be submitted with the interim report and include the activities that 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.

    - o **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

- **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/annual salary x .10/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% x $4,500) + ($10,800 x .18) = 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 is prohibited by federal standards. Since the students qualify for FARMS, ask districts if 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; and

     c.   Any other costs not included above that are necessary to implement the project. Note that expenses for souvenir items are not 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. The rate requested must be the percentage permitted by its restricted indirect cost rate agreement, or 8%, whichever is less. CPIP funds are a match for MSDE's federally funded 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-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. 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

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 a *President or Vice President*.**

- 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) (both middle and high school) 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 Wednesday, November 18, 2015, and Monday, November 23, 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 the 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
Wednesday, November 18, 2015. The meeting will take place at the Maryland Higher Education Commission, the Nancy S. Grasmick Building, 200 W. Baltimore Street, 8th Floor, Conference Room 2. The general information number is (410) 767-7269 or 410-767-3301. *Snow date for this meeting is Tuesday, December 1, 2015 (Conference Room 1).*

For directions, see
http://www.mhec.state.md.us/higherEd/about/directio.asp

Meeting #2
Friday, November 20, 2015. The meeting will take place at the Dorchester Career and Technology Center in the Multipurpose Room, 2465 Cambridge Bypass, Cambridge, MD 21613. The general information number is (410) 901-6950. *Snow date for this meeting is Friday, December 4, 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 Cynthia Tims at
cynthia.tims@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:

    Cynthia Tims
    CPIP Coordinator
    Outreach & Grants Management Office
    Maryland Higher Education Commission
    cynthia.tims@maryland.gov
    (410) 767-7269 or (410) 767-3301

PROPOSAL REVIEW PROCESS

Proposal packets [an original and five (5) 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 a 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 11-22 and 25. Reviewers 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. Recommendations will be presented to the Secretary of Higher Education, or her designee, for final funding decisions.

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

Preliminary notification of awards will be made on Friday, March 11, 2016 by e-mail before midnight (date subject to change). Final 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. **Contact MHEC immediately if you anticipate any difficulties completing all activities on schedule and according to the proposed budget.**

Formal interim and final reports are 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 November 30, 2016.

- **For the report to be acceptable, it must include**:

- o phase one of the evaluation plan (see Proposal Narrative, Section 2.5 Project Evaluation for details)
- o Interim updated Enrollment Data and Outcomes Forms
- o a roster of participants for each activity
- o an "activity and participant information" chart included on the Interim Report Response Questions
- o 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
- o responses to the other questions posed on the interim report form
- o evidence that the project is progressing sufficiently to continue.

- See Appendix D for the interim report form.

7. FINAL REPORTS are due August 31, 2017.

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 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. (See Appendix D for the specific form/format to use).   Any unspent grant funds should be returned with the financial report. Contact MHEC's Director of Budget and Administration, Jeff Cann, at 410.767.3044 or jeff.cann@maryland.gov for payment assistance or to obtain agency codes. The CPIP Coordinator must also receive a copy of all correspondence.

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

LEA Sites	LEA/GEAR UP POINTS OF CONTACT
Baltimore City Public Schools	**Chelee Barnes, GEAR UP Coordinator** Office of Secondary Education Services Baltimore City Public Schools 200 E. North Avenue Baltimore, MD 21202 Phone: (443) 642-4077 cbarnes@bcps.k12.md.us **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
Dorchester County Public Schools	**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
Kent County Public Schools	**Dr. Virginia Newlin, Secondary Education** 5608 Boundary Ave Rock Hall, MD 21661 410-778-6902 nnewlin@kent.k12.md.us
Prince George's County Public Schools	**Edrika Hall, Instructional Specialist** Office of Advanced and Enriched Instruction Prince George's County Public Schools 9201 Hampton Drive Capitol Heights, MD 20743 Phone: 301-808-8275 edrika.hall@pgcps.org
Wicomico County Public Schools	**Jacqueline Leggett, GEAR UP Coordinator** Wicomico County Public Schools P.O. Box 1538 2424 Northgate Drive, Suite 100 Salisbury, MD 21802 (410) 677-5994 Ext. 4342 jleggett@wcboe.org **David Harner, District Coordinator** Wicomico County Public Schools 2424 Northgate Drive, Suite 100 Salisbury, MD 21802 Phone: (410) 677-5284 dharner@wcboe.org

