



REQUEST FOR PROPOSALS

FY2026

College Preparation Intervention Program

Proposals Due

Monday, August 17, 2026
5:00 p.m. ET

Maryland Higher Education Commission
217 E. Redwood St., Suite 2100
Baltimore, MD 21202

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OVERVIEW

Program Timeline

Request for Proposals Issued	July 23, 2026
Proposal Due Date	5:00 p.m. ET August 17, 2026
Award Notifications	September 14, 2026
Grant Project Start Date	September 15, 2026
Interim Report Due	February 15, 2027
Grant Project End Date	August 14, 2027
Final Report Due	October 13, 2027

Program Contact

If you have questions about the application or the process, please contact:

Reshma Roy
Postsecondary Access Programs Coordinator
Office of Grants and Strategic Initiatives
Maryland Higher Education Commission
reshma.roy@maryland.gov

To help identify and address support requests in a timely manner, please use the following Email Subject Line:

Support Request – Grant Application – CPIP FY2026

Submission Instructions

Completed proposals must be submitted as a single PDF attachment via email to reshma.roy@maryland.gov no later than 5:00 p.m. ET August 17, 2026.

- Email Subject Line:

Grant Application – [Institution Name/Abbreviation] – [Short Project Identifier*] – CPIP FY2026

- File Naming Convention:

Grant Application – [Institution Name/Abbreviation] – [Short Project Identifier*] – CPIP FY2026

*Applicants may use a shortened project title or the name of a school they plan to serve as the Short Project Identifier. The identifier is used only to help distinguish multiple applications submitted by the same institution. Each application must be submitted in a separate email. Do not use the same identifier for more than one application.

PROGRAM SUMMARY

AUTHORIZATION: §11-701. *Established.* In cooperation with the State's public and private institutions of postsecondary education, the Maryland State Department of Education, and the local school systems, the Commission shall establish and administer a College Preparation Intervention Program.

§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.

§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.

§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.

PURPOSE: The College Preparation Intervention Program (CPIP) is an MHEC-administered grant program that fosters collaboration between Maryland's local education agencies and institutions of higher education to raise the level of academic preparedness of economically and environmentally disadvantaged students to enable them to attend, persist, and succeed in college.

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

(A) ACADEMIC SERVICES TO STUDENTS: Provide enrichment, remediation, tutoring, research opportunities, and individualized academic support for all students, utilizing state standards and frameworks to enhance the preparedness for college, after a diagnosis of basic skill deficiencies. 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 that 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 school's curriculum and state standards. 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.**

(B) STUDENT AND FAMILY FINANCIAL AID ADVISING SERVICES: Provide information to students and their families on the Free Application for Federal Student Aid (FAFSA), Maryland state financial aid programs, financial literacy, and college and career awareness; and offer leadership development activities so that they can better understand school and state academic requirements. Services might include advising and/or counseling to assist students with navigating the complexities of financial aid; how to find and apply for scholarships; and financial aid and financial literacy presentations.

(C) STUDENT (AND FAMILY) ACADEMIC PLANNING AND CAREER COUNSELING: Provide college and career counseling, advising, and academic planning. Services might include workshops to help parents learn new techniques to improve their children's academic performance.

Projects could provide leadership development activities for parents to learn about available student services and hone their advocacy skills to support their children. Activities may include evening, weekend, and summer programs with families together or in breakout groups of students and adults that address:

- (a) Maryland high school graduation requirements;
- (b) Benefits of attending college;
- (c) What to take for college preparation and admission;
- (d) How to prepare for college visits;
- (e) Financial aid activities that include searching for scholarships and financial planning; and

(f) Participation in events/activities that highlight jobs/careers. Additional options include college visits, student career exploration activities, and paid/volunteer internships. There is a preference for projects that make a clear connection between careers and course/college choices. Projects should enable students to produce concrete products and/or gain new experience. Applicants implementing this service **MUST provide evidence of project success by comparing the percent of gain from pre- and post-survey results from both students and their parents**

**SERVICE
REGIONS:**

Eligible services regions for FY2026 are divided into two tiers based on the eligibility criteria shown in Appendix A. Applications proposing to serve Tier 1 service regions will receive priority consideration.

