



REQUEST FOR PROPOSALS

FY 2019

College Preparation Intervention Program

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

Electronic and Paper Submission Due Date:
Monday, March 11, 2019
4:00 PM

Deliver Attn: Kendall E. Cook, GEAR UP/CPIP Coordinator
Office of Outreach and Grants Management
Maryland Higher Education Commission
6 N. Liberty St., 10th Floor
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PROGRAM TIMETABLE

| | |
|--|---|
| February 4, 2019 | College Preparation Intervention Program (CPIP) RFP Issued |
| February 6, 2018 | Technical Assistance Meeting Charles I. Ecker Business Training Center Conference Room 2 6751 Gateway Drive Columbia, MD 21046 10:00 a.m. – 12:00 p.m. |
| <i>*Please RSVP to Kendall Cook at kendall.cook@maryland.gov by February 5, 2019.</i> | |
| March 11, 2019 | Proposals Due to MHEC by 4:00 p.m. <i>If inclement weather has caused the applicant institution or the Maryland Higher Education Commission to close business early that day, the proposal will be due by 4:00 p.m. of the next full business day for both the Commission and the applicant institution.</i> |
| April 26, 2019 | Award Notifications (made via email prior to midnight) |
| May 1, 2019 | Project Implementation Begins |
| August 15, 2019 | Phase I Time & Effort Report Due |
| November 30, 2019 | Interim Report Due |
| December 2019 | Final Award Payment (after the interim report is approved) |
| November 15, 2019 | Phase II Time & Effort Report Due |
| February 15, 2020 | Phase III Time & Effort Report Due |
| May 31, 2020 | Grant Project End |
| June 15, 2020 | Phase IV Time & Effort Report Due |
| August 31, 2020 | Final Report Due (certified expenditure report and unexpended funds due) |

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.)

CPIP funded projects are aligned with the *Maryland Gaining Early Awareness and Readiness for Undergraduate (GEAR UP) Programs.*

PURPOSE: The College Preparation Intervention Program (CPIP) is a State grant program which fosters collaboration between Maryland's local education agencies and its higher education institutions to raise the level of academic preparedness of economically and environmentally disadvantaged students to enable them to attend, persist, and succeed in college. The CPIP grant, administered by the Maryland Higher Education Commission (MHEC), is part of the State match for the federally funded Maryland GEAR UP Program administered by the Maryland State Department of Education (MSDE).

The Maryland GEAR UP program instills knowledge and delivers services to ensure that low income and underrepresented cohort students are college and career ready through a rigorous academic program of studies to develop the instrumental skills needed to apply/enroll in college, understand how to obtain financial aid to support their educational pursuits, and complete a postsecondary education.

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

(A) ACADEMIC SERVICES TO STUDENTS: Provide enrichment, remediation, tutoring, research opportunities and individualized academic support (for all students utilizing the Common Core State Standards (CCSS) 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 GEAR UP school's curriculum and the CCSS. Applicants implementing this service **MUST show need using Local Education Agencies' (LEA) academic test measures and indicate project success by academic pre- and post-testing of participants.** See also (B) for services to parents that support academic achievement.

(B) STUDENT AND FAMILY 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.**

**STANDARDIZED
DATA
COLLECTION
CATEGORIES**

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

**SERVICE
REGIONS:**

Maryland GEAR UP schools as approved by the U.S. Department of Education. The Maryland GEAR UP school districts are Baltimore City, Dorchester, and Wicomico Counties. In addition, Prince George's County is eligible to receive service based on the eligibility charts in Appendix A.

- (1) $\geq 43.2\%$ or higher FARM in feeder middle schools
- (2) Two (2) or more FARM students' MCAP scores \leq Maryland's MCAP average
 - a. Algebra II Mathematics $\leq 10.5\%$
 - b. 10th Grade English/Language Arts $\leq 23.9\%$
- (3) College remediation rates of high school graduates by place of residence $\geq 51.7\%$
- (4) Percent of high school graduates or higher (Persons age 25+ 2012-2016) are $\leq 89.8\%$
- (5) Percent of bachelor's degree or higher (Persons age 25+ 2012-2016) are $\leq 39.0\%$

See charts on page 32-33 for GEAR UP and non-GEAR UP high schools that meet eligibility requirements.

STUDENTS SERVED: Maryland GEAR UP students in Baltimore City, Dorchester, Wicomico, and Prince George's County (based on eligibility criteria).

COOPERATIVE PLANNING: Successful projects demonstrate cooperative planning between the institutions of higher education (IHE), the GEAR UP 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 GEAR UP Coordinator early in the planning process. LEA grant offices may have a required approval process that could take several weeks.

PROPOSALS DUE: **March 11, 2019**

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

PROJECT PERIOD: **May 1, 2019 through May 31, 2020**

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

MATCH REQUIREMENT: Grantees are required to provide a match contribution equal to at least ¼ or 25% 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.

ELIGIBLE APPLICANTS: **Accredited Maryland Institutions of Higher Education** accepted as a partner for one or more Maryland GEAR UP schools (Baltimore City, Dorchester and Wicomico Counties) and Prince George's County.

GOALS & OBJECTIVES

CPIP AND MARYLAND GEAR UP GOALS:

MHEC's CPIP supports Maryland's GEAR UP goals and objectives to increase the number of economically disadvantaged students who intend to pursue postsecondary education.

MD Objective 1

Improve GEAR UP students' performance in mathematics and English/ language arts (ELA) to facilitate high school graduation and college matriculation outcomes.

