

**COLLEGE PREPARATION INTERVENTION PROGRAM
(CPIP)**

**REQUEST FOR APPLICATIONS
FY 2010**

IN SUPPORT OF MARYLAND GEAR UP

**DEADLINE FOR APPLICATIONS: APRIL 29, 2009
4 P.M.**

**DELIVER ATTN: CPIP COORDINATOR
OFFICE OF GRANTS
MARYLAND HIGHER EDUCATION COMMISSION
839 BESTGATE ROAD, SUITE 400
ANNAPOLIS, MARYLAND**

Summary Timetable

CPIP RFA Issued	February 17, 2009
RSVP Deadline for Technical Assistance	March 3, 2009
CPIP Technical Assistance/Joint Meeting	March 5, 2009

8:45 a.m. – 9:10 a.m. – Continental Breakfast/Networking

9:10 a.m. - 12:00 p.m. -- CPIP Request for Applications (RFA) Overview and Developing Effective Program Evaluation

12:00 p.m. – 1:00 p.m. -- Networking Lunch – Potential CPIP Applicants and GEAR UP Site Coordinators

1:00 p.m. – 3:00 p.m. -- GEAR UP Updates & Looking Ahead, Building Successful Partnerships, and Leveraging Funds

Anne Arundel Community College
John A. Cade Center for Fine Arts, Room 219
101 College Parkway
Arnold, Maryland 21012

The John A. Cade Center for Fine Arts is located off of **West Campus Drive** on the main campus.

For directions and a map, see <http://www.aacc.edu/locationsandmaps/>
Anne Arundel Community College General Information Number: (410) 777-2222

CPIP FY 2010 Grant Cycle Schedule

Applications Due at MHEC	April 29, 2009 (by 4 p.m.)
Initial Award Notifications	May 18 through May 22, 2009
Grants Begin	July 1, 2009
Interim Reports Due	March 30, 2010
Grants End	June 30, 2010
Final Narrative & Financial Reports Due (Any unspent grant funds to be returned with reports.)	September 30, 2010

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College Preparation Intervention Program (CPIP) Program Summary

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

PURPOSE: **To meet statewide goals of improving access to and better preparing students for higher education, CPIP supports Maryland GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) by funding projects that provide appropriate services to GEAR UP students and their families, teachers, and schools. Schools selected to participate in GEAR UP have a high percentage of students who are (1) eligible for the free and reduced meals program (FARM), (2) from families with limited college experience, and (3) not performing at proficient levels in mathematics.**

CPIP, administered by the Maryland Higher Education Commission (MHEC), is part of the State match for the federally funded Maryland GEAR UP—Focus on Math grant serving nine high schools and administered by the Maryland State Department of Education (MSDE).

ACTIVITIES FUNDED:

PROJECTS PROVIDE ONE OR MORE OF THESE 5 TYPES OF ACTIVITIES:

- (A) ACADEMIC SERVICES TO STUDENTS:**
Enrichment, remediation, tutoring, research opportunities (not necessarily only for strong students), individualized academic support (discussing courses, coordinating enhancement and remediation services with school and GEAR UP); strong preference for mathematics or cross-disciplinary work that will improve mathematics skills (might also be biology or other science, using language arts to improve mathematics skills, etc.) and for activities tied to the GEAR UP school's curriculum. See also (D) for services to parents that support student academic achievement.
- (B) CAREER PREPARATION SERVICES TO STUDENTS:**
Career exploration activities, résumé workshops, mock interviews, writing letters to prospective employers; activities designed to develop students soft skills (appropriate dress, punctuality, work ethic); (paid) internships; preference for projects that make clear the connections between careers and course/college choices; preference for projects that enable students to produce concrete products or gain new experience.
- (C) PROFESSIONAL DEVELOPMENT FOR TEACHERS, PRINCIPALS, AND OTHER STAFF SERVING GEAR UP STUDENTS:**
Workshops on content or teaching strategies, summer institutes, activities involving students and teachers together; preference for projects involving mathematics or language arts explicitly tied to mathematics; strong preference for projects developed in conjunction with district and school(s) that are linked to the local curriculum/curricula.

(D) PARENT SERVICES AND OTHER SUPPORT SERVICES:

Address Maryland GEAR UP goals of enabling more GEAR UP students to perform well in math, graduate from high school, and be prepared for success in college. Projects might address needs of families, schools, teachers, or students, or some combination of these (e.g., a multi-faceted summer transition program). Services might include workshops to help parents learn new techniques for helping their children perform better in school, near-peer mentoring, or activities that help a GEAR UP school capitalize on resources in its community (setting up an internship bank or a free scholarship search center). Leadership development activities for parents so they can better understand school and State academic requirements, learn about available student services, and hone their advocacy skills to support their children.

(E) COLLEGE & FINANCIAL AID AWARENESS FOR GEAR UP FAMILIES:

Evening and weekend programs with families together or breakout groups of students and adults that address benefits of college, what to take for college preparation and admission, how to prepare for college visits and financial aid activities that may include free scholarship searches, family FAFSA preparation, financial planning, etc. College visits are an option.

SERVICE REGIONS: Designated Maryland GEAR UP schools in districts that met the eligibility requirements of the Maryland GEAR UP Focus on Math grant application as approved by the U. S. Department of Education. (Subject to change if there is a grant amendment approved by the USDE.) These include the schools listed in Appendix A that are in the following counties: Baltimore, Prince George's, Somerset, and Wicomico.

