

COLLEGE PREPARATION INTERVENTION PROGRAM (CPIP)

REQUEST FOR APPLICATIONS FY 2012

IN SUPPORT OF MARYLAND COLLEGE ACCESS CHALLENGE GRANT PROGRAM (MCACGP)

DEADLINE FOR APPLICATIONS: THURSDAY, NOVEMBER 17, 2011 4 P.M.

DELIVER ATTN: ANDRENETTE MACK AUGINS, GRANTS MANAGER
OFFICE OF OUTREACH AND GRANTS MANAGEMENT
MARYLAND HIGHER EDUCATION COMMISSION
839 BESTGATE ROAD, SUITE 400
ANNAPOLIS, MARYLAND 21401

ADDRESS AFTER NOVEMBER 7, 2011:

6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

<http://www.mhec.state.md.us/Grants/index.asp>

Summary Timetable

CPIP RFA Issued

October 7, 2011

CPIP Technical Assistance Meetings – Both technical assistance meetings will cover the same material: a program overview, an overview of this RFA, discussion of the RFA requirements and a networking lunch.

Meeting #1 Friday, **October 21, 2011** 10:00 am to 1:00 pm @ MHEC

10:00 a.m. - 12:00 p.m. -- CPIP Request for Applications (RFA) Overview

12:00 p.m. – 1:00 p.m. -- Networking Lunch – Potential CPIP Applicants and LEA School Staff

The Maryland Higher Education Commission
839 Bestgate Road – The Commission Board Room
Annapolis MD 21401
410.260.4500

Meeting #2 Monday, **October 24, 2011** 10:00 am to 1:00 pm @ Charles I. Ecker Center

10:00 a.m. - 12:00 p.m. -- CPIP Request for Applications (RFA) Overview

12:00 p.m. – 1:00 p.m. -- Networking Lunch – Potential CPIP Applicants and LEA School Staff

Howard Community College
Charles I. Ecker Business Training Center, Room 3
(Gateway Building) 6751 Columbia Gateway Drive
Columbia, Maryland 21046

The Charles I. Ecker Business Training Center is located on the Gateway Campus of Howard Community College. For directions and a map to the campus, go to the following:

http://www.howardcc.edu/about_hcc/getting_around/campus_locations/ecker_training_center.html

For general information about the Gateway Building, contact (443) 518-1660.

****RSVP Deadline for Technical Assistance Meeting October 14, 2011****

RSVP by e-mail to Katrina Johnson at kjohnson@mhec.state.md.us indicating which meeting you will attend.

CPIP FY 2012 Grant Cycle Schedule

Applications Due at MHEC	November 17, 2011 (by 4 p.m.)
Initial Award Notifications	December 20, 2011
Grants Begin	December 20, 2011
Interim Reports Due	June 30, 2012
Grants End	January 31, 2013
Final Narrative & Financial Reports Due	April 1, 2013

(Any unspent grant funds to be returned with reports.)

TABLE OF CONTENTS

College Preparation Intervention Program (CPIP) Program Summary	2
GOALS	6
CPIP – A Brief Review of Current Literature	7
PRIORITIES FOR December 2011 – January 2013	9
PARTNERING WITH Selected LEA SCHOOL SITES	10
APPLICATION CHECKLIST	10
APPLICATION FORMAT & REQUIREMENTS	11
1. GENERAL FORMAT REQUIREMENTS	11
2. APPLICATION NARRATIVE.....	11
2.1 Needs Assessment.....	11
2.2 Project Objectives and Outcomes.....	11
2.3 Plan of Operation	12
2.4 Management Plan.....	13
2.5 Project Evaluation	13
3. BUDGET AND COST-EFFECTIVENESS	14
4. ASSURANCES	17
5. COOPERATIVE PLANNING AGREEMENT	17
TECHNICAL ASSISTANCE	18
APPLICATION REVIEW PROCESS	19
EVALUATION AND SELECTION CRITERIA	20
NOTIFICATION OF AWARDS.....	20
APPEAL PROCESS	20
GRANT MANAGEMENT	21
1. FISCAL PROCEDURES.....	21
2. POST-AWARD CHANGES	21
3. PROJECT CLOSEOUT, SUSPENSION, TERMINATION	21
4. RECORDS.....	22
5. REPORTING REQUIREMENTS.....	22
6. INTERIM REPORTS.....	23
7. FINAL REPORTS.....	23
8. ACKNOWLEDGMENT OF SUPPORT AND DISCLAIMER.....	24
APPENDIX A: MSDE Maryland LEA SCHOOL Sites	25
APPENDIX C: Application Forms	31
APPENDIX D: Report Forms	40

College Preparation Intervention Program (CPIP) Program Summary

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

§ 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 list 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;
 - 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. (199, Ch. 515, § 1.)