Outcomes

- a. GEAR UP students' annual performance on PARCC assessment in mathematics and ELA will improve by at least 3% from the previous school year.
- b. GEAR UP students will take and pass the PARCC Algebra I assessment and the PARCC ELA Summative Assessment beginning in the 9th grade at a rate of 6% higher than selected Maryland schools with similar demographics.
- c. GEAR UP students will take and pass the PARCC Algebra II assessment and the PARCC ELA Summative Assessment at the end of the 11th grade at a rate of 10% higher than selected Maryland schools with similar demographics.
- d. GEAR UP students will graduate from high school at a rate of 8% higher (specific target rates will vary by school and be established after the baseline is set) than selected Maryland schools with similar demographics.
- e. Achievement gaps between FARM-eligible and non-FARM-eligible students; and white, African American, and Hispanic students will decrease at GEAR UP cohort schools by 3% annually (specific outcomes will vary by individual schools).
- f. In the 8th grade, 25% of GEAR UP eligible students will apply to take rigorous courses such as Advanced Placement (AP), or International Baccalaureate (IB) coursework.

MD Objective 2

GEAR UP cohort students will indicate a greater awareness of college admissions requirements and opportunities.

Outcomes

- a. In alternate years (beginning 2016), GEAR UP students will indicate that they understand the high school graduation requirements and the relationship of these requirements to postsecondary education admissions through surveys and/or post assessments with an increase of 3-5%.
- b. In alternate years (beginning 2016), GEAR UP students will indicate the differences between two and four- year colleges, vocational training schools, and research universities through surveys and/or post assessments with an increase of 3-5%.
- c. In alternate years beginning in 9th grade through high school graduation, GEAR UP students will be able to describe the four steps of the college admissions process through surveys and/or post assessments with an 8% increase.

MD Objective 3 GEAR UP parents/guardians will be able to demonstrate knowledge of requirements for high school graduation, postsecondary options, and acquiring financial aid for their students.

Outcomes

- a. In alternate years (beginning 2016), GEAR UP parents will demonstrate their understanding of high school requirements for graduation and the relationship of these requirements to admission into postsecondary education through surveys with an increase of 3-5%.
- b. Beginning when GEAR UP students are in the 9th grade through high school graduation, cohort parents will be able to describe the steps to complete a college application as indicated in alternate years through surveys and/or post assessments with an increase of 3-5%.

MD Objective 4 Students will be able to demonstrate greater understanding of the opportunities available for financial assistance for college attendance.

- a. Beginning when GEAR UP students are in the 9th grade through high school graduation, they will indicate their understanding of financial aid availability and the role of the Maryland Office of Student Financial Assistance (OSFA) in securing financial aid through surveys and/or post assessments in alternate years with an increase of 3-5%.
- b. Beginning when GEAR UP students are in the 9th grade through high school graduation, they will report an understanding of what the FAFSA is and its role in acquiring financial aid through surveys and/or post assessments in alternate years with an increase of 3-5%.
- c. Beginning when GEAR UP students are in 9th grade through high school graduation, they will report an understanding of the Maryland Guaranteed Access Grant and its eligibility requirements through surveys and/or post assessments with an increase of 3-5%.
- d. Beginning when GEAR UP students are in the 9th grade through high school graduation, they will report knowing at least two sources of financial aid through surveys and/or post assessments in alternate years with an increase of 3-5%.

PRIORITIES FOR FY 2019 FUNDING

The project performance period occurs between the 2018-2019 and 2019-2020 school years. Therefore, the cohort will be transitioning from the 11th to the 12th grade.

Working within the 3 funded activities categories (pgs. 6-7); 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 GEAR UP high schools;
- Working with students to develop their high school and college and career plans;
- Services aimed at increasing GEAR UP 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

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| 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
- **One original and five (5) hard copies** of the application must be submitted; and
- An electronic copy of the grant proposal and the excel budget document must be clearly labeled with the project title and institution and submitted to Kendall Cook at kendall.cook@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 D)
- **ABSTRACT** (use form in Appendix D; 250 words or less to describe project services)
- **TABLE OF CONTENTS**

| | |
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| 2. ENTIRE PROPOSAL NARRATIVE | 100 points |
|-------------------------------------|-------------------|

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

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

- Describe the needs in the area of academic preparedness for students identified by the GEAR UP LEA partner(s), principal(s), and/or other administrators from the school served. ***The GEAR UP schools site’s needs should be specific and quantifiable terms.*** For example, identify what percentage of students need remedial assistance (based on percentage of FARM students in the GEAR UP cohort middle schools, 8th grade FARM students’ HSA scores with less than 70% proficiency, and conversations with teachers/counselors).

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

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

- **List project objectives and expected outcomes.** Refer to the State’s GEAR UP Goals. (see pages 7-8)
- **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** (e.g., 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.

Note: Data from 2017-2018 school year may be reflected from the Maryland Comprehensive Assessment Program (MCAP).

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| 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 plant 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 D); 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.

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

- This section must describe the activities that will achieve the project objectives and outcomes.
- The plan of operation will:
 - Be a detailed plan that **describes where and how each activity will be implemented, and key personnel responsible for each activity;**
 - Explain how the services to be provided are appropriate to the needs of the intended recipients of 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 D.**

Note: If you have received previous awards, please include a brief summary of the projects results and how the outcomes/results influenced this proposal.

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

- The project evaluation is an integral part of the project's design and implementation, not something done after the project is completed. **The evaluation should be clearly tied to project objectives and outcomes that are tied to Maryland's GEAR UP goals and objectives.**
- The evaluation plan should be aligned and based on the project objectives and outcomes.
- All services must provide evidence of project success by comparing percent of gain from pre- and post-survey results from students, parents, or educators.
- The plan for evaluation should be developed through cooperative planning with the LEA GEAR UP representatives and school administrators.
- The evaluation should be a systematic means for monitoring and evaluating the program objectives and outcomes throughout the grant period.
- The evaluation should be a tool for making mid-grant programmatic changes. The proposal should describe a plan for collecting data throughout the project to be used for project improvement.
- The evaluation plan should describe what data will be collected, how frequently, by whom, and whether a quantitative 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.