College Preparation and Intervention Program (CPIP)
Eligibility Requirements - FY 2016 Funding Cycle

School District	% of FARM students in middle schools 2014 ≥44.4%	% of FARM students advanced or proficient in 8th gr. Mathematics MSA 2014 ≤38.9%	% of FARM students advanced or proficient in 8th gr. Reading MSA 2014 ≤63.4%	% of FARM students advanced or proficient in 8th gr. Science MSA 2014 ≤50.4%	% College Remediation Rates of Recent High School Graduates by Place of residence 2011-2012 ≥55.9%	% Bachelor's degree or higher, (Persons age 25+ 2009-2013) ≤30%
Maryland	*44.4*	*38.9*	*63.4*	*50.4*	*55.9*	*36.8*
Allegany	55.8	54.9	62.4	52.1	62.9	16.8
Anne Arundel	32.5	37.0	61.0	61.2	52.9	37.1
Baltimore City	88.3	25.2	52.0	32.7	76.6	26.8
GEAR UP SCHOOL DISTRICT						
Baltimore County	50.1	40.4	68.0	57.1	60.5	35.7
Calvert	23.2	64.3	74.4	72.0	34.9	30.0
Caroline	57.3	50.0	69.0	66.4	63.3	15.0
Carroll	17.5	51.4	72.4	67.2	61.1	32.7
Cecil	42.3	40.3	60.0	54.2	59.6	22.2
Charles	34.8	48.9	64.3	50.5	50.8	26.7
Dorchester	65.1	29.9	58.4	47.7	61.3	18.0
GEAR UP SCHOOL DISTRICT						
Frederick	25.1	37.8	68.1	57.6	44.3	38.2
Garrett	47.8	56.5	77.5	68.3	71.7	18.3
Harford	31.0	51.2	67.5	61.6	50.4	32.7
Howard	19.4	36.8	67.4	53.6	39.6	32.7
*Kent	51.5	38.8	57.5	63.6	62.3	29.6
Montgomery	33.4	44.1	69.2	54.9	50.1	57.1
*Prince George's	64.0	35.4	62.5	44.6	67.6	29.8
Queen Anne's	25.1	34.8	69.3	65.5	48.1	33.2
St. Mary's	30.8	43.3	62.1	59.4	30.1	29.5
Somerset	74.6	42.4	69.6	70.3	62.2	14.2
Talbot	40.6	28.6	65.5	48.3	55.8	33.3
Washington	47.9	59.4	71.6	58.5	68.3	19.5
Wicomico	60.4	41.4	58.1	48.1	63.8	26.3
GEAR UP SCHOOL DISTRICT						
Worcester	45.0	76.5	76.9	63.6	56.7	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. Two (2) or more FARM students' MSA scores ≤ Maryland's MSA average
3. College remediation rates of high school graduates by place of residence ≥55.9%
4. Percent of bachelor's degree or higher (Persons age 25+ 2009-2013) are ≤30%

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

Eligibility for College Preparation and Intervention State Grant Program – FY 2016 Funding Cycle

School District	% of FARM students in middle schools 2014 ≥44.4%	% of FARM students proficient in 8th gr. Mathematics MSA 2014 ≤38.9%	% of FARM students proficient in 8th gr. Reading MSA 2014 ≤63.4%	% of FARM students proficient in 8th 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*

Note: As referenced on page 2 (see *Authorization*), CPIP was established in cooperation with the State's public and nonpublic institutions of postsecondary education, the Council of Maryland's K-16 Partnership, the Maryland State Department of Education, and the local school systems. Although Baltimore City, Dorchester and Wicomico counties are GEAR UP school districts, Prince George's and Kent County school districts also meet CPIP's LEA selection criteria. Therefore, funding is also made available, on a competitive basis, to eligible non-GEAR UP school districts.