§ 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. (199, Ch. 515, § 1.)

Subtitle 7A. Task Force to Study College Readiness for Disadvantaged and Capable Students.

Purpose:

The purpose of the College Preparation and Intervention Program (CPIP) is a State grant program intended to meet statewide goals to improve access and better prepare students for higher education by supporting the federally funded Maryland College Access Challenge Grant Program (MCACGP) with projects that provide appropriate services to students, their families, and schools. CPIP, administered by the Maryland Higher Education Commission (MHEC), is part of the State match for the federally funded Maryland College Access Challenge Grant Program (MCACGP) with an emphasis on mathematics and language arts/reading.

ACTIVITIES FUNDED:

PROJECTS PROVIDE ONE OR MORE OF THESE 3 TYPES OF ACTIVITIES:

- (A) ACADEMIC SERVICES FOR HIGH SCHOOL STUDENTS:**
Enrichment, remediation, tutoring, research opportunities and individualized academic support utilizing the Core Curriculum Standards. There is a strong preference for mathematics, reading or cross-disciplinary work with all enhancement and remediation services. Applicants are encouraged to provide services which will improve mathematics and reading skills (including biology or other sciences as the real-life application to improve mathematics and reading skills). Activities must be tied to the LEA School District curriculum and the Common Core Standards. See also (B) for services to parents that support academic achievement.

- (B) STUDENT AND FAMILY COLLEGE AND CAREER PREPARATION SERVICES:**
Providing students and their families with knowledge of financial literacy, college/career awareness and leadership development activities so that they can better understand school and State academic requirements. Services might include workshops to help parents learn new techniques for helping their children perform better in school. Projects could provide leadership development activities for parents to learn about available

student services, and hone their advocacy skills to support their children. Evening, weekend and summer programs with families together or breakout groups of students and adults that address (a) benefits of college, (b) what to take for college preparation and admission, (c) how to prepare for college visits and (d) financial aid activities that may include free scholarship searches, family FAFSA preparation and financial planning. College visits are an option. Student 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:

Providing school staff with job embedded workshops/trainings on improving diagnosis of basic skill deficiencies of high school students to enhance the preparedness of the students for college; establishing formative testing or using presently administered tests to evaluate achievement levels and assess the preparation of high school students who are potentially college bound. Project activities on content or teaching strategies, summer institutes, activities involving students and teachers together; preference for projects involving mathematics or language arts explicitly tied to biology and/or other science content; strong preference for projects developed in conjunction with district and school(s) that are linked to the Core Curriculum Standards. The project activities should be consistent with the LEA school professional development plan as outlined in the LEA Bridge to Excellence master plan. See the Maryland State Department of Education (MSDE) website for information about "Master Plans".

SERVICE REGIONS: **Designated Maryland schools in districts that meet four eligibility requirements of**
(1) $\geq 50\%$ FARMS in feeder middle schools, and
(2) two or more 10th grade FARMS HSA scores (Algebra, Biology and Reading) are $< 70\%$, and
(3) college remediation rates of high school graduates by place of residence $> 50\%$ and
(4) high school graduation and bachelor's degree rates (Persons age 25+) are $\leq 30\%$.
(High schools serviced are in the following LEAs and meet the eligibility requirements: Allegany County, Baltimore City, Dorchester, Prince George's, Somerset, and Wicomico Counties)

STUDENTS SERVED: **Students in high schools described above.**
PROJECT PERIOD: **December 20, 2011 through January 31, 2013.** Projects may run shorter.

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

**ELIGIBLE
APPLICANTS:**

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

GOALS

**MARYLAND CPIP
GOALS:**

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

- GOAL 1** To increase LEA high school students' mathematics and reading/language arts readiness, achievement and preparation in alignment with the Standard Core Curriculum;
- GOAL 2** To enhance high school students' and their families' knowledge of academic expectations, awareness of postsecondary education, careers and postsecondary financial options and;
- GOAL 3** To improve preparedness for college by assisting with the communication and collaboration between higher education institutions, LEA and high school staff concerning the performance of high school graduates at the college level and to provide professional development for LEA and high school staff which will support diagnosing basic skill deficiencies of students.