STUDENTS SERVED: Students in schools described above. The cohort is entering 11th grade in August 2009.

PROJECT PERIOD: July 1, 2009 through June 30, 2010. Projects may run shorter.

AWARD AMOUNT: Up to \$150,000, depending on scope

ELIGIBLE APPLICANTS: Accredited Maryland institutions of higher education accepted as a partner for one or more GEAR UP site. Institutions may hold multiple grants and may apply for new grants. **Grantees are strongly encouraged to conduct at least some activities on their campus.**

GOALS & OBJECTIVES

MARYLAND CPIP-GEAR UP GOALS: (1) Increase the mathematics preparation, readiness, and achievement of GEAR UP students;
(2) Increase parents' involvement in GEAR UP schools;
(3) Increase GEAR UP students' and families' knowledge of academic expectations and their awareness of postsecondary education options.

OBJECTIVES & OUTCOMES: The Maryland GEAR UP—Focus on Math program has the following objectives and expected outcomes; these are supported by CPIP projects:

OBJECTIVE 1 Improve GEAR UP students' performance in mathematics to facilitate high school graduation and college matriculation.

Outcome 1 GEAR UP students' annual performance on the State standardized test they take (MSA or HSA) will improve by at least 3% from the previous year's class on the same test.

Outcome 2 GEAR UP students will take and pass the Algebra I HSA by the end of 9th grade at a rate 6% higher than the class preceding the start of GEAR UP at the school.

Outcome 3 GEAR UP students will take and pass Algebra II by the end of 12th grade at a rate 10% higher than the class preceding the start of GEAR UP at the school.

Outcome 4 GEAR UP students will graduate from high school at a rate at least 8% higher than the class preceding them.

Outcome 5 Achievement gaps between FARM-eligible and non-FARM-eligible students and between white and African American students will decrease at GEAR UP schools by 3% per year over the life of grant.

OBJECTIVE 2 Improve the teaching of mathematics in GEAR UP schools so that students' performance will improve.

Outcome 1 Two or more math teachers from each school will participate in a summer institute.

Outcome 2 After professional development, teachers will deliver lesson plans that (1) are more closely aligned with the State curriculum; (2) offer students more opportunities for effective hands-on learning; and (3) are more effective.

Outcome 3 At least 10% more teachers will meet "highly qualified status" for mathematics.

Outcome 4 GEAR UP students will graduate from high school at a rate at least 8% higher than the class preceding them.

Outcome 5 Achievement gaps between FARM-eligible and non-FARM-eligible students and between white and African American students will decrease at GEAR UP schools by 3% or more per year.

OBJECTIVE 3 Students will demonstrate a greater awareness of college admission requirements and opportunities offered by college as measured through annual surveys.

Outcome 1 Each year 10% more GEAR UP students will know college prep curriculum requirements.

Outcome 2 Each year 10% more GEAR UP students will know what kind of postsecondary training is required for their career of choice.

Outcome 3 Each year 10% more GEAR UP students will be able to describe the college application process.

OBJECTIVE 4 Parents/guardians will be more involved in their children's education.

Outcome 1 Each year 10% more GEAR UP parents will know college prep curriculum requirements.

Outcome 2 Each year 10% more GEAR UP parents will be able to describe the college application process.

Outcome 3 Each year 10% more GEAR UP parents will attend school events.

Outcome 4 Each year 10% more GEAR UP parents will have non-disciplinary contacts with school personnel.

OBJECTIVE 5 Parents/guardians and students will demonstrate greater understanding of the opportunities available for financial assistance for college attendance.

Outcome 1 Each year 10% more GEAR UP families will report knowing what the FAFSA is.

Outcome 2 Each year 10% more GEAR UP families will report knowing what the Guaranteed Access and Educational Assistance grants are.

Outcome 3 Each year 10% more GEAR UP families will know MHEC administers State financial aid for postsecondary education.

PRIORITIES FOR JULY 2009 – JUNE 2010

Within the 5 service categories (pages 2-3), MHEC has identified the following priorities:

- Support students academically as they prepare for graduation and college entrance;
 - Prepare students who have not taken or failed the Algebra/Data Analysis High School Assessment (HSA) to achieve a passing score.
 - Provide SAT and/or ACT preparation for students
- Provide services that are designed to reach the most at risk students to decrease the attrition rate in GEAR UP high schools;
- Engage students in developing an education and career plan, as well as develop the non-technical skills necessary to be successful professionally;
 - Increase GEAR UP students' knowledge of the relationships between career goals, high school and college courses, and postsecondary education and career choices
 - Provide and/or facilitate (paid) internship opportunities for GEAR UP students
 - Provide 'soft skills' training; engage students in activities designed to develop professional behaviors such as, strong work ethic, dressing appropriately, taking the initiative, being punctual, and having a collegial attitude.
- Provide parents and guardians with information about State graduation requirements; and provide the tools and resources they need to help their children stay in high school, take challenging courses, and prepare for college and career;
 - Engage parents in activities and share resources that will help them to understand the importance of the HSA graduation requirement
- Build relationships with students to foster in them a belief that they would be accepted and welcomed in a college environment by providing on-campus experiences, including interactions with students and faculty

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

MHEC and reviewers of applications for this grant program want to see activities that follow best practices. A few such practices are:

- Making academic work relevant to real-life problems and solutions;
- Using (creative) hands-on activities to engage student learning;
- Linking professional development and instructional activities to local curricula;
- Involving parents in their children's educational experience.