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.msde.maryland.gov/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	Benchmarks for Science Literacy
National Research Council	Project 2061 of the American Association
Director, Outreach & Dissemination	for the Advancement of Science (AAAS)
2101 Constitution Avenue, N.W.	1200 New York Avenue, N.W.
Washington, DC 20418	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)	International Reading Association
1111 West Kenyon Road	800 Barksdale Road, PO Box 8139
Urbana, IL 61701	Newark, DE 19711

http://www.ncte.org/

APPENDIX C: Proposal Forms

_____

Cover Sheet
Abstract
Budget Summary
Budget Narrative (example format)
Assurances
Cooperative Planning Agreement
Plan of Operation Sample Table

MARYLAND HIGHER EDUCATION COMMISSION
COLLEGE PREPARATION INTERVENTION PROGRAM

FY 2016 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 2016 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.)

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.

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

BUDGET SUMMARY (use this Excel format)

CPIP College Preparation & Intervention Program FY 2016

Higher Education Institution: _____

Project Number: ____CPIP 16-_____

Project Title: _____

	SOURCE OF FUNDS			
	COLUMN 1 ***CPIP FUNDS REQUESTED**	COLUMN 2 ****INSTITUTION 25% Required Match**	COLUMN 3 *****OTHER CONTRIBUTIONS In-Kind/Match**	COLUMN 4 **TOTALS**
A. Salaries & Wages				
Professional Personnel [List each by name followed by title in brackets]				
1				
2				
3				
4				
Other Personnel (list categories & # of each in brackets)				
5. [ ]				
6. [ ]				
7. [ ]				
8. [ ]				
Total Salaries and Wages				
B. Fringe Benefits				
C. Travel				
D. Equipment				
1				
2				
E. Materials and Supplies				
F. Consultant and Contractual Services				
G. Other (specify)				
1				
2				
H. Total 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.

BUDGET NARRATIVE (use this format)
FY 2016 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) _____ LEA GEAR UP COORDINATOR: _____

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

Name & Title (print): _____

Signature: _____ Date: _____

(4) _____ 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: _____

(5) _____ High School Principal: _____

This partner will provide [summarize the support the high 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 (**e.g. high school principals**.)

Table 1. Plan of Operation Sample Table for One Activity

Direct Academic Services to Jones Middle School Students						
Objective: To provide opportunities for 8th gr. students at Jones Middle School to attend remedial mathematics and English/language arts support to increase baseline assessment scores. **Projected Outcome:** By the end of August 2016, 260 8th 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 8th gr. students, 60% will increase their pretest baseline scores by 5 to 10 points by the end of the classes.						
Activity Description	**Implementation Process**	**Activity Date**	**Expected Participants, Per Session**	**Evaluation Plan**	**Date (s)**	**Person (s) Responsible**
Remedial Classes	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 2016	40 (120 total)	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 11/2016 thru 12/2016, Ongoing Recruitment Registration 12/2016 thru 1/2016 Classes *2/2016 to 5/2016 and *6/2016 thru 8/2016 *10/1/16 to 2/28/17	1. Trevor Brown, project director 2. Aaron Scriber, GEAR UP SCHOOL T coordinator 3. June Kier, project evaluator

APPENDIX D: Report Forms

_____

a) Baseline Data
Enrollment and Demographics Form
Student Outcomes Form

b) Project Amendments
Amendment Request Form
Amendment/Revised Budget Summary

c) Interim Reports
Interim Report Form/Response Questions
Interim Budget Summary
Interim Data: Enrollment and Demographics / Student Outcomes

d) Final Reports
Final Report Form/Response Questions
Final Budget Summary (Financial Report)
Final Data: Enrollment and Demographics / Student Outcomes

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

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BASELINE DATA: ENROLLMENT AND DEMOGRAPHICS

Provide baseline data as follows:

Academic Year 2016-2017	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 8th grade]												

Identify the number of students enrolled in the overall cohort:

BASELINE DATA: STUDENT OUTCOMES													
Provide data as follows:													
#Cohort / #School	*Example* *Cohort 65/ School/ 2,500*	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													

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 26 of the RFP.

