



REQUEST FOR PROPOSALS

FY 2021

College Preparation Intervention Program

Application Due: **Friday, May 21, 2021**
4:00 PM

Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

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PROGRAM TIMETABLE

April 20, 2021	College Preparation Intervention Program (CPIP) RFP Issued
April 29, 2021	Technical Assistance Webinar
<i>*Please RSVP to Kendall Cook at kendall.cook@maryland.gov by April 26, 2021.</i>	
May 21, 2021	Proposals Due to MHEC by 4:00 p.m.
June 11, 2021	Award Notifications (made via email prior to midnight)
June 11, 2021	Project Implementation Begins
December 8, 2021	Interim Report Due
June 3, 2022	Grant Project End
September 2, 2022	Final Report Due (certified expenditure report and unexpended funds due)

**Submit applications to
Beneé Edwards, Grants Management Manager
benee.edwards@maryland.gov**

This RFP and relevant forms are available at:
http://mhec.maryland.gov/institutions_training/Pages/grants/cpip.aspx

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.)

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.

**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 framework 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 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 school's curriculum. Applicants implementing this service

(B) STUDENT AND FAMILY FINANCIAL AID ADVISING SERVICES: Provide information to students and their families on the Free Application for Federal Student Aid (FAFSA), 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 including 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: The eligible CPIP school districts are: Baltimore City, Prince George's, Somerset, and Wicomico Counties.

See charts on page 25 for Maryland school districts that meet eligibility requirements.

ELIGIBLE STUDENTS: Maryland middle and high school students, grades 6-12, in Baltimore City, Prince George's, Somerset, and Wicomico Counties beginning no earlier than 6th grade.

COOPERATIVE PLANNING: 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 and student achievement 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: May 21, 2021

PROJECT PERIOD: June 11, 2021 through June 3, 2022

AWARD AMOUNT: Up to \$150,000 per project.

MATCH REQUIREMENT: Grantees are required to provide a match contribution equal to at least 10% of the total direct funds requested from MHEC to support the CPIP. This non-federal match may be met with cash and/or in-kind contributions.

CPIP GOALS & OBJECTIVES

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 reading/language arts readiness, achievement and preparation in alignment with the Standard Core Curriculum;
- GOAL 2** To enhance high school students' and their families' knowledge of academic expectations, awareness of postsecondary education, careers, and postsecondary financial options including FAFSA completion support;
- GOAL 3** To improve preparedness for college by assisting with the communication and collaboration between 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 which will support diagnosing basic skill deficiencies of students.

PRIORITIES FOR FY 2021 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, and 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 Reading 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 are:

- 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 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 excludes the cover sheet, abstract, budget, budget narrative, cooperative planning agreements, résumés, or appendices. Also, the requirement that the pages be numbered applies only to the proposal narrative;
- All parts of the proposal must be submitted together using appropriate forms; and
- An electronic copy of the grant proposal and the excel budget document must be clearly labeled with the project title and institution and submitted to Binee Edwards at binee.edwards@maryland.gov. ***A copy of the abstract must be submitted as a Microsoft Word document.***

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

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

2. ENTIRE PROPOSAL NARRATIVE	100 points
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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)
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- 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 schools site's needs should be 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 brief summary of the projects results and how the outcomes/results 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 Goal. (see page 8)

- 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 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 “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)
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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.
- 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 what students or parents will be required to do during each activity (e.g., when will it take place? How long will it last? etc.);
 - Estimate the number of participants 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.
- **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 B.**

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 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)
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- 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.

- Grantees are required to provide a 10% in-kind match for funds requested. The required match must be included with the budget summary.
- The proposal's budget and cost-effectiveness will be evaluated on the extent to which:
 - The budget is adequate to support the project, and 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 10% 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 B):
 - 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 10% of the project total, contributions that are provided should be documented. (See also "Grants Management-Records.") In-kind contributions will assist the State in supporting CPIP.
 - Column 3, "Other Funds," shows funds or in-kind contributions committed by cooperating organizations, agencies, institutions, local education agencies (LEAs), or others for this project. If more than one entity is committing funds for this project, indicate the specific breakdown of such funds on a separate page.
 - Column 4, "Totals," shows the line-by-line sum of columns 1, 2, and 3.
- **THE BUDGET NARRATIVE** must **explain the rationale for each line of the budget summary for grant expenditures and matching funds.** This narrative must show how the amounts indicated were determined. Label the budget narrative line items as the budget summary has been labeled.
- **These budget guidelines apply (arranged by line item corresponding to the budget summary):**

A. Salaries and Wages

Note on Personnel:

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

1. Professional Personnel

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

2. Other Personnel

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

B. Fringe Benefits

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

C. Travel

Enter travel costs if necessary for key personnel to conduct off-campus activities. Mileage allowances may not exceed the State's approved rate for mileage reimbursement at the time of travel. Currently this rate is 54.5 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 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.

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 10% 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.

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 form in Appendix B.

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	<u>15</u>
Total	100

PROPOSAL REVIEW PROCESS

- Proposals must include all requisite forms. Applicants may copy the forms to include in proposal packets or reproduce them in their own word processing files.
- A panel of at least four qualified reviewers will read and score each proposal according to the criteria summarized below and explained above in “Proposed Format.”
- The full review panel convenes after reviewing the proposals individually. Panel members discuss each proposal and discuss and funding recommendations.
- Reviewers’ comments will be compiled and returned to applicants when the review process is complete.
- The review panel funding recommendations are submitted to the Secretary of Higher Education, or his designee, for final funding decisions.