PARTNERING WITH GEAR UP SITES

Prospective applicants must consult with local GEAR UP staff and with GEAR UP school staff to plan an application. All cooperative planning agreements (see forms in appendix) must include the signature of a GEAR UP contact (see Appendix A for a list). Failure to have such a signature will render an application ineligible. Cooperative planning is the key to success. Note that it may take up to several weeks for a cooperative planning agreement to be approved within a school district.

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

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

APPLICATION CHECKLIST

Every application should contain **an original and four (4) photocopies of the application packet**, which must include the following, **in the order indicated**:

1. ___ Cover Sheet*
2. ___ Abstract*
3. ___ Table of Contents
4. ___ Application Narrative (maximum of 15 pages for a-e)
 - a. ___ Needs Assessment
 - b. ___ Project Objectives and Outcomes
 - c. ___ Plan of Operation
 - d. ___ Management Plan
 - e. ___ Evaluation Plan
5. ___ Budget and Cost-Effectiveness
 - a. ___ Budget Summary*
 - b. ___ Budget Narrative*
6. ___ Assurances*
7. ___ Cooperative Planning Agreement* (signed by all partners)
8. ___ Project staff résumé

*Use the appropriate forms included in Appendix C. Forms are also available in electronic format at www.mhec.state.md.us/Grants/CollegePreparationInterventionProgram/CPIP.asp

APPLICATION FORMAT & REQUIREMENTS

1. GENERAL FORMAT REQUIREMENTS

Grant applications not meeting the following criteria will not be read:

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

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

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

2. APPLICATION NARRATIVE

(85 of 100 points)

The following outline should guide application writing and will also be used to guide application 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 principal, other administrators, **and** the GEAR UP site director at the GEAR UP school served. *The site's needs should be presented in specific and quantifiable terms.* For example, identify what percentage of students needs remedial assistance (based on conversations with teachers and counselors) and what percentage of students performed at the basic-level on the State Assessments.
- If teacher or parent activities are included in the application, describe the needs to be addressed.
- Explain how the needs were determined.

2.2 Project Objectives and Outcomes	(15 points)
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- **List the supporting project objectives.** While the State’s CPIP objectives remain the same throughout the life of the grant, the project should devise objectives specifically related to the GEAR UP site(s)/students served.
- **The project objectives should be described as what you plan to accomplish by the end of the grant period.** Specific objectives should be presented and directly tied to at least one proposed activity.
- **For each objective, provide a projected outcome statement** (e.g., the project expects 80% (240) of the site’s cohort to receive a passing score of 412 or higher on the Algebra/Data Analysis HSA by the end of the 11th grade). Applications will be assessed on not only the project scope, but also how specific, achievable, and measurable the project outcomes are.

Projected outcome statements:

- **Are realistic.** Outcomes must be attainable.
- **Are measurable.** Outcomes must demonstrate clear achievement. A good outcome statement will reference quantifiable indicators such as increased test scores.
- **Have deadlines.** All outcome statements indicate when they are to be achieved.
- **Reference state, local, or school-defined baseline data and standards.** Include baseline data for comparison to convey that your goal is reasonable and ambitious.

2.3 Plan of Operation	(30 points)
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- This section must describe the activities that will achieve the project objectives and outcomes.
- The plan of operation will:
 - be a detailed plan that describes where and how each activity will be implemented and key personnel responsible for each activity;
 - explain how the services to be provided are appropriate to the needs of the intended recipients of those services and the project objectives;
 - include specific information on how, when, where, and by whom the students, teachers, or parents will be recruited for each activity. **Recruitment is an essential element of project success and must be planned carefully and implemented rigorously.** Brochures and fliers have not proven an effective recruitment method when used alone;
 - provide detailed information about what students, teachers, or parents will be doing during each activity (when will it take place, how long will it last, etc);
 - estimate the number of participants to be served by the project and by each activity;

- indicate the number of contact hours per participant; and
- offer a timeline for the implementation of all activities.
- **Adding a summary table to complement (not replace) the plan of operation may be helpful. The table is part of the Plan of Operation and may look like the sample Table in Appendix C.**

2.4 Management Plan	(10 points)
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- The management plan supports the implementation of the project. In other words, the management plan should not contain direct service activities. Direct service activities belong in the Plan of Operation.
- The management plan will:
 - include a **work plan** that lists major management actions for the project. Project duties should be clearly linked to the budget and plan of operation;
 - include, in chronological order, all major management activities;
 - indicate what each key staff member’s responsibilities are; assign responsibilities for major management actions to key staff personnel (attach résumés in an appendix);
 - provide a clear organizational structure, a timeline, and milestones for accomplishing the management actions;
 - demonstrate that the project director and other key staff have sufficient time to conduct the grant project effectively;
 - demonstrate the adequacy of the project team to achieve the objectives of the proposed project on time and within budget; and
 - indicate what each partner’s role in the project will be.