CPIP – A Brief Review of Current Literature

This state CPIP grant program is intended to support best practices and test innovative and promising new practices that promote college preparedness. Funds from this program provide State matching funds for the federal grant – Maryland College Access Challenge Grant Program (MCACGP), administered by the Maryland Higher Education Commission to raise the college preparatory awareness and academic preparedness of economically and environmentally disadvantaged students to enable them to attend and succeed in college. "Many American young people are totally undone by the gaps between high school and college. They do everything their high schools tell them to do to get a diploma. But when they show up at even the local community college, they find that they do not have the knowledge and skills necessary to begin credit-bearing courses", says Kati Haycock, Director of the Washington-based Education Trust. According to ACT 2009 "Mind the Gaps", students who are not ready for postsecondary education are less likely to enroll in college, more likely to need remedial coursework during their first year of college, less likely to succeed in their college courses, and less likely to earn a college degree. Reaching college remains difficult for many low-income and first-generation students who are not prepared academically and/or lack the knowledge about how to apply and pay for college.

College preparation programs offer activities that are designed to enable youth to prepare for a variety of college-related tasks, including test preparation, academic tutoring, admission essay writing, and assistance with college and financial aid applications. Miller's (2006) review of research suggests that such programs offer three main advantages to students: (a) an increased overall engagement in learning; (b) an increase in overall educational equity; and (c) an increase in skills that are necessary for success in today's economy.

Since college readiness is a multi-faceted concept comprising numerous factors, students often benefit from added academic support to ease the transition into college, assistance in planning out a college preparatory curriculum and aid in preparing for college entrance exams and standardized tests. Other forms of academic support include summer programs and access to additional academic tutoring opportunities. *Life After High School: Young People Talk About Their Hopes and Prospects* (2005) reports that 47% of young people did not get advice on what classes they needed to prepare for college. Students in any high school program focusing on college enrollment and success need a curriculum of high-level, college preparatory courses. According to Marilyn Ferdinand, editor of "Our Children" and writer for the National PTA, dual enrollment programs, as well as advanced courses, offer students a way to "try on" college while they are still in high school. The Community College Research Center reports that advanced courses are increasingly seen as a means to support the postsecondary preparation of average-achieving students. Students—including those with previously low achievement levels—who take more rigorous, academically intense programs in high school enroll and usually persist in postsecondary education at higher rates than similar students who pursue less challenging courses of study (Adelman, 2006; Oakes & Saunders, 2007).

Students' aspirations for attending college are greatly affected by the amount of encouragement and support received from significant people in their lives, including teachers and mentors. In forming early aspirations and plans for college, parental involvement can be an important factor affecting students' plans for college, regardless of parents' level of education. Early outreach to first-generation students and their parents with information about the importance of postsecondary

education—as well as more accurate information on how to prepare, apply, and pay for it—could greatly improve the rates of college preparation and enrollment for this population. First generation college students, most of whom come from low-income and minority backgrounds, face a number of challenges—including poor academic preparation, inadequate finances, and often lack of support from peers or family members. Many students and their parents fail to plan because they do not have the essential information resources, personal support networks, and structured programs they need to effectively perform educational and postsecondary planning activities (Cabrera & La Nasa, 2000; Hrabowski et al., 1998; McDonough, 1997). Some students and their parents have vague understandings or hold misconceptions about high school course requirements for college admission, the importance of teachers in college planning, and college tuition costs (Choy, Horn, Nuñez, & Chen, 2000; Hrabowski, Maton, Greene, & Greif, 2002; Schneider & Stevenson, 1999; Venezia et al., 2003). The college experiences of parents play a significant role in determining their children's college preparation. Students often form college aspirations in accordance with their parents' educational level (Luna De La Rosa 2006). However, as noted in the Horn and Nunez (2000) report, increased levels of parental involvement increase the likelihood that students will take a rigorous high school curriculum and the likelihood they will enroll in college, even after controlling for level of parental education. Therefore, as they suggest, it is possible that outreach to first-generation students and their parents with information about the importance of taking advanced coursework, especially in math, could improve the rates of college preparation and enrollment for this population.