Tier 1 Service Regions (priority consideration)

- Baltimore City
- Baltimore County
- Dorchester
- Prince George's
- Somerset

Tier 2 Service Regions

- Allegany
- Caroline
- Cecil
- Kent
- Talbot
- Washington
- Wicomico
- Worcester

**ELIGIBLE
STUDENTS:
COOPERATIVE
PLANNING:**

Maryland middle and high school students in grades 6-12, in an eligible service region for FY2026, beginning no earlier than 6th grade.

Successful projects demonstrate cooperative planning between the institutions of higher education (IHE), the LEA Coordinator for the respective school district, representatives from the school district's central office, and whenever appropriate, from the schools to be served. These entities work together to assess the local education agencies' (LEA) needs when planning activities that will address these needs. Participant recruitment, retention, and follow-up could be challenging to achieve if the LEA partners are not involved in the planning. Proposals must show evidence of collaborative planning between the primary IHE and the LEA.

Project directors from the IHE should contact the LEA Coordinator early in the planning process. LEA grant offices may have a required approval process that could take several weeks.

**PROPOSALS
DUE:**

5:00 p.m. ET August 17, 2026

**PROJECT
PERIOD:**

September 15, 2026 through August 14, 2027

**AWARD
AMOUNT:**

Up to \$150,000 per project.

**ELIGIBLE
APPLICANTS:**

Accredited Maryland public or independent institutions of higher education accepted as a partner for one or more eligible LEA school sites. Institutions may hold multiple grants and may apply for new grants. **Grantees are strongly encouraged to conduct at least some activities on their campus.**

CPIP GOALS

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

- GOAL 1** To increase LEA high school students' Mathematics and English Language Arts readiness, achievement and preparation in alignment with the Maryland College and Career Ready Standards;
- GOAL 2** To enhance high school students' and their families' knowledge of academic expectations and awareness of postsecondary education, careers, and postsecondary financial options including FAFSA completion support;
- GOAL 3** To improve preparedness for college by strengthening communication and collaboration among higher education institutions, LEA, and high school staff concerning the performance of high school graduates at the college level, and to provide professional development for LEA and high school staff to support diagnosing of basic skill deficiencies of students.

PRIORITIES FOR FY2026 FUNDING

The Maryland Higher Education Commission (MHEC) has the following priorities for CPIP grant-funded projects for this period (address one or more):

- Programs that engage and support students that are underachieving academically in Mathematics and English Language Arts.
- Services that are designed to reach the most at-risk students to decrease the attrition rate in middle and high schools.
- Working with students to develop their high school and college and career plans.
- Services aimed at increasing students' and families' knowledge of the relationships between and among career goals, high school and college courses, graduation, postsecondary education, and career choices.
- Providing parents and guardians with programmatic support and information about state graduation requirements so they have the resources and tools they need to help their children stay in high school, take challenging courses, and prepare for college and career;
- Academic support services that will prepare students to apply and take rigorous courses in Advanced Placement (AP) or International Baccalaureate (IB) coursework.
- Remedial and enrichment activities during school, after school, 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, and/or other college departments.
- On-campus or workplace career exploration events highlighting the usage of Mathematics, Science, and English Language Arts concepts in careers.

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

Proposals for this program should suggest activities that follow best practices. Examples of best practices include:

- Making academic work relevant to real-life problems and solutions;
- Using (creative) hands-on activities to engage student learning;
- Increasing the rigor, relevance, and engagement of the high school curriculum; and
- Involving parents in their children's educational experience and financial planning for college.

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, single-spaced;
- Pages must be **numbered** and use one-inch margins;
- **The proposal narrative must not exceed fifteen (15) pages.** The page limit excludes the cover sheet, abstract, budget summary, budget narrative, cooperative planning agreements, résumés, and appendices. Also, the requirement that the pages be numbered applies only to the proposal narrative;
- All parts of the proposal must be submitted together as a single PDF attachment via email to reshma.roy@maryland.gov no later than 5:00 p.m. ET August 17, 2026.