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

- **The budget and budget narrative must be completed on the Excel chart provided.** There should be a clear link of all costs to the project activities detailed in the Plan of Operation section.
- **Grantees are required to provide a 25% 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 25% are identified and included;
 - There is adequacy of support—including facilities, equipment, supplies, and other resources—from the lead institution and the other partners identified; and
 - Administrative costs are kept to a minimum.
- **Indirect costs charged to the grant cannot exceed 8%.**
- **THE BUDGET SUMMARY** form should show all planned expenditures for the project (see Budget Summary form in Appendix D):
 - Column 1, “CPIP Funds Requested,” is the amount of the grant being applied for.
 - Column 2, “Matching Funds,” will include both cash and in-kind contributions from the applicant who will serve as the fiscal agent if the grant is awarded. Projects are required to contribute matching funds that equal 25% of the project total, contributions that are provided should be documented. (See also “Grants Management-Records.”) In-kind contributions will assist the State in meeting the required match of federal GEAR UP funds.

- Column 3, "Other Funds," shows funds or in-kind contributions committed by cooperating organizations, agencies, institutions, local education agencies (LEAs), or others for this project. If more than one entity is committing funds for this project, indicate the specific breakdown of such funds on a separate page.
- Column 4, "Totals," shows the line-by-line sum of columns 1, 2, and 3.
- **THE BUDGET NARRATIVE** must **explain the rationale for each line of the budget summary for grant expenditures and matching funds.** This narrative must show how the amounts indicated were determined. Label the budget narrative line items as the budget summary has been labeled.
- **These budget guidelines apply (arranged by line item corresponding to the budget summary):**

A. Salaries and Wages

Note on Personnel:

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

1. Professional Personnel

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

2. Other Personnel

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

B. Fringe Benefits

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

C. Travel

Enter travel costs if necessary for key personnel to conduct off-campus activities. Mileage allowances may not exceed the State's approved rate for mileage reimbursement at the time of travel. Currently this rate is 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 1/4 or 25% of the total direct funds requested from MHEC to support the CPIP. For example, a request for \$100,000 should be supported by \$25,000 in-kind or matching funds bringing the total investment in the project to \$125,000. This non-federal match may be met with cash and/or in-kind contributions. Documentation of matching contributions must contain adequate source documentation for the claimed cost share, provide clear valuation of in-kind matching, and provide support of cost sharing. In-kind contributions must be valued in accordance with relevant Office of Management and Budget (OMB) circulars and the Education Department of General Administrative Regulations (EDGAR). In-kind valuation of contributions of facilities and equipment must be done using depreciation rather than fair market value.

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

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 D.

| |
|--|
| 5. COOPERATIVE PLANNING AGREEMENT |
|--|

| |
|-------------------------------|
| (required – no points) |
|-------------------------------|

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

TECHNICAL ASSISTANCE

Contact the Maryland Higher Education Commission (MHEC) Office of Outreach and Grants Management if you have questions about the proposal format or require further assistance. Project directors are also encouraged to contact MHEC whenever they have questions about grant implementation or management:

Kendall E. Cook
GEAR UP/CPIP Coordinator
Outreach & Grants Management Office
Maryland Higher Education Commission
kendall.cook@maryland.gov
Phone: (410) 767-7269

Technical Assistance Meeting

Wednesday, February 6, 2019 from 10:00 a.m. to 12:00 p.m.

Charles I. Ecker Business Training Center
Conference Room 2
6751 Gateway Drive
Columbia, MD 21046
10:00 a.m. – 12:00 p.m.

LEA staff will be invited to participate. To afford potential CPIP applicants and the LEA staff the opportunity to interact, the meeting will conclude with time for networking. The meeting will cover the following material: a program overview, an overview of the RFP, and discussion of the RFP requirements.

Please RSVP to Kendall Cook at kendall.cook@maryland.gov by February 5, 2019.

Please call (443) 518-1660 for general information about the Charles I. Ecker Business Training Center; and for directions see: http://www.howardcc.edu/about-us/hcc-at-a-glance/locations-and-directions/campus_locations/ecker_training_center.html.

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 |

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

PROPOSAL REVIEW PROCESS

- Proposals, an original and five (5) copies along with all electronic submissions, must be received by the deadline.
- 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.
- Applicants will receive electronic notification that their proposal has been received.
- 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.

NOTIFICATION OF AWARDS

Notification of awards will be made on Friday, April 26, 2019, by e-mail before midnight.

APPEAL PROCESS

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

- A. The applicant shall be notified in writing if the proposal is not selected for funding support.
- B. Upon request of the applicant and within 14 days of notification, the Maryland Higher Education Commission will provide additional information outlining the reasons for disapproval.
- C. The sole basis for appeal is violation of State statutes or regulations.
- D. If the applicant wishes to appeal, a request for a hearing must be made within 30 days of the action of the Maryland Higher Education Commission.
- E. Within 30 days thereafter, the Maryland Higher Education Commission shall hold a hearing.
- F. Not later than 10 days after the hearing, the Maryland Higher Education Commission shall issue its written decision.

GRANT MANAGEMENT

1. FISCAL PROCEDURES

All State funds under this program must be assigned to a specific account. If an institution receives more than one grant award, separate accounts must be established for each. For this grant cycle, grant payments are disbursed in two payments, 50% at the beginning of the project period, and 50% after the project's interim report has been received and approved.