Exposure to the world of work can be important because high school students often lack information on the educational requirements for particular jobs (Schneider, 2006). Joint planning between high schools and colleges helps ensure that high school curricula and assessments are aligned with postsecondary requirements. Although students may have ambitious educational and career aspirations, many lack basic information about how to fulfill their postsecondary goals. In a College Access Program, higher education institutions plan activities and events to allow students to explore careers and colleges.

By implementing a College Intervention Program, high school students, their parents and teachers will benefit from experiences with college staff, increased instructional time as well as enhanced college opportunities for completing often difficult college admission and financial aid applications. In late 2006, the University of Wisconsin Research Foundation's ***Transitions to College Focus Group Study*** contributed collaborating data which indicated many college students wish they had known in high school how much more demanding college would be. They also said that college stress would have been reduced if they had taken more courses and had experiences to prepare them for college (Janke, et al, 2006). The report recommended “developing workshops for parents and their college-bound students to discuss the social transformations that are coming.” They also recommended using current college students “to share their experiences and advice with high school seniors as a way to increase their knowledge about academic, social, and financial issues related to the transition to college.” To overcome barriers, mentoring should be made available to students considering college (Payne & 2009 MDRC). Finally, meeting the developmental demands of college requires students to have a set of behavioral and problem-solving skills, sometimes termed non-cognitive skills, that allows them to successfully manage new environments and new academic and social demands (Nagaoka, Roderick & Coca 2008).

PRIORITIES FOR December 2011 – January 2013

Within the 3 funded categories (pages 3-4), MHEC has identified the following priorities:

- Support students academically as they prepare for graduation and college entrance;
 - Prepare students that have not taken or have failed the Algebra/Data Analysis, Reading, and/or Biology High School Assessment (HSA) to achieve a passing score.
 - Provide SAT and/or ACT preparation for students.
 - Provide opportunities for students to earn college credits through dual enrollment.
- Provide services that are designed to reach the most at risk students to decrease the attrition rate in selected LEA high schools;
- Engage students in developing an education and career plan, as well as in developing the non-technical skills necessary to be successful professionally;
 - Increase CPIP students' knowledge of the relationships between career goals, high school and college courses, and postsecondary education and career choices.
 - Provide and/or facilitate (paid and non-paid) internship opportunities for CPIP 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, college admission and financial aid 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;
- 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 college 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 instructional activities to local curricula and the Common Core Standards; and
- Involving parents in their children's educational experience.

PARTNERING WITH Selected LEA SCHOOL SITES

Prospective applicants must consult with local LEA district staff and with school administrative staff to plan an application. All cooperative planning agreements (see forms in appendix) must include the signature of LEA staff and the school administration staff 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 LEA or school 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 <http://mhec.maryland.gov/Grants/CollegePreparationInterventionProgram/CPPIP.asp>

APPLICATION FORMAT & REQUIREMENTS

1. GENERAL FORMAT REQUIREMENTS

All grant applications must meet the following criteria:

- Typed Arial, Calibri or similar 12 point 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; it does not include the cover sheet, abstract, budget, budget narrative, cooperative planning agreements, résumés, or appendices. Also, the requirement that the pages be numbered applies only to the 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 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 LEA partner(s), principal, and or other administrators from the school served. *The school site’s needs should be presented in specific and quantifiable terms.* For example, identify what percentage of students needing remedial assistance (based on percentage of FARMS students in the feeder middle schools, 10th grade FARMS students’ HSA scores with less than 70% proficiency and conversations with teachers/counselors).
- If 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)
--	--------------------

- **List the supporting project objectives and expected outcomes.** Refer to the State’s CPIP Goals.
- **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 at each proposed activity.

- **For each objective, provide a projected outcome statement** (e.g., the project expects 95% of the ___ grade students to receive a passing score or higher on the Algebra/Data Analysis, Biology and/or Reading HSA by the end of the school year).
- **Project outcome statements should be SMART.** Applications will be assessed on not only the project scope, but also on how **specific, measurable, achievable, realistic,** and **time sensitive** the project outcomes are.
 - **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)
------------------------------	--------------------

- 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 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)
----------------------------	--------------------

- 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)
-------------------------------	--------------------

- 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 include more than project outputs. **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 LEA school 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 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. 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)
---	--------------------

- **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.
- 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 the MCACGP 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.
 - 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 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 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 COLLEGE ACCESS CHALLENGE GRANT PROGRAM.