• Email Subject Line:

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

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

2. 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.

2.1 Needs Assessment

(10 points)

- Describe the needs in the area of academic preparedness for students identified by the LEA partner(s), principal(s), and/or other administrators from the school served. ***The school site's needs should be described in specific and quantifiable terms.***

- If parent activities are included in the proposal, describe the needs to be addressed.
- Explain how the needs were determined.

NOTE: If you have received previous awards, please include a summary of the projects, results, and lessons learned. Describe how this information has influenced this proposal.

2.2 Project Objectives and Outcomes	(15 points)
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- List project objectives and expected outcomes. Refer to the state’s CPIP Goals. (see page 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
 - For example: the project expects 95% of the 10th grade students to score at the Proficient Learner performance level (Level 3) or higher on the MCAP English Language Arts assessment by the end of the school year.
- Project outcome statements should use “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-bound. 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)
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- The management plan supports the implementation of the project (direct service activities are part of the plan of operation, not the management plan).

- The management plan will:
 - Include a work plan that lists major management actions for the project. Project duties should link 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 B); assign responsibilities for major management actions to key 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;
 - Demonstrate the adequacy of the project team to achieve the objectives of the proposed project on time and within budget; and
 - Describe each partner's role in the project.

2.4 Plan of Operation	(25 points)
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- This section must describe the activities that will achieve the project objectives and outcomes. **Adding a summary table to complement (not replace) the plan of operation may be helpful.**
- The plan of operation will:
 - Be a detailed plan that describes where and how each activity will be implemented, and key personnel responsible for each activity;
 - Explain how the services to be provided are appropriate to the needs of the intended recipients of the services and the project objectives;
 - Include specific information on how, when, where, and by whom the students, teachers, or parents will be recruited for each activity. Recruitment and retention are essential elements of project success and must be planned carefully and implemented rigorously. Brochures and fliers alone have not proven to be an effective recruitment method;
 - Provide detailed information about each activity, including when it will take place, its duration, and what students or parents will be required to do;
 - Estimate the number of participants for each activity and the number of participants served;
 - Indicate the number of contact hours per participant; and
 - Include a timeline for the implementation of all activities.

2.5 Project Evaluation	(20 points)
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- 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 be clearly tied to project objectives and outcomes that are tied to Maryland's CPIP 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.
- The plan for evaluation should be developed through cooperative planning with the LEA 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 or qualitative 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.
 - **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.
 - **Phase two** of the evaluation plan must be submitted with the final report and should include a comprehensive evaluation of the entire project. It should include the activities conducted, the corresponding 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
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- The budget summary must be completed using the form provided in Appendix B; the budget narrative must follow the format shown in Appendix B. There should be a clear link between all costs and the project activities detailed in the Plan of Operation section.
- 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;
 - The lead institution and identified partners provide adequate support, including facilities, equipment, supplies, and other resources; and
 - Administrative costs are kept to a minimum.
- **Indirect costs charged to the grant cannot exceed 8%.**
- **BUDGET SUMMARY:** The budget summary form should show all planned expenditures for the project (use the Budget Summary form in Appendix B):
 - Column 1, “CPIP Funds Requested,” is the amount of the grant being applied for.
 - Column 2, “Institution Contributions,” will include both cash and in-kind contributions from the applicant who will serve as the fiscal agent if the grant is awarded.
 - Column 3, “Other Contributions,” 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.

- **BUDGET NARRATIVE:** The budget narrative must **explain the rationale for each line of the budget summary for grant expenditures**. This narrative must show how the amounts indicated were determined. Label the budget narrative line items as the budget summary has been labeled. Use the format in Appendix B.
- **These budget guidelines apply (arranged by line item corresponding to the budget summary):**

A. Salaries and Wages

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. Key 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, Co-Project Director [Jill Smith] –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 contribution**. ($\$45,000/\text{annual salary} \times .10/\text{percent} = \$4,500$)

2. Other Personnel

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

B. Fringe Benefits

These are calculated at the costs normally paid by the institution for the salaried members of its faculty and staff who will be involved in the project (according to the percentage of effort in the project).