Expenditures exceeding the grant budget will be the responsibility of the recipient institution.

2. POST-AWARD CHANGES

The grant recipient shall obtain prior written approval for any change to the scope of the approved project. 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

TIME & EFFORT REPORTS

Quarterly in-kind and Time & Effort reports are required from all grantees. MHEC must submit documentation of the effort to meet the GEAR UP matching requirement. Matching documentation includes four phases of the Quarterly In-Kind & Time and Effort report, and are due according the schedule below. Any grantee not able to meet these requirements must provide proper justification with the initial proposal submission.

Below is the proposed schedule of the collection of Time and Effort reports.

| Phase | Time Period | Report Due Date* |
|-----------|---|---------------------------|
| Phase I | May 1 st – July 31 st | August 15 th |
| Phase II | August 1 st – October 31 st | November 15 th |
| Phase III | November 1 st – January 31 st | February 15 th |
| Phase IV | February 1 st - May 31 st | June 15 th |

* If the due date falls on the weekend, the report will be due on the Monday following the due date.

INTERIM REPORT

Deadline: Due November 30, 2019

- **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 August 31, 2020

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 D for the specific form/format to use). Any unspent grant funds should be returned with the financial report. Contact MHEC’s GEAR UP/CPIP Coordinator, Kendall Cook, at (410) 767-7269 or kendall.cook@maryland.gov for payment assistance or to obtain agency codes.

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

| LEA Sites | LEA/GEAR UP POINTS OF CONTACT |
|----------------------------------|--|
| Baltimore City Public Schools | <p>Shamara Bownes Staff Specialist, GEAR UP Baltimore City Public Schools 200 E. North Avenue Baltimore, MD 21202 sbownes@bcps.k12.md.us</p> |
| Dorchester County Public Schools | <p>Dr. Zulieka Jarmon-Horsey Supervisor of School Counselors Dorchester County Public Schools 700 Glasgow Street – PO Box 619 Cambridge, MD 21613 Phone: (410) 228-4747 ext. 1067 horseyz@dcpsmd.org</p> |
| Wicomico County Public Schools | <p>Jacqueline Leggett, GEAR UP Coordinator Wicomico County Public Schools P.O. Box 1538 2424 Northgate Drive, Suite 100 Salisbury, MD 21802 Phone: (410) 677-5994 Ext. 4342 jleggett@wcboe.org</p> |

For the FY 2019 funding cycle, Prince George’s County Schools (PGCS) met eligibility requirements. Applicants interested in partnering with PGCS should contact:

Edrika Hall, Instructional Specialist
Office of Advanced and Enriched Instruction
Prince George’s County Public Schools
9201 Hampton Drive
Capitol Heights, MD 20743
Phone: 301-808-8275

College Preparation and Intervention Program (CPIP) Eligibility Requirements - FY 2019 Funding Cycle

Table 1

| School District | % of FARM students in high schools 2018 ≥43.2% | % of FARM students met and exceeded expectations in Algebra II Mathematics MCAP 2018 ≤ 10.5% | % of FARM students met and exceeded expectations in 10 th gr. ELA Arts MCAP 2018 ≤ 23.9% | % College Remediation Rates of Recent High School Graduates by Place of residence 2015-2016 ≥51.7% | % High School Graduates or higher (Persons age 25+ 2013-2017) ≤ 89.8% | % Bachelor's degree or higher, (Persons age 25+ 2013-2017) ≤39.0% |
|-------------------------------|---|---|--|---|--|--|
| Maryland State Average | 43.2 | 10.5 | 23.9 | 51.7 | 89.8 | 39.0 |
| Allegany | 55.3 | 20.4 | 25.4 | 58.2 | 89.5 | 18.2 |
| Anne Arundel | 31.9 | 58.1 | 27.9 | 54.4 | 92.0 | 18.2 |
| Baltimore City* | 82.8 | 5.0 | 10.4 | 69.6 | 82.4 | 30.4 |
| Baltimore County | 43.7 | 22.4 | 19.7 | 56.4 | 91.1 | 37.8 |
| Calvert | 19.7 | 17.6 | 41.8 | 28.9 | 93.8 | 30.1 |
| Caroline | 53.7 | 16.9 | 31.2 | 53.1 | 83.3 | 16.6 |
| Carroll | 19.5 | 69.0 | 35.2 | 51.9 | 92.2 | 34.6 |
| Cecil | 44.0 | 21.3 | 32.4 | 46.0 | 88.8 | 23.0 |
| Charles | 35.9 | 34.7 | 20.0 | 55.7 | 92.7 | 28.5 |
| Dorchester* | 72.2 | 5.0 | 10.3 | 58.6 | 85.3 | 20.1 |
| Frederick | 25.8 | 33.9 | 34.3 | 44.2 | 92.6 | 40.5 |
| Garrett | 46.6 | 10.2 | 29.9 | 58.1 | 89.1 | 19.6 |
| Harford | 47.5 | 10.1 | 28.8 | 44.0 | 92.9 | 35.2 |
| Howard | 22.2 | 15.7 | 28.7 | 37.2 | 95.3 | 61.2 |
| Kent | 53.5 | N/A | 22.8 | 54.9 | 87.3 | 33.2 |
| Montgomery | 34.0 | N/A | 30.6 | 47.9 | 91.1 | 58.3 |
| Prince George's | 61.0 | 5.0 | 20.7 | 61.4 | 86.1 | 31.9 |
| Queen Anne's | 25.3 | 24.7 | 36.0 | 44.4 | 91.9 | 35.3 |
| St. Mary's | 32.0 | 43.6 | 24.0 | 37.4 | 89.7 | 30.4 |
| Somerset | 82.8 | 10.0 | 34.4 | 65.4 | 81.8 | 14.4 |
| Talbot | 45.2 | 50.0 | 34.3 | 64.1 | 89.5 | 37.4 |
| Washington | 45.3 | 15.9 | 39.8 | 64.2 | 87.0 | 21.5 |
| Wicomico* | 59.9 | 21.5 | 24.6 | 55.5 | 88.6 | 27.8 |
| Worcester | 42.1 | 47.3 | 41.5 | 48.0 | 90.1 | 30.1 |