Institution:	
Project Title:	
Grant Number:	**Project Director:**

Section A.   Amendment Request Type

☐ Project Extension   ☐ Programmatic Changes

☐ Reallocate Funds   ☐ 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 2016

Higher Education Institution:_____

Project Number: 16-_____

Project Title:_____

	SOURCE OF FUNDS			
	COLUMN 1 *CPIP FUNDS REQUESTED	**COLUMN 2** **INSTITUTION Required 25% Match	**COLUMN 3** ***OTHER Contributions, Match or In-kind	**COLUMN 4** 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 (Due: November 30, 2016)

Project Title: **Grant #: CPIP 16-**	
Submitted By:	**Reporting Period: May 16, 2016 – November 18, 2016**

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 (1) 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 2017, 120 9th grade students will have had three opportunities to participate in remedial classes. Of the 120 9th grade students, 60% will increase their pretest baseline scores by 5 to 10 points by the end of the classes.
    c. If after completing phase one of the project evaluation, it was determined that mid-grant programmatic changes are needed, please describe your plan for project improvement.

    Interim Report Example

        i. Was this project objective and outcome met? Partially
        ii. Project outcome (quantified): By the end of January 2017, a total of 110 9th grade students participated in remedial classes. Of the 110 9th grade students, 50% (56 students) have increased their pretest baseline scores by 5 to 10 points at the end of classes.

2. Activity and Participant Information

A. **Students Served**. Please complete and submit the following table indicating the number of students served by your project.

	Number of Students
Number of students you proposed to serve during the reporting period	
Actual number of students in your cohort(s) during the reporting period (i.e., number of students served)	

B. **Summary of Participation**. For each activity, submit a summary of participants 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

C. **Services Provided to Students**. In the following table, place an "X" in the first column next to the types of services provided by your project with CPIP funding or matching funds. For each type of service provided, indicate the number of students who received the service during the reporting period and the average number of hours of service provided per student during the reporting period.

Place an "X" in the column if your project provides this type of service	Type of Service R = Required Activity	Number of Students in the Cohort Who Received the Service	Number of Students outside of the Cohort Who Received the Service	Average Hours of Service Per Participant Receiving the Service Per Year
	Comprehensive Mentoring			
	Financial aid counseling/advising			
	Tutoring			
	College visit/college student shadowing			
	Job site visit/job shadowing			
	Summer programs			

	Educational field trips			
	Workshops			
	Family/cultural events			
	Other (please specify)			

D. **Services Provided to Parents/Families and Guardians**.

Place an "X" in the column if your project provides this type of service	Type of Service	Number of Parents/Families/Guardians of Students in the Cohort Who Received the Service	Number of Students outside of the Cohort Who Received the Service	Average Hours of Service Per Participant Receiving the Service Per Year
		Workshops on college preparation/financial aid		
		Counseling/advising		
		College visits		
		Family events		
		Other (please specify)		

E. **Services Provided to Teachers**. Please complete the following table indicating professional development provided to GEAR UP teachers. Include all teachers who taught GEAR UP students, whether or not their salaries are paid using GEAR UP funding.

Number of Teachers Who Taught GEAR UP Students During the Reporting Period	Number of Teachers of GEAR UP Students Who Participated in GEAR UP Sponsored Professional Development During the Reporting Period (May through November)	Average Hours of Professional Development Per Participating Teacher During the Reporting Period

F. **Services Provided to Schools**. Please complete the following table indicating services provided to GEAR UP schools.