J. Total

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

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

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)
--	-------------------------------

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

TECHNICAL ASSISTANCE

Technical assistance meetings will be held **October 21, 2011** and **October 24, 2011** from 10:00 a.m. to 1:00 p.m., lunch will be provided. Both technical assistance meetings will cover the same material: a program overview, an overview of this RFA, and discussion of the RFA requirements.

LEA staff has been invited to participate. To afford potential CPIP applicants and the LEA staff the opportunity to interact, the meeting will include a networking lunch.

Meeting #1

Friday, **October 21, 2011** meeting will take place at The Maryland Higher Education Commission Building. The building is located 839 Bestgate Road, Suite 400, Annapolis, MD 21401. The general information number is (410) 260-4500.

For directions, see

<http://www.mhec.state.md.us/higherEd/about/directio.asp> Maryland Higher Education Commission

If you would like to attend, please RSVP to Katrina Johnson kjohnson@mhec.state.md.us by Friday, October 14, 2011 indicating which meeting you will attend.

Meeting #2

Monday, **October 24, 2011** meeting will take place at Howard Community College in the Charles I. Ecker Business Training Center (Gateway Building), Room 3. The building is located on the **Gateway Campus**. The general information number is (443) 518-1660.

For directions and a map, visit the following:

http://www.howardcc.edu/about_hcc/getting_around/campus_locations/ecker_training_center.html

If you would like to attend, please RSVP to Katrina Johnson kjohnson@mhec.state.md.us by Friday, October 14, 2011 indicating which meeting you will attend.

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

Andrenette Mack Augins
Grants Manager (CPIP)
Outreach & Grants Management Office
Maryland Higher Education Commission
aaugins@mhec.state.md.us
(410) 260-4535

APPLICATION REVIEW PROCESS

Applications (an original and four (4) copies) 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. Applications received by the deadline date will receive an email notification receipt.

A panel of qualified reviewers will read each application and score each according to the criteria indicated on page 20 and 26. 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 if it is rejected for this round of funding. The Secretary (or designee) of the Maryland Higher Education Commission will review all panel evaluations and select those applications that best meet the established criteria and provide the best support for LEA school 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

****Important: If a grant recipient has materially failed to comply with the terms of a previous CPIP grant, MHEC may, upon reasonable notice to the grant recipient deduct 10 points from the total if the applicant has outstanding grant requirements from previous CPIP grants with MHEC.***

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 on December 20, 2011 by phone or e-mail. Written grant awards will be issued 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 50% of the total grant award. The second payment will be the remaining 50% of the total grant award. This payment will be made after the project's interim report has been approved. **Expenditures in excess of approved budget amounts will be the responsibility of the recipient institution.**

2. POST-AWARD CHANGES

The grant recipient shall obtain prior written approval for any change to the scope of the approved project. **To request changes, use the form in Appendix D.** The request must include an explanation of the specific programmatic changes and a revised budget, if applicable. Requested revisions may not include the addition of a LEA school site that was not part of the original approved project. **If project activity dates have changed significantly since the application 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 application) **or** to permit any such person to devote substantially less effort to the project than was anticipated when the grant was awarded;
3. to make changes resulting in additions or deletions of staff and consultants related to or resulting in a need for budget reallocation; and
4. to make budget changes exceeding \$1,000 or 10% in any category, whichever is greater.

Grantees must also request written approval to extend the expiration date of the grant if additional time beyond the established termination date is required to ensure adequate completion of the approved activity within the funds already made available. A single extension, which shall not exceed three (3) 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 Office of Outreach and Grants Management, clearly labeled with appropriate identifying information.

APPENDIX A: MSDE Maryland LEA School Sites

Requirements for College Preparation and Intervention Program State Grant – FY 2012 Funding Cycle