2.5 Project Evaluation	(20 points)
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- The project evaluation will be an integral part of the project’s design and implementation, not something done after the project is completed. The evaluation should be clearly tied to project objectives and outcomes.
- Like the rest of the application, the plan for evaluation should be developed through cooperative planning with the GEAR UP site.
- The evaluation should be a systematic means for monitoring and evaluating the program throughout the grant period based on the partnership goals and objectives.

- The evaluation should be a tool for making mid-grant programmatic changes. The application will describe a plan for collecting data throughout the project to be used for project improvement.
- The evaluation plan should describe what data will be collected, how frequently, by whom the data will be collected, and whether a quantitative and/or qualitative method of analysis will be employed.
- The application must describe how the baseline data was established.
- 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 application.
- **Evaluation results must be included with the interim and final reports.**
 - **Phase one** of the evaluation plan must be submitted with the interim report and indicate what activities have occurred during the reporting period, the intended objectives and outcomes for these activities as originally identified in the application, and if they were met. If the objectives and outcomes were not met, the evaluation report should discuss why.
 - **Phase two** of the evaluation plan must be submitted with the final report and should include a comprehensive evaluation of the entire project. Much like the phase one evaluation, it should include the activities conducted, the corresponding objectives and outcomes, and discuss how they measured against the proposed objectives and outcomes.
- **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.” That section indicates what basic information is to be kept by all projects.

3. BUDGET AND COST-EFFECTIVENESS	(15 Points)
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- The budget and budget narrative should clearly link all costs to the project activities detailed in the Plan of Operation section.
- Provide evidence of institutional commitment to the project including the amount of staff time dedicated to the project and in-kind contributions. In addition to the State match through the College Preparation Intervention Program (CPIP), your institutional contributions are also critical to meeting Maryland’s federal GEAR UP match requirement. Institutional match should be included in the appropriate column on the budget summary.

- **The application’s budget and cost-effectiveness will be evaluated on the extent to which:**
 - the budget is adequate to support the project; it should be clear that all activities are accounted for in the budget;
 - the costs are reasonable in relation to the objectives 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 RFA;
 - in-kind contributions are identified and included;
 - there is adequacy of support—including facilities, equipment, supplies, and other resources—from the lead institution and the other partners identified; and
 - administrative costs are kept to a minimum.
- **Indirect costs charged to the grant cannot exceed 8%.**
- **THE BUDGET SUMMARY** form should show all planned expenditures for the project (see Budget Summary form in Appendix C):
 - Column 1, “CPIP Funds Requested,” is the amount of the grant being applied for.
 - Column 2, “Matching Funds,” will include both cash and in-kind contributions from the applicant who will serve as the fiscal agent if the grant is awarded. Although projects are not required to have matching funds, contributions that are provided should be documented. (See also “Grants Management—Records.”) In-kind contributions will also assist the State in meeting the required match of federal 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. (Do not include GEAR UP site funds or funds that will be counted as part of a local match for GEAR UP in column 2).
 - Column 4, “Totals,” shows the line-by-line sum of columns 1, 2, and 3.
- **THE BUDGET NARRATIVE** should explain the rationale for each line of the budget summary, both for grant expenditures and matching funds. This narrative must show how the amounts indicated were determined. Label the budget narrative 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.

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 (the amount is calculated for the percentage of effort in the project).

C. Travel

Enter travel costs if necessary for key personnel to conduct off-campus activities. Mileage allowances may not exceed the State's approved rate for mileage reimbursement at the time of travel. Currently this rate is \$0.55 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 the Maryland and District of Columbia metro area.

D. Equipment

Purchasing non-instructional equipment is not permitted (these are not equipment grants). Equipment means an article of non-expendable tangible personal property having a useful life of more than one (1) 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 GEAR UP School or GEAR UP 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 pay 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 of subject matter of the consultation.

G. Other (specify)

- a. Subsistence (if meals provided, State regulations apply and require that an agenda and an attendance list be supplied)
- b. Rental of space, if necessary
- c. Any other costs not included above that are necessary to implement the project; provide specifics. Note that expenses for souvenir items will not be allowed.

H. Total Direct Costs

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

I. Indirect Costs

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

J. Total

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

4. ASSURANCES	(required - no points)
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Each grant application must be accompanied by a Statement of Assurances signed by the appropriate organizational representative.

- Use the form in Appendix C.

5. COOPERATIVE PLANNING AGREEMENT	(required – no points)
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- The application must include the cooperative planning agreement indicating that the applicant, the GEAR UP director/coordinator, and the 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 GEAR UP 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 application and grant program, and have participated in the planning process.
- Use form in Appendix C.

TECHNICAL ASSISTANCE

A technical assistance/joint meeting will be held March 5, 2009 from 8:45 a.m. to 3:00 p.m. GEAR UP coordinators have been invited to participate. To afford potential CPIP applicants and the coordinators an opportunity to interact, the meeting will include a networking continental breakfast and a full lunch. The meeting will take place at Anne Arundel Community College in the John A. Cade Center for Fine Arts, Room 219. The building is located off of **West Campus Drive** on the main campus.

Directions and a map can be found at <http://www.aacc.edu/locationsandmaps/>
The general information number to AACC is (410) 777-2222.

If you would like to attend, please RSVP to Takeia M. Bradley at tbradley@mhec.state.md.us by March 3, 2009.