Place an "X" in the column if your project provides this type of service	Type of Service
	Curriculum development
	Dual or current enrollment programs
	Other (please specify)

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 page 60) and attach a brief budget narrative describing expenditures made.

INTERIM DATA: ENROLLMENT AND DEMOGRAPHICS

Provide data as follows:

Academic Year 2016-2017	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 8th grade]												
Identify the number of students enrolled in the overall cohort:												

| INTERIM DATA: STUDENT OUTCOMES | | | | | | | | | | | | | |
| Provide data as follows: | | | | | | | | | | | | | |
#Cohort / #School	*Example* *Cohort 65/ School/ 2,500*	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 November 30, 2016 for the reporting period (5/16/16-11/18/16)
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 grant project in this column.

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MHEC College Preparation Intervention Program Grant Program
FINAL Report Response Questions (Due: August 31, 2017)

Project Title: Grant #: CPIP 16-	
Submitted By:	**Reporting Period: May 16, 2016 – May 31, 2017**

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 two (2) of the evaluation plan (see RFP on Evaluation Plan for details) along with a comprehensive evaluation of the entire project.

    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. 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 2017, 120 9th grade students will have had three opportunities to participate in remedial classes. Of the 120 9th grade students, 60% will increase their pretest baseline scores by 5 to 10 points by the end of the classes.

Final Report Example

        ii. Was this project objective and outcome met? Yes
        ii. Project outcome (quantified): By the end of October 2017, a total of 110 9th 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.

    c. Provide information pertaining to the sustainability of the project in the future without grant funds.

2. Activity and Participant Information

A. **Students Served**. Please complete and submit the following table indicating the number of students served by your project.

	Number of Students
Number of students you proposed to serve during the reporting period	
Actual number of students in your cohort(s) during the reporting period (i.e., number of students served)	

B. **Summary of Participation**. For each activity, submit a summary of participants 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

C. **Services Provided to Students**. In the following table, place an "X" in the first column next to the types of services provided by your project with CPIP funding or matching funds. For each type of service provided, indicate the number of students who received the service during the reporting period and the average number of hours of service provided per student during the reporting period.

Place an "X" in the column if your project provides this type of service	Type of Service R = Required Activity	Number of Students in the Cohort Who Received the Service	Number of Students outside of the Cohort Who Received the Service	Average Hours of Service Per Participant Receiving the Service Per Year
	Comprehensive Mentoring			
	Financial aid counseling/advising			
	Tutoring			
	College visit/college student shadowing			
	Job site visit/job shadowing			
	Summer programs			

	Educational field trips			
	Workshops			
	Family/cultural events			
	Other (please specify)			

D. **Services Provided to Parents/Families and Guardians**.

Place an "X" in the column if your project provides this type of service	Type of Service	Number of Parents/Families/Guardians of Students in the Cohort Who Received the Service	Number of Students outside of the Cohort Who Received the Service	Average Hours of Service Per Participant Receiving the Service Per Year
		Workshops on college preparation/financial aid		
		Counseling/advising		
		College visits		
		Family events		
		Other (please specify)		

E. **Services Provided to Teachers**. Please complete the following table indicating professional development provided to GEAR UP teachers. Include all teachers who taught GEAR UP students, whether or not their salaries are paid using GEAR UP funding.

Number of Teachers Who Taught GEAR UP Students During the Reporting Period	Number of Teachers of GEAR UP Students Who Participated in GEAR UP Sponsored Professional Development During the Reporting Period (entire Project Period)	Average Hours of Professional Development Per Participating Teacher During the Reporting Period

F. **Services Provided to Schools**. Please complete the following table indicating services provided to GEAR UP schools.

Place an "X" in the column if your project provides this type of service	Type of Service
	Curriculum development
	Dual or current enrollment programs
	Other (please specify)

3. **Discuss the factors that made it possible and/or challenging to meet (or not meet) the expectations of the project objectives.**
    a) (c) Which activity garnered the best response? Please discuss.

    b) (d) What are the greatest challenges and/or major issues faced by the project?