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 72.5 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. 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 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.

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.

4. ASSURANCES	REQUIRED – NO POINTS
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The 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 B.

5. COOPERATIVE PLANNING AGREEMENT	REQUIRED – NO POINTS
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- The proposal must include the cooperative planning agreement indicating that the applicant, the Project Director, School District CEO or Superintendent, LEA staff, and the school principal(s) were involved in the planning process.
- **The cooperative planning agreement MUST also include a list of planned activities with corresponding estimated dates and event locations (i.e., at the LEA 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 the form in Appendix B.

6. ENOUGH ALIGNMENT (Optional Bonus)	OPTIONAL – 5 POINTS
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Applicants partnering with organizations in the Governor’s Office for Children’s Engaging Neighborhoods, Organizations, Unions, Governments and Households [\(ENOUGH\) Grant Program](#) initiative will receive bonus points. The 28 ENOUGH communities and corresponding Census Tracts, which have high levels of concentrated child poverty, can be found [here](#) under “ENOUGH Act Grantees.” In order to receive bonus points for this funding opportunity, summarize your collaboration with the initiative using the form in Appendix C and upload a letter of support from at least one project partner (ENOUGH Quarterback) in the designated community. A list of ENOUGH Quarterback organizations and contact information can be found [here](#).

- Use the form in Appendix C.

REVIEW AND SELECTION CRITERIA

PROPOSAL REVIEW PROCESS

- Proposals must include all requisite forms.
- A panel of qualified reviewers will read and score each proposal according to the criteria summarized below and explained above in “Proposal Format & Requirements.”

Category	Maximum Points
Needs Assessment	10
Project Objectives & Outcomes	15
Management Plan	15
Plan of Operation	25
Project Evaluation	20
Budget and Cost Effectiveness	<u>15</u>
Base Score	100
ENOUGH Alignment Bonus	<u>5</u>
Maximum Possible Score	105

- The review panel funding recommendations are submitted to the Secretary of Higher Education, or designee, for final funding decisions.

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, 50% of the total grant award will be disbursed at the beginning of the project period, and the remaining 50% will be disbursed upon receipt and approval of the interim report.

2. POST-AWARD CHANGES

The grant recipient shall obtain prior written approval for any change to the scope of the approved project. The request must include an explanation of the specific programmatic changes and a revised budget, if applicable. **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 Grants and Strategic Initiatives, using the then-current Budget and Project Amendment Request Form:

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 the lesser of \$1,000 or 10%, in any of the originally approved line items.

Grantees must also request written approval to extend the expiration date of the grant if additional time beyond the established grant end date is required to ensure adequate completion of the approved activity with the funds already made available. A single extension request may be made **no less than 30 days prior** to the originally established expiration date. The request must explain the need for the extension and include an estimate of the unobligated funds remaining and a plan for their use. Unobligated funds remaining at the expiration of the grant or delays due to insufficient planning is not sufficient justification for an extension. The extension plan must adhere to the previously approved objectives of the project. An extension of up to 60 days may be requested.

Extensions are not guaranteed. MHEC will review extension requests on a case-by-case basis and reserves the right to approve, deny, or modify a request based on the justification provided, reporting deadlines, internal timelines, and grantee's compliance with grant requirements.

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 MHEC within 60 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.

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; specify names, dates, and places; include sign-in sheets

5. REPORTING REQUIREMENTS

To ensure accountability and sound fiscal management, the Office of Grants & Strategic Initiatives serves as the state monitor of grant activities. In addition to interim and final reports, MHEC staff may require additional reports, conduct site visits, or request other materials for this purpose. **Contact MHEC immediately if you anticipate any difficulties completing all activities on schedule and according to the proposed budget.**

Interim and final reports are required from all grantees. Grantees must use forms and/or templates required by MHEC for reporting. The second payment of grant funds will be contingent upon the approval of the interim report by MHEC. The interim report should provide evidence that the project is progressing with sufficient effectiveness to continue. 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.

INTERIM REPORT

Deadline: Due February 15, 2027

For the report to be acceptable, it must address all questions on the interim report form, which may include but is not limited to:

- Phase one of the evaluation plan;
- Progress toward project goals, objectives, and projected outcomes to date as defined in the original approved application;
- Activity and participant information as required by the interim report form;
- An overview of the project's progress; and
- A financial report that shows how much of the grant funds have been spent and how much remains in each line item of the original accepted budget application.

FINAL REPORT

Deadline: Due October 13, 2027

The final report includes the comprehensive evaluation of the grant. This will include the evaluation plan components from the accepted application.

The evaluation should restate the objectives included in the application and discuss how the project outcomes compare to those stated in the application and the evaluation instrument(s) used. Final reports should include a participant chart and report information for the full term of the grant (not just the second half of the grant).

Failure to submit a final report may result in the project director being ineligible to apply for future grants under MHEC's purview.

NARRATIVE REPORT: The narrative report includes the results of the evaluation plan outlined in the project application and document the project outcomes. The narrative report must include the following:

- Phase two of the evaluation plan;
- Address the goals, objectives, and projected outcomes of the project, comparing those that were named in the application to the actual results, and explaining how and to what extent project activities were successful in meeting the project objectives and outcomes;
- Activity and participant information as required by the final report form; and

- An overview of the project including, but not limited to, which activities garnered the best responses and any challenges or issues faced by the project.

FINANCIAL REPORT: The financial report should be structured like the approved budget, with a budget summary and a budget narrative, and signed by a financial officer serving as a fiscal agent. Grantees should keep records indicating how funds were 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. Any unspent grant funds must be returned to MHEC with the financial report.

6. 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, a link to the published material should be sent to the Maryland Higher Education Commission's Office of Grants and Strategic Initiatives at ogsi.mhec@maryland.gov. If the publication is not publicly accessible, an electronic copy of the article must be provided.

APPENDICES

APPENDIX A. MARYLAND LEA SCHOOL SITES

College Preparation and Intervention Program (CPIP) Eligibility Requirements - FY2026 Funding Cycle

School District (LEA)	% of FARM students in middle schools (2026) <i>(criterion met if greater than state average)</i>	% of FARM students in high schools (2026) <i>(criterion met if greater than state average)</i>	4-Year Adj Cohort - % FARM Cohort graduation rate (2025) <i>(criterion met if less than state average)</i>
Maryland State	47.1	44.6	81.8
Allegany	56.2	51.3	88
Anne Arundel	43.4	39.1	84.9
Baltimore City	69.2	68.7	69.3
Baltimore County	55.8	52.3	79.2
Calvert	33.6	31.1	87.1
Caroline	57.5	52.9	82.1
Carroll	29.2	29.6	88.9
Cecil	50.7	47.2	82
Charles	47.4	42.9	86.4
Dorchester	70.3	64.2	79.3
Frederick	33.9	35.9	91.2
Garrett	46.4	37.7	88.1
Harford	39.9	37.5	84.6
Howard	30.5	29.7	81.8
Kent	72.8	68.4	91.1
Montgomery	41	40.1	88.5
Prince George's	51	47.7	77.6
Queen Anne's	38.7	35.3	94.7
St. Mary's	38.7	35.3	80.4
Somerset	72.6	65.8	81.4
Talbot	65.2	54.3	95
Washington	56.6	53.4	88.5
Wicomico	62.2	56.7	84.8
Worcester	51.5	48.9	93

Tier 1 (priority consideration) – Meets all three eligibility criteria

Tier 2 – Meets two of three eligibility criteria

Source: Maryland Report Card

APPENDIX B. PROPOSAL FORMS

**MARYLAND HIGHER EDUCATION COMMISSION
CPIP FY2026 PROPOSAL COVER SHEET**

Lead Applicant Institution: _____

Title of Project: _____

Partnership Members

LEA DISTRICT Site: _____

Schools Served: _____

Other partner institutions, organizations, or private companies:

Project Director(s)

Name: _____ Title: _____

Phone: _____ Email Address: _____

Campus Mailing Address:

Grants Office Contact (Post-Award)

Name: _____ Title: _____

Phone: _____ Email Address: _____

Campus Mailing Address:

Finance or Business Office Contact

Name: _____ Title: _____

Phone: _____ Email Address: _____

Campus Mailing Address:

Certification by Authorizing Official (V.P. level or above)

Signature of Authorizing Official

Date

Printed Name of Authorizing Official

Title

Abstract

FY2026 College Preparation Intervention Program (CPIP) 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 append resumes for all Key Personnel.

1 st Entry here is the LEA school site Liaison		1 st Entry here is the Postsecondary Liaison	
Name:		Name:	
Title:		Title:	
Affiliation:		Affiliation:	
Type of Member: (Place an "X" in all boxes that apply)	☐ 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	

ADVISORY COMMITTEE MEMBERS (Before typing, duplicate this page for as many members as needed).

Complete the list of the Program Advisory Committee members. Members may include secondary and postsecondary academic faculty and 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.

1 st 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	
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 format)
College Preparation Intervention Program (CPIP) FY2026

Applicant Institution: _____

Project Title: _____

Add rows as needed for categories A, D, and G.

SOURCE OF FUNDS				
	COLUMN 1 *CPIP FUNDS REQUESTED	COLUMN 2 **INSTITUTION CONTRIBUTIONS	COLUMN 3 ***OTHER CONTRIBUTIONS	COLUMN 4 TOTALS
A. Salaries & Wages				
Professional Personnel				
<i>Position title [Name]</i>	e.g., Project Director [Dr. Jill Smith]			
1.				
2.				
3.				
4.				
Other Personnel				
<i>Position title/Category [Number of each]</i>	e.g., Tutors [5]			
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)
College Preparation Intervention Program (CPIP) FY2026

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. Project Director [Dr. Jill Smith] will spend 10% of her time in project activities during the 2026-27 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 \$5,000 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 = \$8,120 x .32 = \$2,598.40

C. Travel

Ex.: Travel for CPIP project director to LEA district school site for six lessons for students
Request = \$0.56 per mile x 6 trips x 60 miles/trip = \$201.60

D. Equipment

Ex.: Desktop computer for students' use in after-school writing lab at 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] = \$14,555.00

I. Indirect Costs = 8% x \$14,555.00 = \$1,164.40

J. Total Cost [column 1 total is the grant request] = \$15,719.40

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 the law and other administrative requirements.

Institution of Higher Education

Signature of Authorized Institutional Official

Date

Printed Name of Authorized Institutional Official

Title

COOPERATIVE PLANNING AGREEMENT Between

_____ and the participating partners

(Name of institution of 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]***:

Signature

Date

Printed Name

Title

(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 project]***:

Signature

Date

Printed Name

Title

(3) LEA Coordinator: _____

This partner will provide ***[summarize the responsibilities and duties the LEA CONTACT will provide to support the CPIP project]:***

Signature Date

Printed Name Title

(4) High School Principal: _____

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

Signature Date

Printed Name Title

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

(5) PARTNER NAME: _____

This partner ***[summarize this partner's role and responsibilities in relation to the CPIP project.]:***

Signature Date

Printed Name Title

(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).

APPENDIX C. ENOUGH ALIGNMENT (Optional Bonus)

C1: Summary of ENOUGH Alignment

C2: Letter of Support from ENOUGH Quarterback

C1: Summary of ENOUGH Alignment

Summarize your collaboration with the ENOUGH initiative.

C2: Letter of Support from ENOUGH Quarterback

Attach a letter of support from at least one project partner (ENOUGH Quarterback) in the designated community. The letter of support should be addressed to the Program Contact.