If you have questions about the application format or require other assistance, contact the Maryland Higher Education Commission (MHEC) Office of Grants. Project directors are also encouraged to contact MHEC whenever they have questions about grant implementation or management:

Takeia M. Bradley
State College Coordinator (CPIP/GEAR UP)
Office of Grants
MHEC
tbradley@mhec.state.md.us
(410) 260-3207

Paula Fitzwater
Director
Office of Grants
MHEC
pfitzwat@mhec.state.md.us
(410) 260-4504

APPLICATION REVIEW PROCESS

Applications must be received by the deadline and include all requisite forms. Applicants will be notified that their application has been received and assigned an application number.

A panel of qualified reviewers will read each application and score each according to the criteria named below. Panelists will have an opportunity to add comments. Reviewers may be from Maryland or from other states and will have suitable qualifications to review the applications. The panel makes recommendations as to funding and adjustments that the project staff might make to improve either the project to be implemented or the application should it be rejected for this round of funding. The Secretary (or designee) of higher education will review all panel evaluations and select those applications that best meet the established criteria and provide the best support for GEAR UP sites.

EVALUATION AND SELECTION CRITERIA

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

Category	Maximum Points
Needs Assessment	10
Project Objectives & Outcomes	15
Plan of Operation	30
Management Plan	10
Project evaluation	20
Budget and Cost Effectiveness	<u>15</u>
Total	100

NOTIFICATION OF AWARDS

A grant award will be issued after approval of awards and acceptance of the negotiated grant award amount by the project director. Preliminary notification of awards will be made between May 18-22, 2009 by phone or e-mail. Written grant awards will be issued on July 1, 2010 or shortly thereafter.

APPEAL PROCESS

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

- A. The applicant shall be notified in writing if the application is not selected for funding support.
- B. Upon request of the applicant and within 14 days of notification, the Maryland Higher Education Commission will provide additional information outlining the reasons for disapproval.
- C. The sole basis for appeal is violation of State statutes or regulations.
- D. If the applicant wishes to appeal, a request for a hearing must be made within 30 days of the action of the Maryland Higher Education Commission.

- E. Within 30 days thereafter, the Maryland Higher Education Commission shall hold a hearing.
- F. Not later than 10 days after the hearing, the Maryland Higher Education Commission shall issue its written decision.

GRANT MANAGEMENT

1. FISCAL PROCEDURES

All State funds under this program must be assigned to a specific account. If an institution receives more than one grant award, separate accounts must be established for each. For this grant cycle, grant awards will be disbursed in two payments. The first payment will be 60% of the total grant award. The second payment will be the remaining 40% of the total grant award. This payment will be made after the project's interim report has been approved. Expenditures in excess of approved budget amounts will be the responsibility of the recipient institution.

2. POST-AWARD CHANGES

The grant recipient shall obtain prior written approval for any change to the scope of the approved project. Include an explanation of the specific changes and a budget that details, per line item, the proposed revisions. This includes any changes resulting in additions or deletions of staff and consultants related to or resulting in a need for budget reallocation. Requested revisions may not include a GEAR UP site that was not part of the original approved project. **If project activity dates have changed significantly since the application submission, you must submit a revised calendar of activity dates.**

The grant recipient shall also obtain **prior written approval** from the Director, Office of Grants:

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 application) **or** to permit any such person to devote substantially less effort to the project than was anticipated when the grant was awarded; and
3. to make budget changes exceeding \$1,000 or 10% in any category, whichever is greater.

Grantees must also request written approval to extend the expiration date of the grant if additional time beyond the established termination date is required to ensure adequate completion of the approved activity within the funds already made available. A single extension, which shall not exceed six (6) months, may be made for this purpose and must be requested ***no less than 1 month prior*** to the originally established expiration date. The request must explain the need for the extension and include an estimate of the un-obligated funds remaining and a plan for their use. The fact that un-obligated funds may remain at the expiration of the grant is not in itself sufficient justification for an extension. The plan must adhere to the previously approved objectives of the project. Furthermore, it is not permissible to roll funds over from one CPIP grant into another CPIP grant.

3. PROJECT CLOSEOUT, SUSPENSION, TERMINATION

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

- The grant recipient shall immediately refund, in accordance with instructions from MHEC, any unobligated balance of cash advanced to the grant recipient.
- The grant recipient shall submit all financial, performance, evaluation, and other reports required by the terms of the grant within 90 days of the date of expiration or termination.
- The closeout of a grant does not affect the retention period for State and/or federal rights of access to grant records.

Suspension: When a grant recipient has materially failed to comply with the terms of a grant, MHEC may, upon reasonable notice to the grant recipient, suspend the grant in whole or in part. The notice of suspension will state the reasons for the suspension, any corrective action required of the grant recipient, and the effective date. Suspensions shall remain in effect until the grant recipient has taken action satisfactory to MHEC or given evidence satisfactory to MHEC that such corrective action will be taken or until MHEC terminates the grant.

Termination: MHEC may terminate any grant in whole or in part at any time before the date of expiration, whenever MHEC determines that the grant recipient has materially failed to comply with the terms of the grant. MHEC shall promptly notify the grant recipient in writing of the termination and the reasons for the termination, together with the effective date.

The grant recipient may terminate the grant in whole or in part upon written notification to the Commission setting forth the reasons for such termination, the effective date, and, in the case of partial terminations, the portion to be terminated. However, if in the case of a partial termination, MHEC determines that the remaining portion of the grant will not accomplish the purposes for which the grant was made; MHEC may terminate the grant in its entirety.

Closeout of a grant does not affect the right of MHEC to disallow costs and recover funds on the basis of a later audit or review, nor does closeout affect the grantee's obligation to return any funds due as a result of later refunds, corrections, or other transactions.

4. RECORDS

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

- records of significant project experience and evaluation results;
- records that fully show amount of funds under the grant, how the funds were used, total cost of projects, *all costs and contributions provided from other sources*, and other records to facilitate an effective audit (note that timesheets should be kept for volunteer hours, as well as for all paid hours); and
- participant data (which students participated in which activities; specify names, dates and places).

5. REPORTING REQUIREMENTS

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

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

6. INTERIM REPORTS

- **For the report to be acceptable, it must include:**
 - phase one of the evaluation plan (see Application Narrative, Section 2.5 Evaluation Plan for details)
 - 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 spent and how much remains in each line item of the original accepted budget application
 - responses to the other questions posed on the interim report form
 - evidence that the project is progressing sufficiently to continue.

- See Appendix D for the interim report form.

7. FINAL REPORTS

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

7A. THE FINANCIAL REPORT should be structured like the approved budget, with both a budget summary and a budget narrative (see Appendix D for the specific form/format to use). It must be signed by a financial officer at the institution serving as the fiscal agent. Grantees should keep records indicating how funds are expended, the total cost of project activities, the share of the cost provided from other sources (in-kind or otherwise), and any other relevant records to facilitate an effective audit; such records should be held for five (5) years after the grant ends. Any unspent grant funds should be returned with the financial report.

7B. NARRATIVE REPORTS include the results of the evaluation plan outlined in the project application and document the project outcomes. These reports will:

- address the objectives and outcomes of the project, comparing those that were named in the application to the actual results and explaining how and to what extent project activities were successful in meeting project objectives and outcomes;
- include phase 2 of the evaluation plan (see Application Narrative, Section 2.5 Evaluation Plan); this will include the results of the evaluation plan described in the application—and include the results and report of any evaluator paid by the grant;
- note where or how the project activities might be improved; and
- indicate the number of students, teachers, and parents that were served. Include the participant table in the interim report form, updated for the full extent of the project.

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

8. ACKNOWLEDGMENT OF SUPPORT AND DISCLAIMER

An acknowledgment of the Maryland Higher Education Commission must appear in any publication of materials based on or developed under this project.

Materials except those published in academic journals must also contain the following disclaimer:

“Opinions, findings, and conclusions expressed herein do not necessarily reflect the position or policy of the Maryland Higher Education Commission, and no official endorsement should be inferred.”

All media announcements and public information pertaining to activities funded by this grant program should acknowledge support of the Maryland Higher Education Commission.

At such time as any article resulting from work under this grant is published in a professional journal or publication, two reprints of the publication should be sent to the Maryland Higher Education Commission, Director, Office of Grants, clearly labeled with appropriate identifying information.

APPENDIX A: MSDE Maryland GEAR UP Sites

GEAR UP Site	GEAR UP Director	High School(s) Served
Allegany County Public Schools GEAR UP	<p>Sue Hughes, Supervisor Curriculum and Staff Dev. 108 Washington Street Cumberland, MD 21501-1724 shughes@allconet.org (301) 759-2016</p> <p>Bob Hunter GEAR UP Site Coordinator rbhunter@allconet.org (301) 689-3377</p>	Mountain Ridge High School
Baltimore County Public Schools GEAR UP	<p>Sonja Karwacki, Executive Director Special Programs, PreK-12 6901 Charles Street Towson, MD 21204 skarwacki@bcps.org (410) 887-2280</p> <p>Deborah Wallace GEAR UP Site Coordinator dwallace@bcps.org (410) 887-7023</p>	Dundalk High School
Garrett County Public Schools GEAR UP	<p>Kurt Lear Garrett County Board of Education 40 South 2nd Street Oakland, MD 21550 klear@ga.k12.md.us (301) 334-8934</p> <p>Dawna Ashby GEAR UP Site Coordinator dashby@ga.k12.md.us (301) 334-8915</p>	<p>Northern Garrett High School</p> <p>Southern Garrett High School</p>
Prince George's County Public Schools GEAR UP	<p>Monica Goldson Regional Assistant Superintendent High School Consortium Office 1801 McCormick Drive Landover, MD 20785 (301) 583-1600</p> <p>Ameerah Bello GEAR UP Site Coordinator Ameerah.bello@pgcps.org (301) 925-1360</p> <p>Sheree Leonard GEAR UP Site Coordinator Sheree.leonard@pgcps.org (301) 499-7080</p>	<p>Fairmont Heights High School</p> <p>Central High School</p>

GEAR UP Site	GEAR UP Director	High School(s) Served
Somerset GEAR UP	Darlene Taylor GEAR UP Site Coordinator Marion Sarah Peyton School Marion, MD 21838 dtaylor@somerset.k12.md.us (410) 623-2039	Crisfield High School Washington High School
Wicomico GEAR UP	Ann Ashe Supervisor of Mathematics K-12 PO Box 1538 Salisbury, MD 21802 aashe@wcboe.org Erin Holmes GEAR UP Site Coordinator eholmes@wcboe.org (410) 677-5146	Wicomico High School

APPENDIX B: Content Standards

MARYLAND STANDARDS

State standards for core academic content areas, school performance, and other information are available from the Maryland State Department of Education (MSDE)

<http://www.marylandpublicschools.org/MSDE>

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

HSA: High School Assessment Program

http://mdk12.org/assessments/high_school/index.html

Data Analysis: Analyzing Your State Assessment Data

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

Professional Development

http://www.mdk12.org/instruction/professional_development/index.html

The Maryland State Department of Education has developed an online professional development planning guide that many schools currently use: <http://prodev.marylandpublicschools.org/index.asp>

National Content Standards

Mathematics

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

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

* See also the Maryland Chapter of NCTM

Science

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

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

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

Technology

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

For Teachers: <http://cnets.iste.org/teachers/index.shtml>

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

APPENDIX C: Application Forms

Cover Sheet
Abstract
Budget Summary
Budget Narrative (example format)
Assurances
Cooperative Planning Agreement
Plan of Operation sample table (optional)

MARYLAND HIGHER EDUCATION COMMISSION COLLEGE PREPARATION INTERVENTION PROGRAM

FY 2010 APPLICATION COVER SHEET

Lead Applicant Institution/Organization: _____

Title of Project: _____

Partnership Members: GEAR UP 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 2010 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 Commission staff for inclusion in press releases and other publications describing the grant program.)

BUDGET SUMMARY (use this format)

FY10 College Preparation Intervention Program Grant Application (MHEC)

Applicant Institution & Project Title: _____

	SOURCE OF FUNDS			COLUMN 4 <i>Totals</i>
	COLUMN 1 CPIP FUNDS REQUESTED*	COLUMN 2 INSTITUTION'S CONTRI- BUTION**	COLUMN 3 OTHER CONTRI- BUTIONS***	
A. Salaries & Wages Professional Personnel [List each by name followed by title in brackets]				
1.				
2.				
3.				
4.				
Other Personnel (list categories & # of each in brackets)				
5. []				
6. []				
7. []				
8. []				
Total Salaries and Wages				
B. Fringe Benefits				
C. Travel				
D. Equipment				
1.				
2.				
E. Materials and Supplies				
F. Consultant and Contractual Services				
G. Other (specify)				
1.				
2.				
H. Total Direct Costs (A through G)				
I. Total Indirect Costs (max. 8% of H)				
J. Total (H and I)				

*Include all grant-funded expenses.

**Include any contributions from applicant institution in this column. Include both cash and in-kind contributions, distinguishing in the budget narrative which type of contribution is provided for a given item.

***Include any contributions from other partners in the grant project in this column, but do not include local GEAR UP (federal) grant funds.

BUDGET NARRATIVE (use this format)

FY 2010 College Preparation Intervention Program Grant Application (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 2009-10 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 GEAR UP school for six lessons for students
Request = \$0.55 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

Column 3: \$500 assessed value as provided by ABCville Chamber of Commerce (donor)

E. Materials and Supplies

Ex.: StudyCompany! Math Software for students' use during summer campus-based academic camp and follow-up use (site license will be held by GEAR UP middle 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 application, 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 application, including all understandings and assurances contained therein and directing and authorizing the person identified as the official representative of the application 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 application in the area(s) of proposed service, as well as with other members of the collaborative, where applicable.
4. It will expend funds to supplement new and/or existing programs and not use these funds to supplant non-grant funds.
5. It will participate in any statewide assessment program or other evaluation program as required by the MHEC.
6. It will give the MHEC and/or the Legislative Auditor, through any authorized representative, the right of access to, and the right to examine all records, books, papers, or documents related to the grant.
7. It will comply with all requirements imposed by the MHEC concerning special requirements of law and other administrative requirements.

Institution

Signature of Authorized Institutional Authority

Name and Title, Printed

Date

COOPERATIVE PLANNING AGREEMENT
Between

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

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 application.

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) GEAR UP Site Coordinator: _____

This partner will provide [summarize the responsibilities and duties the GEAR UP coordinator will provide to support the CPIP project.]:

Name & Title (print): _____

Signature: _____ Date: _____

(3) GEAR UP High School Principal: _____

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

Name & Title (print): _____

Signature: _____ Date: _____

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

Name & Title (print): _____

Signature: _____ Date: _____

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

Table 1. Plan of Operation Sample Table for One Activity

Direct Academic Services to Jones High School Students						
Objective: Increase the number of GEAR UP students at Jones High School who score proficient on the Algebra/Data Analysis High School Assessment (HSA). Projected Outcome: At the end of the Algebra Institute (1/09), 75% (45) of the participants who scored between 380-411 on the 2009 Algebra/Data Analysis HSA will increase their score to 412 or higher on the January 2010 Algebra/Data Analysis HSA.						
Activity description and content area addressed	Implementation process	When activity will occur	Expected number of participants at each session	Evaluation Plan	Date (s)	Person (s) Responsible
Algebra Institute	<ol style="list-style-type: none"> 1. Assess students' specific areas of academic need 2. Based on students' areas of academic need, identify lesson plans. 3. Recruit and hire instructors. 4. Recruit students by speaking in classrooms, calling parents, and sending home reminders. 5. Administer 2009 sample algebra HSA to assess the student progress. 	Fall 2009	60	<ol style="list-style-type: none"> 1. Work with GEAR UP coordinator to collect baseline data on student academic standing (individual State test scores and grades) and based on data determine specific content areas to be covered. 3. Project director will work with instructors and, as appropriate, GEAR Up site coordinator, to use formative assessment methods to determine student progress throughout summer institute. 4. At end of institute, evaluate students' completed work and post-test (HSA). 	<p>Planning 07/2009 thru 1/2010</p> <p>Institute 8/7/09 thru 1/9/2010</p>	<ol style="list-style-type: none"> 1. Dorothy Walker, project director 2. Institute Instructors 3. Jennifer Sneal, project evaluator