***GEAR UP School Districts**

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

- (1) ≥43.2% or higher FARM in feeder middle schools
- (2) Two (2) or more FARM students' MCAP scores ≤ Maryland's MCAP average
 - a. Algebra II Mathematics ≤10.5%
 - b. 10th Grade English/Language Arts ≤23.9%
- (3) College remediation rates of high school graduates by place of residence ≥51.7%
- (4) Percent of high school graduates or higher (Persons age 25+ 2012-2016) are ≤89.8%
- (5) Percent of bachelor's degree or higher (Persons age 25+ 2012-2016) are ≤39.0%

Source: 2013-17 Census Data, MDReportCard.org and 2018 Data Book MHEC

College Preparation and Intervention Program (CPIP) Eligibility Requirements – FY 2019 Funding Cycle

Table 1.1

| School District | % of FARM students in middle schools 2018 ≥43.2% | % of FARM students met and exceeded expectations in Algebra II Mathematics MCAP 2018 ≤ 10.5% | % of FARM students met and exceeded expectations in 10 th gr. ELA Arts MCAP 2018 ≤ 23.9% | % College Remediation Rates of Recent High School Graduates by Place of residence 2013-2014 ≥51.7% | % High School Graduates or higher (Persons age 25+ 2012-2016) ≤ 89.8% | % Bachelor's degree or higher, (Persons age 25+ 2012-2016) ≤39.0% |
|------------------|---|---|--|---|--|--|
| Allegany | X | | | X | X | X |
| Anne Arundel | | | | X | | X |
| Baltimore City* | X | X | X | X | X | X |
| Baltimore County | X | | X | X | | X |
| Calvert | | | | | | X |
| Caroline | X | | | X | X | X |
| Carroll | | | | X | | X |
| Cecil | X | | | | X | X |
| Charles | | | X | X | | X |
| Dorchester* | X | X | X | X | X | X |
| Frederick | | | | | | X |
| Garrett | X | X | | X | X | X |
| Harford | X | X | | | | X |
| Howard | | | | | | |
| Kent | X | | X | X | X | X |
| Montgomery | | | | | | |
| Prince George's | X | X | X | X | X | X |
| Queen Anne's | | | | | | X |
| St. Mary's | | | X | | X | X |
| Somerset | X | X | | X | | X |
| Talbot | X | | | X | X | X |
| Washington | X | | | X | X | X |
| Wicomico* | X | | | X | X | X |
| Worcester | | | | | | X |

***GEAR UP School Districts**

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

APPENDIX B. MARYLAND and COMMON CORE STATE STANDARDS

WEB ADDRESSES for MARYLAND and COMMON CORE STATE STANDARD DOCUMENTS

State standards for core academic content areas, school performance, and other information are available from the Maryland State Department of Education (MSDE); see <http://www.marylandpublicschools.org/Pages/default.aspx>. The following pages from the extensive MSDE website may be useful to project planners:

School Improvement in Maryland

<http://www.mdk12.org/index.html>

Common Core Curriculum Standards in Math and Language Arts

<http://www.mdk12.org/instruction/curriculum/index.html>

Partnership for Assessment of Readiness for College and Careers (PARCC)

<http://marylandpublicschools.org/programs/Pages/Testing/PARCC/index.aspx>

MSA: Maryland School Assessment Program

<http://marylandpublicschools.org/programs/Pages/Testing/msa.aspx>

Data and Using Data to Improve Student Achievement

<http://www.mdk12.org/data/index.html>

MD Common Core State Standards

<http://mdk12.msde.maryland.gov/instruction/commoncore/index.html>.

High School Assessments and Core Learning Goals (available by subject area)

<http://www.mdk12.org/searchresults.html?cx=001108966000364327580%3Ajqm4dtsfxhi&cof=FORID%3A11&q=core+learning+goals#915>

Assessment and Adequate Yearly Progress

<http://mdideareport.org/adequateprogress.aspx/>

Professional Development Standards

http://mdk12.msde.maryland.gov/instruction/professional_development/teachers_standards.html.

APPENDIX C. CONTENT STANDARDS

National Content Standards

English and Language Arts

National Council of Teachers of English (NCTE)
1111 West Kenyon Road
Urbana, IL 61701
<http://www.ncte.org/>

International Reading Association
800 Barksdale Road, PO Box 8139
Newark, DE 19711
<https://www.literacyworldwide.org/>

Mathematics

National Council of Teachers of Mathematics (NCTM)
1906 Association Drive
Reston, VA 20191
<http://www.nctm.org/standards/default.aspx?id=58>
* See also the Maryland Chapter of NCTM

PARCC

PARCC is a 20-state consortium working together to develop next-generation K-12 assessments in English and math.
<http://www.parcconline.org/>

Science

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

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

<http://www.nap.edu/readingroom/books/nses/>
<http://www.project2061.org/tools/benchol/bolframe.htm>

Technology for Students, Teachers, and Administrators

International Society for Technology in Education
480 Charnelton Street
Eugene, OR 97401
<http://www.iste.org/standards/standards>

APPENDIX D. PROPOSAL FORMS

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

FY 2019 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 2019 College Preparation Intervention Program Grant

Lead Institution: _____

Project Title: _____

In 250 words or less, describe (for an educated general audience) your project activities.

(Note that this may be reproduced as is or edited by MHEC staff for inclusion in press releases and other publications describing the grant program.)

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

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

ADVISORY COMMITTEE MEMBERS

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

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

Table 1. Plan of Operation Sample Table for One Activity – Provide a short narrative and a Table for each activity with the Objectives and Outcomes (use this format for the table)

| Direct Academic Services to ABC High School Students | | | | | | |
|---|---|---|---|--|---|---|
| Objective: To provide opportunities for 12th gr. students at ABC High School to attend remedial mathematics and English/language arts support to increase baseline assessment scores. | | | | | | |
| Projected Outcome: By the end of May 2020, 260 12th gr. students will have had three opportunities to participate in remedial mathematics and English/language arts classes at their GEAR UP school site. Of the 260 12 th gr. students, 60% will increase their pretest baseline scores by 5 to 10 points by the end of the classes. | | | | | | |
| Activity Description | Implementation Process | Activity Date | Expected Participants, Per Session | Evaluation Plan | Date (s) | Person (s) Responsible |
| Remedial Classes | <ol style="list-style-type: none"> 1. Hold information session for parents and students 2. Identify students who need remediation 3. Work with students to complete remediation courses. 4. Follow-up with students to compare PARCC assessment and school unit assessment scores | Spring 2017 Summer 2017 Fall 2018 | 40 (260 total) | <ol style="list-style-type: none"> 1. Monitor student progress on course exams, assignments, and compare to pre-test baseline score. 2. Student self-report on remedial class experience 3. Track students who complete remedial class during sessions and on PARCC assessments | Planning 5/2017 thru 7/2017, Ongoing Recruitment Registration 6/2017 thru 9/2017 Classes *6/2017 to 8/2017 and *9/2017 thru 12/2017 *1/1/2018 to 4/2018 | <ol style="list-style-type: none"> 1. August Brown, project director 2. Aaron Jupiter, GEAR UP SCHOOL coordinator 3. June Stars, project evaluator |

BUDGET NARRATIVE (use this format)
FY 2019 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 2018-19 academic year. Maryland State University requests for this time only the amount it will cost the university to pay an adjunct to replace Dr. Smith in one course. Request = \$5,000

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

Other Personnel:

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

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

B. Fringe Benefits

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

C. Travel

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

D. Equipment

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

E. Materials and Supplies

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

F. Consultant and Contractual Services

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

G. Other

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

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

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

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

ASSURANCES

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

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

This partner will provide *[summarize the responsibilities and duties the LEA GEAR UP POINT OF CONTACT will provide to support the CPIP 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 principals).

Table 1. Plan of Operation Sample Table for One Activity – Provide a short narrative and a Table for each activity with the Objectives and Outcomes (use this format for the table)

| Direct Academic Services to ABC High School Students | | | | | | |
|--|---|---|---|--|---|---|
| <p>Objective: To provide opportunities for 12th gr. students at ABC High School to attend remedial mathematics and English/language arts support to increase baseline assessment scores.</p> <p>Projected Outcome: By the end of May 2020, 260 11th gr. students will have had three opportunities to participate in remedial mathematics and English/language arts classes at their GEAR UP school site. Of the 260 12th gr. students, 60% will increase their pretest baseline scores by 5 to 10 points by the end of the classes.</p> | | | | | | |
| Activity Description | Implementation Process | Activity Date | Expected Participants, Per Session | Evaluation Plan | Date (s) | Person (s) Responsible |
| Remedial Classes | 5. Hold information session for parents and students 6. Identify students who need remediation 7. Work with students to complete remediation courses. 8. Follow-up with students to compare PARCC assessment and school unit assessment scores | Spring 2018 Summer 2018 Fall 2018 | 40 (260 total) | 1. Monitor student progress on course exams, assignments, and compare to pre-test baseline score. 2. Student self-report on remedial class experience 3. Track students who complete remedial class during sessions and on PARCC assessments | Planning 5/2018 thru 7/2018, Ongoing Recruitment Registration 6/2018 thru 9/2018 Classes *6/2018 to 8/2018 and *9/2018 thru 12/2018 *1/1/2019 to 4/2019 | 1. August Brown, project director 2. Aaron Jupiter, GEAR UP SCHOOL coordinator 3. June Stars, project evaluator |

APPENDIX E. REPORT FORMS

BASELINE DATA: ENROLLMENT AND DEMOGRAPHICS

Provide baseline data as follows:

| Academic Year 2019-2020 | Male | Female | Total | Hispanic | Asian | African American | Caucasian | American Indian/Alaskan Native | Other Race(s) | English Language Learner (ELL) | Students with Disabilities | # of Students on Free & Reduced Meals |
|---|------|--------|-------|----------|-------|---------------------|-----------|--------------------------------------|------------------|---|----------------------------------|--|
| Demographics of the current total school population | | | | | | | | | | | | |
| Demographics of Grade level(s) for CPIP GEAR UP Cohort Enrollment: [example 12 th grade] | | | | | | | | | | | | |
| Identify the number of students enrolled in the overall cohort: | | | | | | | | | | | | |

BASELINE DATA: STUDENT OUTCOMES

Provide data as follows:

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

**College Preparatory Intervention Program (CPIP)
MONTHLY In-Kind & Time and Effort Activity Report**

State Audit Regulations, CFR 200, 225, 215, 230, and with EDGAR require that a Time and Effort Reporting system be used to document salary charges to grants and contracts for institution receiving grant funding. The distribution of faculty and other professional staff salaries that are connected to grants and contracts is based on budgeted, planned or assigned work activities, updated to reflect any significant changes in work distribution. A Time and effort Activity Report must be completed by each employee working on a sponsored program account to cover each month covered by the grant project. The hours shown should be a reasonable distribution of the employee's time spent on the project. Failure to return these reports promptly will result in grant related compensation being delayed until the reports are submitted.