School District	% of FARMS students in middle schools 2011 ≥50%	% of FARMS students proficient in 10 th gr. Algebra HSA 2010 <70%	% of FARMS students proficient in 10 th gr. Biology HSA 2010 <70%	% of FARMS students proficient in 10 th gr. English HSA 2010 <70%	% College Remediation Rates of Recent High School Graduates by Place of residence 2008 >50%	% High School Graduation and College Degree Rates (Persons age 25+ 2005-2009) ≤30%
<i>Maryland</i>	41.2	66.5	65.7	59.5	53.7	35.2
Allegany	51.4	67.4	61.3	53.4	51.8	15.2
Anne Arundel	29.2	72.9	65.8	58.1	57.8	35.3
Baltimore City	82.3	52.3	56.7	47.7	65.4	24.9
Baltimore County	47.2	67.4	62.4	58.5	54.9	34.3
Calvert	21.8	92.3	94.0	86.0	36.4	28.5
Caroline	56.4	78.5	83.4	67.5	60.9	15.6
Carroll	15.8	82.0	81.9	69.9	60.9	30.1
Cecil	40.4	87.6	77.2	73.6	60.0	20.1
Charles	29.8	74.9	66.0	59.5	48.8	25.4
Dorchester	61.6	74.6	69.6	56.5	57.6	15.3
Frederick	22.3	78.5	73.4	67.1	54.4	34.9
Garrett	51.7	87.1	81.9	75.2	59.5	17.3
Harford	27.8	76.6	67.0	59.2	63.1	30.3
Howard	17.5	82.9	84.6	71.8	37.0	57.2
Kent	43.5	53.4	60.0	59.6	56.6	30.2
Montgomery	31.5	77.3	81.8	71.4	45.6	56.1
Prince George's	57.3	55.8	53.9	57.5	59.6	29.9
Queen Anne's	23.5	88.5	83.7	80.0	59.0	28.0
St. Mary's	30.2	73.2	76.3	62.3	40.4	26.7
Somerset	68.7	68.5	70.1	57.9	70.2	14.4
Talbot	36.7	76.6	74.7	63.2	58.5	33.2
Washington	46.0	86.5	85.0	70.3	56.4	18.3
Wicomico	57.9	64.7	62.9	55.4	60.0	24.5
Worcester	43.7	83.7	71.0	62.8	52.1	26.6

Notes

High Need LEAs meet all four (4) eligibility criteria:

1. 50% or higher FARMS in feeder middle schools
2. 2 or more FARMS students' HSA scores <70%
3. College remediation rates of high school graduates by place of residence >50%
4. Percent of high school graduation and bachelor's rates (Persons age 25+ 2005-2009) are ≤30%

Source: 2008-09 Census Data, MDReportCard.org (2010&2011) and 2011 Data Book MHEC

Eligibility for College Preparation and Intervention State Grant Program – FY 2012 Funding Cycle

School District	% of FARMS students in middle schools 2011 ≥50%	% of FARMS students proficient in 10 th gr. Algebra HSA 2010 <70%	% of FARMS students proficient in 10 th gr. Biology HSA 2010 <70%	% of FARMS students proficient in 10 th gr. English HSA 2010 <70%	% College Remediation Rates of Recent High School Graduates by Place of residence 2008 >50%	% High School Graduation and College Degree Rates (Persons age 25+ 2005-2009) ≤30%
Allegany	X	X	X	X	X	X
Anne Arundel			X	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
Charles			X	X		X
Dorchester	X		X	X	X	X
Frederick				X	X	
Garrett	X				X	X
Harford			X	X	X	
Howard						
Kent		X	X	X	X	
Montgomery						
Prince George's	X	X	X	X	X	X
Queen Anne's					X	X
St. Mary's				X		X
Somerset	X	X		X	X	X
Talbot				X	X	
Washington					X	X
Wicomico	X	X	X	X	X	X
Worcester				X	X	X

LEA Sites	LEA CONTACT
Allegany County Public Schools	<p>Karen Bundy, Grants Writer Allegany County Public Schools 108 Washington Street Cumberland, MD 21502 Phone: 301-759-2060 Karen.bundy@acps.k12.md.us</p>
Baltimore City Public Schools	<p>Pauline D. Edwards, Director Department of Grant Administration Baltimore City Public Schools 200 E. North Avenue Room 319 Baltimore, MD 21202 Phone: 410-396-8939 pedwards@bcps.k12.md.us</p>
Dorchester County Public Schools	<p>Lorenzo Hughes, Assistant Superintendent of Instruction Dorchester County Public Schools 700 Glasgow Street – PO Box 619 Cambridge, MD 21613 Phone: 410-221-1111 ext. 1034 hughesl@dcpsmd.org</p>
Prince George's County Public Schools	<p>David Eagle, Coordinating Supervisor of College Career Ready Office Prince George's County Public Schools John Eager Howard Building 4400 Shell Street Capitol Heights, MD 20743 Phone: 301-669-6011 ext. 2304 david.eagle@pgcps.org</p>
Somerset County Public Schools	<p>Doug Bloodworth, Assistant Superintendent Somerset County Public Schools 7982A Crisfield Highway Westover, MD 21871 410-621-6224 dbloodworth@somerset.k12.md.us</p>
Wicomico County Public Schools	<p>Courtney Jones, Grant Specialist Wicomico County Public Schools PO Box 1538 Salisbury, MD 21802 Phone: 410-677-4532 lstark@wcboe.org</p>