APPENDIX D: Report Forms

**Interim Report Form, including participant table
Interim Report Budget Summary
Final Report Budget Summary
(Use the budget narrative format used in application forms.)**

For more on final reports, see Grant Management in this RFA. There is no final narrative report form but see Grant Management, Section 7 Final Reports and especially 7B Narrative Reports for report requirements.

**MHEC College Preparation Intervention Program Grant Program
Interim Report Response Questions (March 30, 2010)**

Project Title and Grant #:	
Submitted By:	Reporting Period: July 1, 2009 – December 31, 2009

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

1. Evaluation

- a. Include phase one of the evaluation plan (see RFA on Evaluation Plan for details).
- b. Please describe the major activity outcomes and how the outcomes were measured. The specific and measurable project objectives and outcomes submitted in the approved application should be restated in this section. Then this section should state if each project objective and outcome was met or not. If not, explain why the project objective/intended outcome was not met. Example:
 - i. Project objective in application (re-state): Improve the math GPA of the GEAR UP students at ABC High School.
 - ii. Projected project outcome in application (re-state): By the end of the spring semester (June 2010), **40%** (120) of the students will improve their math GPA by **10%** from the first quarter GPA average to the final quarter GPA average.
 - iii. Was this project objective and outcome met? YES
 - iv. Project outcome (quantified): By the end of the spring semester (June 2010), **50%** (150) of the students improved their math **GPA by 15%** from a first quarter GPA average of 65 to a final quarter GPA average of 75.

2. Activity and Participant Information

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

Here is a sample of the summary of participants worksheet:

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

(Page 1 of 2)

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

(a) Did the project start on time? If not, please discuss why.

(b) Has the project recruited the projected number of participants? If not, please discuss the difference.

(c) Which activity garnered the best response? Please discuss.

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

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

4. Do you anticipate any difficulties completing all activities on schedule and according to the proposed budget? If so, please explain any anticipated modifications. *(Note that when such difficulties arise, project directors are encouraged to contact MHEC as soon as possible to begin discussing possible ways of addressing the problems encountered.)*

5. Financial Report: complete a budget summary like the table on following page and attach a brief budget narrative (if the summary is not fully self-explanatory) describing expenditures made

**MHEC College Preparation Intervention Program Grant Program
Interim Report Budget Summary
(Due March 30, 2010 for the reporting period 7/1/09-12/31/09)**

	(A)	(B)	(A)-(B)	Estimated Match Provided to Date	
	Approved Budget	Estimated Grant Expenditures thus Far	Estimated Funds Remaining in Grant	Institution Contributions for Reporting Period	Other Contributions for Reporting Period
A. Salaries & Wages Professional Personnel [List each by name followed by title in brackets]					
1.					
2.					
3.					
4.					
Other Personnel (list categories & # of each in brackets)					
5. []					
6. []					
Total Salaries and Wages					
B. Fringe Benefits					
C. Travel					
D. Equipment					
1.					
2.					
E. Materials and Supplies					
F. Consultant and Contractual Services					
G. Other (specify)					
1.					
2.					
H. Total Direct Costs (A through G)					
I. Total Indirect Costs (max. 8% of Column A, Item H)					
J. Total (H and I)					

FINAL REPORT BUDGET SUMMARY

MHEC FY 2010 College Preparation Intervention Program Grant Program

Lead Institution & Project Title: _____

	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6
A. Salaries & Wages Professional Personnel List each by name and title	CPIP FUNDS BUDGETED	CPIP FUNDS SPENT	INSTITUTION'S MATCH BUDGETED	INSTITUTION'S MATCH	OTHER MATCH*	FUNDS REMAINING**
1.						
2.						
3.						
Other Personnel (list by job category & note # of each)						
4.						
5.						
Total Salaries and Wages						
B. Fringe Benefits						
C. Travel						
D. Equipment						
1.						
2.						
E. Materials and Supplies						
F. Consultant and Contractual Services						
G. Other (specify)						
1.						

2.						
Total Other Costs						
H. Total Direct Costs (A through E)						
I. Indirect Costs (cannot exceed 8% of G)						
J. Total (H & I)						

* If any of these parties, or another agency, committed funds or in-kind donations for this project, indicate the specific breakdown and explanation of such funds for each on a separate sheet, while putting the totals for appropriate categories here in column 3 and summarizing the match in the budget narrative. Project directors should work with their finance offices to ensure that funds are used for their intended purposes.

Signature of Finance Officer: _____

Name & Title of Finance Officers (printed): _____

Date: _____