4. **Please provide an assessment of the sustainability of this project in the future without grant funds.**

5. **Financial Report:** Complete a budget summary (see table on page 64) and attach a brief budget narrative describing expenditures made.

Any unspent grant funds should be returned with the financial report. Contact MHEC's Director of Budget and Administration, Jeff Cann, at 410.767.3044 or jeff.cann@maryland.gov for payment assistance or to obtain agency codes. The CPIP Coordinator must also receive a copy of all correspondence.

CPIP – College Preparation & Intervention Program
FINAL REPORT BUDGET SUMMARY
(Due August 31, 2017 for the reporting period (5/16/16-5/31/17)

Institution: _____

Project #: _CPIP 16-_____**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: _____

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FINAL DATA: ENROLLMENT AND DEMOGRAPHICS Provide data as follows:												
Academic Year 2016-2017	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 9th grade]												
Identify the number of students enrolled in the overall cohort:												

FINAL DATA: STUDENT OUTCOMES

Provide data as follows:

#Cohort / #School	*Example* *Cohort 65/ School/ 2,500*	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													

70

APPENDIX E: Student and Parent/Family Guidelines for Program Services

_____

Excerpt from the "GEAR UP Student and Parent/Family Definitions: Guidelines for GEAR UP Program Services"
A Multistate Collaboration Reported by:
College and Career Readiness Evaluation Consortium (CCREC)
And
National Council for Community and Education Partnerships (NCCEP)

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Student Services Definitions

In an effort to provide an effective evaluation of CPIP programs, MHEC is ensuring that the definitions used to capture the services provided to students and families are consistent and uniform. The following definitions should be used to structure program planning and data collection on services provided to students and families.

Tutoring/Homework Assistance	**Tutoring/homework assistance** services provide additional academic instruction designed to increase the academic achievement of students. Tutoring can occur one-on-one or in small groups before school, during school, after school, during study or lunch breaks, or on weekends and be provided by project personnel, hired tutors, teachers, trained peers, and/or volunteers. *Tutoring should be recorded by subject area (Mathematics, English, Reading, Science, Other).* **Virtual tutoring/homework assistance:** Virtual tutoring services include services that are provided via remote access through the internet or other means. (Must indicate whether tutoring is "in-person" or "virtual."
Comprehensive Mentoring	**Comprehensive mentoring** services are provided when staff, teachers, or other school staff identifies students who would benefit from an ongoing supportive relationship with a trained, caring adult or older student, i.e., "mentor." Mentors meet regularly with their assigned student(s). Meetings may be on or off campus and either during or outside of the school day. Typical issues addressed during mentoring meetings include academic, social, organization or life skill development. Per the 2008 Higher Education Opportunity Act (HEOA), comprehensive mentoring must provide students with financial aid information, and encourage students to stay in school, enroll in rigorous and challenging coursework, apply for postsecondary education, and if applicable, the GEAR UP scholarship. **Virtual[1] comprehensive mentoring** includes services that are provided via remote access through the Internet or other means. Mentor Programs may include: • Traditional mentoring programs that match one youth and one adult. • Group mentoring that links one adult with a small group of young people. • Team mentoring that involves several adults working with small groups of young people, ideally with a ratio of no more than four youth to one adult. • Peer mentoring that connects caring youth with other

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[1] Virtual services can take place via internet, webinar, or other virtual means.

	adolescents. • E-mentoring that functions via email and the internet. NOTE: Data entry needs to indicate whether mentoring is "in-person" or "virtual."
Financial Aid Counseling/Advising	**Financial aid counseling/advising** services assist students' understanding and navigating the complexities of financial aid, including providing hands-on assistance with the FAFSA and scholarship applications, presentations on financial aid or literacy, using financial aid or literacy curriculum, and the benefits and instructions of how to participate in college savings plans. **Virtual financial aid counseling/advising** includes services that are provided via remote access through the internet or other means. NOTE: Data entry needs to indicate whether financial aid counseling/advising is "in-person" or "virtual."
Counseling/Advising /Academic Planning/Career Counseling	**Counseling/advising/academic planning/career counseling services** span a spectrum of activities with individual students or small groups of students. Services are defined as follows: **Counseling:** Discussing personal growth issues such as decision making, problem solving, goal setting, attendance, behavior concerns, or family issues. **Advising:** Providing assistance on course selection (secondary or postsecondary), college and/or career choices, or college and/or career planning. **Academic planning:** Providing assistance on coursework selection, course of study choices, college major selection, assessment advising or interpretation of scores, or assistance with placement tests. **Career counseling:** Providing assistance about career choices, career planning, internships, or career interests. **Virtual counseling/advising/academic planning/career counseling:** Virtual counseling/advising/academic planning/career counseling includes services that are provided via remote access through the internet or other means. NOTE: Data entry needs to indicate whether counseling/advising/academic planning/career counseling services are "in-person" or "virtual."
College Visit/College Student Shadowing	**College visit/college student shadowing** services take place on college campuses.

	College visit: A physical visit to a college campus by a student facilitated/supervised/led by the project's personnel, teachers, college representatives, or other school staff. College visits should include an official tour, presentation(s) by admissions, financial aid, academic departments, athletics, student affairs, residence life, multicultural affairs, or other college departments. **College student shadowing:** A one-on-one experience in which a middle or high school student spends a day on a college campus with an undergraduate student seeing typical college life. **Virtual college visit:** Virtual college visit includes services that are provided via remote access through the internet or other means. Virtual college visits must be facilitated/supervised/led by the project's personnel, teachers, or others and include the same elements as a physical college visit. NOTE: Data entry needs to indicate whether counseling/advising/academic planning/career counseling services are "in-person" or "virtual."
Job Site Visit/ Job Shadowing	**Job site visit/job shadowing** services offer students exposure to the workplace in an occupational area of interest and reinforces the link between classroom learning, work requirements, and the need for postsecondary education. Students witness the work environment, employability and occupational skills in practice, the value of professional training, and potential career options. **Job site visit:** A physical visit to a local business/work environment facilitated/supervised/led by the CPIP project staff, teachers, or other school staff. Job site visits should include visits to local businesses, employers, and agencies to explore different professions or career selections, and can be followed by job shadowing. **Joe shadowing:** A one-on-one experience in which a middle or high school student spends a day at a business or work environment with an employee seeing typical job duties. **Virtual job site visit** includes services that are provided via remote access through the internet or other means. Virtual job visits must be facilitated/supervised/led by the CPIP project staff, teachers, or other school staff and include the same elements as a physical job visit. NOTE: Data entry needs to indicate whether job site visit services are "in-person" or "virtual."
Summer Programs	NOTE: Summer programs can also include non-school year services for year-round schools **Summer programs** are services that include an experience over one