APPENDIX B: Content Standards

MARYLAND COMMON CORE STANDARDS

Common Core Standards and State Standards for core academic content areas, school performance, and other information are available from the Maryland State Department of Education (MSDE). The website is located at <http://www.marylandpublicschools.org/MSDE>.

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

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>.

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/>

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

Reading, English & Language Arts

National Council of Teachers of English (NCTE)
1111 West Kenyon Road
Urbana, IL 61701

International Reading Association
800 Barksdale Road, PO Box 8139
Newark, DE 19711

<http://www.ncte.org/>

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 2012 APPLICATION 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 2012 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 Excel format)

CPIP College Preparation & Intervention Program FY 2012

Higher Education Institution: _____

Project Title: _____

SOURCE OF FUNDS				
	COLUMN 1 *CPIP FUNDS REQUESTED	COLUMN 2 **INSTITUTION CONTRIBUTION	COLUMN 3 ***OTHER CONTRIBUTION	COLUMN 4 TOTALS
A. Salaries & Wages				
Professional Personnel [List each by name followed by title in brackets]				
1				
2				
3				
4				
Other Personnel (List categories & # of each in brackets)				
5				
6.				
7				
8				
Total Salaries and Wages				
B. Fringe Benefits				
C. Travel				
D. Equipment				
1				
2				
E. Materials and Supplies				
F. Consultant and Contractual Services				
G. Other (specify)				
1				
2				
H. Total Direct Costs (A through G)				
I. Total Indirect Costs (max. 8% of H)				
J. Total (H and I)				
<p>*Include all grant-funded expenses.</p> <p>**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.</p> <p>***Include any contributions from other partners in the grant project in this column.</p>				

BUDGET NARRATIVE (use this format)
FY 2012 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 2012-13 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 = \$0.55 **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.: 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 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) Authorized LEA SCHOOL DISTRICT Contact: _____

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) _____ **High School Principal:** _____

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

Name & Title (print): _____

Signature: _____ Date: _____

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

Name & Title (print): _____

Signature: _____ Date: _____

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

Table 1. Plan of Operation Sample Table for One Activity

Direct Academic Services to Jones High School Students						
<p>Objective: To provide opportunities for 12th gr. students at Blake High School to gain exposure to college level courses and earn college credits through dual enrollment.</p> <p>Projected Outcome: By the end of August 2012, 260 12th gr. students will have had three opportunities to participate in dual enrollment at the University. Of the 260 12th gr. students, 30 will have completed at least one course and/or earned college credit.</p>						
Activity Description	Implementation Process	Activity Date	Expected Participants, Per Session	Evaluation Plan	Date (s)	Person (s) Responsible
Dual Enrollment	<ol style="list-style-type: none"> 1. Hold information session for parents and students 2. Identify students who meet eligibility criteria 3. Work with students to complete University application and choose class(es). 4. Hold University orientation session for students 	Fall 2012 Spring 2012 Summer 2012	10(30 total)	<ol style="list-style-type: none"> 1. Monitor student grades on course exams, assignments, and final grade 2. Student self-report on dual enrollment experience 3. Track students who complete credit bearing course and/or complete developmental course 	Planning 07/2012 thru 8/2012, Ongoing Courses 8/2012 thru 9/2013	<ol style="list-style-type: none"> 1. Tayo Brown, project director 2. Aaron Scriber, LEA SCHOOL DISTRICT coordinator 3. June Kier, project evaluator

APPENDIX D: Report Forms

**Project Amendment Request Form
Interim Report Form
Interim Report Budget Summary
Final Report Budget Summary
(Use the budget narrative format used in application forms.)**

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

**MHEC College Preparation Intervention Program Grant Program
Project Amendment Request**

Grant recipients must obtain prior written approval to make any significant change to the approved project. An explanation of the change(s) and a revised budget must be provided. Please be specific when explaining all requested changes.

Requests to extend the approved project period must be made ***no less than one month*** prior to the originally established expiration date. Section C of this form must also be completed for requests to extend the project period.