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, 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 processing 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 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 grant end 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 un-obligated 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.

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 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 time and effort, interim, and final reports are required from all grantees. The second payment of grant funds will be contingent upon the acceptance 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 December 8, 2021

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

FINAL REPORT

Deadline: Due September 2, 2022

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 the same type of Participant Roster and Participant Contact Hours requested for the interim report that is updated to reflect the information for the full term of the grant (not just the second half of the grant).**

A. 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 B for the specific form/format to use). Any unspent grant funds should be returned with the financial report. Contact Benee Edwards, at benee.edwards@maryland.gov if you have any questions.

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

- address the objectives and outcomes of the project, comparing those that were named in the proposal to the actual results and explaining how and to what extent project activities were successful in meeting project objectives and outcomes;

- include Phase 2 of the evaluation plan (see Proposal Narrative, Section 2.5 Project Evaluation); this will include the results of the evaluation plan described in the proposal—and include the results and report of any evaluator paid by the grant;
- note where or how the project activities might be improved; and
- indicate the number of students, teachers, and parents that were served. Include the participant table in the interim report form and for the full grant term.

The narrative report should also 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.**

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, 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.

APPENDICES

APPENDIX A. MARYLAND LEA SCHOOL SITES

College Preparation and Intervention Program (CPIP) Eligibility Requirements - FY 2021 Funding Cycle

Table 1

School District	% of FARM students in middle schools 2020 <u>>42.8</u>	% of FARM students in high schools <u>>35.6</u>	% High School Graduates or higher (Persons age 25+ 2015-2019) <u>< 90.2</u>	% FARM Cohort graduation rate (2020) <u>< 79.3</u>	% College Remediation Rates of Recent High School Graduates by Place of residence 2018-2019 <u>>39.3</u>	% Bachelor's degree or higher, (Persons age 25+ 2015-2019) <u><40.2%</u>
Maryland State Average	42.8	35.6	90.2	79.3	39.3	40.2
Allegany	53.7	44.5	90.2	85.8	39.7	18.9
Anne Arundel	36.1	29.3	92.4	82.0	41.0	41.7
Baltimore City	49.0	42.1	85.2	61.5	63.6	31.9
Baltimore County	50.5	42.6	91.5	84.0	46.9	39.4
Calvert	20.2	15.4	92.4	86.2	21.6	32.4
Caroline	55.2	46.3	84.3	80.7	21.3	18.4
Carroll	20.5	16.0	92.4	89.4	36.7	36.4
Cecil	45.6	36.2	89.5	85.8	43.0	23.9
Charles	36.8	31.1	93.2	89.09	35.5	28.9
Dorchester	95.0	95.0	87.9	76.8	26.9	21.2
Frederick	27.1	21.5	92.5	81.4	49.5	41.4
Garrett	46.5	37.4	89.8	87.6	24.5	20.9
Harford	32.0	28.1	92.7	76.6	33.9	36.7
Howard	23.3	20.3	95.5	84.3	27.9	62.6
Kent	54.7	43.6	88.6	88.5	36.8	35.1
Montgomery	36.0	29.7	91.0	85.91	28.0	58.9
Prince George's	65.1	55.5	86.7	72.6	52.5	33.1
Queen Anne's	25.7	21.1	93.2	88.1	24.0	36.5
St. Mary's	33.1	25.0	89.8	78.7	24.0	31.9
Somerset	69.2	53.8	81.3	77.3	44.9	14.4
Talbot	46.3	39.5	91.2	95.0	35.0	40.6
Washington	50.1	41.9	87.2	88.8	45.9	21.9
Wicomico	63.3	51.2	87.2	79.2	41.2	27.2
Worcester	44.2	39.1	91.3	91.8	31.9	29.0

Notes:

High Need LEAs meet all six (6) eligibility criteria:

- (1) $\geq 42.8\%$ or higher FARM in feeder middle schools
- (2) $\geq 35.6\%$ of higher FARM in feeder high schools
- (3) Percent of high school graduates or higher (Persons age 25+ 2015-2019) are $\leq 90.2\%$
- (4) Percent FARM cohort graduation rate (2020) ≤ 79.3
- (5) Percent of college remediate rate by resident ≤ 39.3
- (6) Percent of bachelor's degree or higher (Persons age 25+ 2015-2019) are $\leq 40.2\%$

Source:

2015-19 Census Data, MDReportCard.org and 2021 Data Book MHEC

APPENDIX B. PROPOSAL FORMS

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

FY 2021 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 2021 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.)

ADVISORY COMMITTEE MEMBERS

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

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

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 2021

Higher Education Institution: _____

Project Number: CPIP 21-

Project Title: _____

SOURCE OF FUNDS				
	COLUMN 1 *CPIP FUNDS REQUESTED	COLUMN 2 **INSTITUTION 10% 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 2021 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 2021-22 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 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 the 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 project]:***

Name & Title (print):

Signature: _____ Date: _____

(3) _____ LEA COORDINATOR: _____

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

Name & Title (print):

Signature: _____ Date: _____

(4) _____ High School Principal: _____

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

Name & Title (print):

Signature: _____ Date: _____

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

Name & Title (print):

Signature: _____ Date: _____

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