	or multiple days during the summer (or other non-school year time, e.g., for year round schools). Summer programs could be a statewide GEAR UP or CPIP summer camp, a local summer camp funded by GEAR UP or CPIP, or a residential GEAR UP program hosted by a college/university/community organization, or another camp attended by a GEAR UP student that supports the GEAR UP mission. These programs include academic enrichment, college preparatory programs/camp experience, credit recovery, and/or remediation programs. NOTE: Data entry needs to indicate whether summer programs are providing services for "academic enrichment" or "remedial services." In addition, summer programs may include other services that should be recorded as such, i.e., college visit.
Educational Field Trips	**Educational field trips** are services during which students leave their school or travel to another location, and include an academic component that is linked to classroom activities. Examples would include a science demonstration on a college campus (the purpose of the event was the science demonstration not a college visit), a class trip to attend a science or history museum linked to the curriculum, academic competitions, cultural experiences such as performing arts, museums, or similar activity, and field trips that complement and enhance existing curriculum in key content areas. *Educational field trips should be recorded by subject area (Mathematics, English, Reading, Science, Other).*
Student Workshops	**Student workshops** are services that include interactive informational classroom-level or large- or small-group sessions that involve hands-on experience for each student in the workshop. Workshops are offered to groups of students on topics like secondary school success and college awareness, and general elements of college readiness such as study skills, self-monitoring, goal-setting, time management, and problem-solving. This includes guest speakers that motivate students and highlight careers. Workshops are informational in nature and are not intended to provide direct counseling or guidance to individual or small groups of students. *Workshops should be recorded by subject area.* **Virtual student workshops** include services that are provided via remote access through the internet or other means. NOTE: Data entry needs to indicate whether workshops are "in-person" or "virtual."
Parent/Family Workshops of College Prep/Financial Aid	**Workshops of college prep/financial aid** services include a parent/guardian or adult family member's attendance with or without their child(ren) at a workshop that demonstrates how to assist their student with college preparation or financial aid information. These

| | services include informational sessions for parents focusing on college entrance requirements and financial aid opportunities.

Virtual parent/family workshops include services that are provided via remote access through the internet or other means.

NOTE: Data entry needs to indicate whether workshops are "in-person" or "virtual." |
|---|---|
| **Parent/Family/ Counseling/Advising** | **Counseling/advising** services span a spectrum of activities that can include one-on-one or small group advising for parents/guardians/adult family member designed to meet the specific needs of the individuals engaged in the activity. These services include when a parent/guardian or adult family member meets with the CPIP project staff or counselor, with or without a student, to discuss the student's academic goals, college plans, school progress, etc.

Counseling: Meeting with parents/guardians to discuss student's personal growth issues such as decision making, goal setting, behavior concerns, family issues, home visits, etc.

Advising: Providing individual assistance to parents/guardians on their student's college choices, college planning, financial aid planning, etc. |
| **Parent/Family College Visit** | **College visit** services take place on college campuses. These services include a physical visit to a college campus by a parent/guardian, with or without a student, facilitated/supervised/led by CPIP project staff, teachers, college representatives, or other school staff. The primary objective of the event would be to conduct a college visit and should include an official tour, presentation(s) by admissions, academic departments, athletics, student affairs, residence life, multicultural affairs, or other college departments.

Virtual college visits includes services that are provided via remote access through the internet or other means. Virtual college visits must be facilitated/supervised/led by CPIP project staff, teachers, or other school staff and include the same elements as a physical college visit.

NOTE: Data entry needs to indicate whether college visit services are "in-person" or "virtual," as well as the name and/or type of college visited, i.e, 2- or 4-year college. |
| **Family Events** | **Family events** are services in which parents or families participate. These services involve GEAR UP students and their families/guardians or just their parents/guardians. Family events include GEAR UP activities that recognize the role of families in student success, and are not defined under a previous category |

Professional Development Service Definitions for Teachers, Principals, and Other Staff

Services should provide school staff with sustained job embedded workshops/trainings/conferences on improving diagnosis of basic skill deficiencies of participating students to enhance the preparedness of the students for high school and college.

Conference	**Conferences** that are hosted by the IHE, school districts, or others that can be directly tied back to the measures that assist in meeting the goals and objectives set by the CPIP project.
Meeting	**Meetings** provide information about the CPIP program and/or projects and implementation to teachers, counselors, or administrators. This includes meetings focused on planning and program development.
Training	**Training** delivers instruction to improve practice provided through CPIP. Training may include topics such as Common Core and should improve teaching that can be tied back to the measures that assist in meeting the goals and objectives set by the CPIP project. The training must provide professional development that is sustained, intensive, of high qualify, and classroom-focused. In order to have a positive, lasting impact on classroom instruction, the training cannot be one-day or short-term workshops but must include follow-up activities over a period of months preferably over the term of the project.