Name: _____

Higher Education Institution: _____

Month: _____ Year: _____

| | | | | | | | |
|--------------|----|----|----|----|--|----|----|
| Day | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Hours Worked | | | | | | | |
| Day | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Hours Worked | | | | | | | |
| Day | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| Hours Worked | | | | | | | |
| Day | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| Hours Worked | | | | | | | |
| Day | 29 | 30 | 31 | | Total Hours for the Month: _____ Rate per Hour: \$ _____ Monthly Total: \$ _____ | | |
| | | | | | | | |
| | | | | | | | |

Please provide a brief description of work performed.

I certify that the above distribution of time and effort represents a reasonable estimate of the effort (time) expended by me during the pay period covered by this report.

Signature of Employee: _____ **Date:** _____

Signature of Supervisor: _____ **Date:** _____

APPENDIX F. STUDENT and PARENT/FAMILY GUIDELINES for PROGRAM SERVICES

Student Services Definitions

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

| | |
|--|--|
| <p>Tutoring/Homework Assistance</p> | <p>Tutoring/homework assistance services provide additional academic instruction designed to increase the academic achievement of students. Tutoring can occur one-on-one or in small groups before school, during school, after school, during study or lunch breaks, or on weekends and be provided by project personnel, hired tutors, teachers, trained peers, and/or volunteers. <i>Tutoring should be recorded by subject area (Mathematics, English, Reading, Science, Other).</i></p> <p>Virtual tutoring/homework assistance: Virtual tutoring services include services that are provided via remote access through the internet or other means. (Must indicate whether tutoring is “in-person” or “virtual.”)</p> |
| <p>Comprehensive Mentoring</p> | <p>Comprehensive mentoring services are provided when staff, teachers, or other school staff identifies students who would benefit from an ongoing supportive relationship with a trained, caring adult or older student, i.e., “mentor.” Mentors meet regularly with their assigned student(s). Meetings may be on or off campus and either during or outside of the school day. Typical issues addressed during mentoring meetings include academic, social, organization or life skill development. Per the 2008 Higher Education Opportunity Act (HEOA), comprehensive mentoring must provide students with financial aid information, and encourage students to stay in school, enroll in rigorous and challenging coursework, apply for postsecondary education, and if applicable, the GEAR UP scholarship.</p> <p>Virtual¹ comprehensive mentoring includes services that are provided via remote access through the Internet or other means.</p> <p><u>Mentor Programs may include:</u></p> <ul style="list-style-type: none"> • Traditional mentoring programs that match one youth and one adult. • Group mentoring that links one adult with a small group of young people. • Team mentoring that involves several adults working with small groups of young people, ideally with a ratio of no more than four youth to one adult. • Peer mentoring that connects caring youth with other adolescents. • E-mentoring that functions via email and the internet. <p>NOTE: Data entry needs to indicate whether mentoring is “in-person” or “virtual.”</p> |

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

| | |
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| <p style="text-align: center;">Financial Aid Counseling/Advising</p> | <p>Financial aid counseling/advising services assist students' understanding and navigating the complexities of financial aid, including providing hands-on assistance with the FAFSA and scholarship applications, presentations on financial aid or literacy, using financial aid or literacy curriculum, and the benefits and instructions of how to participate in college savings plans.</p> <p>Virtual financial aid counseling/advising includes services that are provided via remote access through the internet or other means.</p> <p>NOTE: Data entry needs to indicate whether financial aid counseling/advising is "in-person" or "virtual."</p> |
| <p style="text-align: center;">Counseling/Advising /Academic Planning/Career Counseling</p> | <p>Counseling/advising/academic planning/career counseling services span a spectrum of activities with individual students or small groups of students. Services are defined as follows:</p> <p>Counseling: Discussing personal growth issues such as decision making, problem solving, goal setting, attendance, behavior concerns, or family issues.</p> <p>Advising: Providing assistance on course selection (secondary or postsecondary), college and/or career choices, or college and/or career planning.</p> <p>Academic planning: Providing assistance on coursework selection, course of study choices, college major selection, assessment advising or interpretation of scores, or assistance with placement tests.</p> <p>Career counseling: Providing assistance about career choices, career planning, internships, or career interests.</p> <p>Virtual counseling/advising/academic planning/career counseling: Virtual counseling/advising/academic planning/career counseling includes services that are provided via remote access through the internet or other means.</p> <p>NOTE: Data entry needs to indicate whether counseling/advising/academic planning/career counseling services are "in-person" or "virtual."</p> |
| <p style="text-align: center;">College Visit/College Student Shadowing</p> | <p>College visit/college student shadowing services take place on college campuses.</p> <p>College visit: A physical visit to a college campus by a student facilitated/supervised/led by the project's personnel, teachers, college representatives, or other school staff. College visits should include an official tour, presentation(s) by admissions, financial aid, academic departments, athletics, student affairs, residence life, multicultural affairs, or other college departments.</p> <p>College student shadowing: A one-on-one experience in which a</p> |

| | |
|---|---|
| | <p>middle or high school student spends a day on a college campus with an undergraduate student seeing typical college life.</p> <p>Virtual college visit: Virtual college visit includes services that are provided via remote access through the internet or other means. Virtual college visits must be facilitated/supervised/led by the project’s personnel, teachers, or others and include the same elements as a physical college visit.</p> <p>NOTE: Data entry needs to indicate whether counseling/advising/academic planning/career counseling services are “in-person” or “virtual.”</p> |
| <p>Job Site Visit/ Job Shadowing</p> | <p>Job site visit/job shadowing services offer students exposure to the workplace in an occupational area of interest and reinforces the link between classroom learning, work requirements, and the need for postsecondary education. Students witness the work environment, employability and occupational skills in practice, the value of professional training, and potential career options.</p> <p>Job site visit: A physical visit to a local business/work environment facilitated/supervised/led by the CPIP project staff, teachers, or other school staff. Job site visits should include visits to local businesses, employers, and agencies to explore different professions or career selections, and can be followed by job shadowing.</p> <p>Job shadowing: A one-on-one experience in which a middle or high school student spends a day at a business or work environment with an employee seeing typical job duties.</p> <p>Virtual job site visit includes services that are provided via remote access through the internet or other means. Virtual job visits must be facilitated/supervised/led by the CPIP project staff, teachers, or other school staff and include the same elements as a physical job visit.</p> <p>NOTE: Data entry needs to indicate whether job site visit services are “in-person” or “virtual.”</p> |
| <p>Summer Programs</p> | <p>NOTE: Summer programs can also include non-school year services for year-round schools</p> <p>Summer programs are services that include an experience over one or multiple days during the summer (or other non-school year time, e.g., for year round schools). Summer programs could be a statewide GEAR UP or CPIP summer camp, a local summer camp funded by GEAR UP or CPIP, or a residential GEAR UP program hosted by a college/university/community organization, or another camp attended by a GEAR UP student that supports the GEAR UP mission. These programs include academic enrichment, college preparatory programs/camp experience, credit recovery, and/or remediation programs.</p> <p>NOTE: Data entry needs to indicate whether summer programs are</p> |

| | |
|---|---|
| | <p>providing services for “academic enrichment” or “remedial services.” In addition, summer programs may include other services that should be recorded as such, i.e., college visit.</p> |
| <p>Educational Field Trips</p> | <p>Educational field trips are services during which students leave their school or travel to another location, and include an academic component that is linked to classroom activities. Examples would include a science demonstration on a college campus (the purpose of the event was the science demonstration not a college visit), a class trip to attend a science or history museum linked to the curriculum, academic competitions, cultural experiences such as performing arts, museums, or similar activity, and field trips that complement and enhance existing curriculum in key content areas. <i>Educational field trips should be recorded by subject area (Mathematics, English, Reading, Science, Other).</i></p> |
| <p>Student Workshops</p> | <p>Student workshops are services that include interactive informational classroom-level or large- or small-group sessions that involve hands-on experience for each student in the workshop. Workshops are offered to groups of students on topics like secondary school success and college awareness, and general elements of college readiness such as study skills, self-monitoring, goal-setting, time management, and problem-solving. This includes guest speakers that motivate students and highlight careers. Workshops are informational in nature and are not intended to provide direct counseling or guidance to individual or small groups of students. <i>Workshops should be recorded by subject area.</i></p> <p>Virtual student workshops include services that are provided via remote access through the internet or other means.</p> <p>NOTE: Data entry needs to indicate whether workshops are “in-person” or “virtual.”</p> |
| <p>Parent/Family Workshops of College Prep/Financial Aid</p> | <p>Workshops of college prep/financial aid services include a parent/guardian or adult family member’s attendance with or without their children) at a workshop that demonstrates how to assist their student with college preparation or financial aid information. These services include informational sessions for parents focusing on college entrance requirements and financial aid opportunities.</p> <p>Virtual parent/family workshops include services that are provided via remote access through the internet or other means.</p> <p>NOTE: Data entry needs to indicate whether workshops are “in-person” or “virtual.”</p> |
| <p>Parent/Family/Counseling/Advising</p> | <p>Counseling/advising services span a spectrum of activities that can include one-on-one or small group advising for parents/guardians/adult family member designed to meet the specific needs of the individuals engaged in the activity. These services include when a parent/guardian or adult family member meets with the CPIP project staff or counselor,</p> |

| | |
|---|--|
| | <p>with or without a student, to discuss the student’s academic goals, college plans, school progress, etc.</p> <p>Counseling: Meeting with parents/guardians to discuss student’s personal growth issues such as decision making, goal setting, behavior concerns, family issues, home visits, etc.</p> <p>Advising: Providing individual assistance to parents/guardians on their student’s college choices, college planning, financial aid planning, etc.</p> |
| <p>Parent/Family College Visit</p> | <p>College visit services take place on college campuses. These services include a physical visit to a college campus by a parent/guardian, with or without a student, facilitated/supervised/led by CPIP project staff, teachers, college representatives, or other school staff. The primary objective of the event would be to conduct a college visit and should include an official tour, presentation(s) by admissions, academic departments, athletics, student affairs, residence life, multicultural affairs, or other college departments.</p> <p>Virtual college visits includes services that are provided via remote access through the internet or other means. Virtual college visits must be facilitated/supervised/led by CPIP project staff, teachers, or other school staff and include the same elements as a physical college visit.</p> <p>NOTE: Data entry needs to indicate whether college visit services are “in-person” or “virtual,” as well as the name and/or type of college visited, i.e., 2- or 4-year college.</p> |
| <p>Family Events</p> | <p>Family events are services in which parents or families participate. These services involve GEAR UP students and their families/guardians or just their parents/guardians. Family events include GEAR UP activities that recognize the role of families in student success, and are not defined under a previous category</p> |

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

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

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

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