For further details about requesting project amendments, see page 21 of the RFA.

Institution:	
Project Title:	
Grant Number:	Project Director:

Section A. Amendment Request Type

- | | |
|--|---|
| <input type="checkbox"/> Project Extension | <input type="checkbox"/> Programmatic Changes |
| <input type="checkbox"/> Reallocate Funds | <input type="checkbox"/> Other |

Section B. Amendment Request Explanation

Description:

Reason:

Expected Results:

Section C. Project Extension: Additional Requirements

For one time, no cost extensions, the following additional information must be included:

- Revised timeline of participant activities
- The role of key staff during the extension
- Estimated number of active participants during the extension period

**MHEC College Preparation Intervention Program Grant Program
Interim Report Response Questions (June 30, 2012)**

Project Title and Grant #:	
Submitted By:	Reporting Period: December 20, 2011 – June 30, 2012

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

1. Evaluation

- a. Include phase one of the evaluation plan (see RFA on Evaluation Plan for details).
- b. Please describe the major activity outcome(s). The specific and measurable project objectives and outcomes submitted in the approved application should be restated in this section. Then this section should state if each project objective and outcome was partially met, met or not met depending on the phase of the project. If the project objective/intended outcome was not met, explain why. An example has been provided below.
 - i. Project objective in application (re-state): To provide opportunities for LEA SCHOOL DISTRICT students at Blake High School to gain exposure to college level courses and earn college credits through dual enrollment.
 - ii. Projected project outcome in application (re-state): By the end of January 2013, 260 12th grade students will have had three opportunities to participate in dual enrollment at the University. Of the 260 12th grade students, 30 will have completed at least one course and/or earned college credit.

Interim Report Example

- iii. Was this project objective and outcome met? Partially
- iv. Project outcome (quantified): By the end of June 2012, a total of 12 12th grade students participated in dual enrollment (fall courses) at the University. Of those 12 students, 9 completed one course, earning 3 credits; and 3 passed a developmental course, earning no credits.

Final Report Example

- iii. Was this project objective and outcome met? Yes
- iv. Project outcome (quantified): By the end of January 2013, a total of 30 12th grade students participated in dual enrollment (fall, spring, and summer courses) at the University. Of those 30 students, 14 completed two courses, earning 6 credits; 9 completed one course, earning 3 credits; and 7 passed a developmental course, earning no credits.

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 participation worksheet:

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

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.

**CPIP – College Preparation & Intervention Program
INTERIM REPORT BUDGET SUMMARY**

(Due June 30, 2012 for the reporting period 12/16/11-6/30/12)

Institution & Project Title:

	COLUMN 1 *CPIP FUNDS BUDGETED	COLUMN 2 *CPIP FUNDS EXPENDED	COLUMN 3 *CPIP FUNDS REMAINING	COLUMN 4 **INSTITUTION CONTRIBUTION
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)				
<p>*Include all grant-funded expenses.</p> <p>**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.</p> <p>***Include any contributions from other partners in the grant project in this column.</p>				

**CPIP – College Preparation & Intervention Program
FINAL REPORT BUDGET SUMMARY**

(Due April 1, 2013 for the reporting period 12/16/11-1/31/13)

Institution & Project Title:

	COLUMN 1 *CPIP FUNDS BUDGETED	COLUMN 2 *CPIP FUNDS EXPENDED	COLUMN 3 *CPIP FUNDS REMAINING	COLUMN 4 **INSTITUTION CONTRIBUTION
A. Salaries & Wages				
Professional Personnel [List each by name followed by title in brackets]				
1				
2				
3				
4				
Other Personnel (List categories & # of each in brackets)				
5				
6.				
7				
8				
Total Salaries and Wages				
B. Fringe Benefits				
C. Travel				
D. Equipment				
1				
2				
E. Materials and Supplies				
F. Consultant and Contractual Services				
G. Other (specify)				
1				
2				
H. Total Direct Costs (A through G)				
I. Total Indirect Costs (max. 8% of H)				
J. Total (H and I)				
*Include all grant-funded expenses.				
**Include any contributions from applicant institution in this column. Include both cash and in-kind contributions, distinguishing in the budget narrative which type of contribution is provided for a given item.				
***Include any contributions from other partners in the grant project in this column.				

Signature of Finance Officer:

Name & Title of Finance Officer (printed):

Date:
