



# **College Preparation Intervention Program (CPIP)**

## **REQUEST FOR PROPOSALS (FY 2017)**

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

**Proposal Packet (BOTH Electronic & Hard Copies)  
Due Date: Monday, April 3, 2017  
NO LATER THAN 4:00 p.m.**

**Deliver Attn: Cynthia Tims, GEAR UP/CPIP Coordinator  
Office of Outreach and Grants Management  
Maryland Higher Education Commission  
6 N. Liberty St., 10<sup>th</sup> Floor  
Baltimore, MD 21201  
PHONE - 410-767-7269  
EMAIL- [cynthia.tims@maryland.gov](mailto:cynthia.tims@maryland.gov)**

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## **SUMMARY TIMETABLE**

Monday, February 20, 2017 RFP for CPIP released

Friday, March 3, 2017 Technical Assistance Meeting #1

9:30 am – 12:30 pm Maryland Higher Education Commission (MHEC)  
Nancy Grasmick Building  
6 N. Liberty Street  
8<sup>th</sup> Floor, Room 8  
Baltimore, Maryland 21201  
410.767.3301

For directions to MHEC see: <http://mhec.maryland.gov/About/Pages/directions.aspx>

Thursday, March 9, 2017 Technical Assistance Meeting #2

9:30 am – 12:30 pm Dorchester Career and Technology Center  
Multipurpose Room  
2465 Cambridge Bypass  
Cambridge, MD 21613  
410.901.6950

For directions to the Dorchester Career and Technology Center see:  
<https://www.google.com/maps/dir//Dorchester+Career+%26+Technology+Center,+Cambridge,+MD>

*\*RSVP by February 28 2017 to Cynthia Tims at [cynthia.tims@maryland.gov](mailto:cynthia.tims@maryland.gov) indicating which meeting you will attend.*

### **Monday, April 3, 2017 Proposal Packet (electronic & hard copies) due by 4:00 p.m. to MHEC**

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

**May 12, 2017** Notification of grant awards made by email or phone prior to midnight.

**May 22, 2017** Project implementation begins.

**November 30, 2017** Interim Reports due, final award payment will be made once the report is reviewed and approved.

**May 31, 2018** Grant projects and activities end on this date.

**August 31, 2018** Final Reports Due, certified expenditure report and unexpended funds due for grant projects.

This RFP and relevant forms are available at:  
[http://mhec.maryland.gov/institutions\\_training/Pages/grants/cpip.aspx](http://mhec.maryland.gov/institutions_training/Pages/grants/cpip.aspx)

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# College Preparation Intervention Program (CPIP) Program Summary

## AUTHORIZATION:

§11-701. *Established.* In cooperation with the State's public and non-public institutions of postsecondary education, the Council of Maryland's K-16 Partnership, the Maryland State Department of Education, and the local school systems, the commission shall establish and administer a College Preparation Intervention Program. (1999, Ch. 515, § 1.)

§11-702. *Purpose.* The purpose of the College Preparation Intervention Program is to raise the level of academic preparedness of economically and environmentally disadvantaged students to enable them to attend and succeed in college. (1999, Ch. 515, § 1.)

§11-703. *Activities of the Program.* The College Preparation Intervention Program may include activities to:

- 1) Improve diagnosis of basic skill deficiencies of middle and high school students to enhance the preparedness of the students for college;
- 2) Establish a testing program, using presently administered tests to the extent possible, to evaluate achievement levels and assess the preparation of high school students who are potentially college bound;
- 3) Compile a list of courses of study recommended for college preparation and distribute copies of the lists to the high school students and their parents;
- 4) Provide information regarding college preparation to high school students in a timely manner so the student can make course changes to be better prepared for college;
- 5) Improve information to high schools and local school systems concerning the performance of their graduates at the college level in at least the following areas:
  - (i) The adequacy of preparation of the students in basic skills on the students' entry into college;
  - (ii) The campus enrollment and transfer patterns of students;
  - (iii) The program choices of the students;
  - (iv) The performance of the students on achievement tests; and
  - (v) The rate of retention and graduation of students; and
- 6) Assist high schools and local school systems in the use of this information to improve student outcomes.

§11-704. *Reports to the Governor.* Each year, the Commission shall submit a report to the Governor and the General Assembly of Maryland addressing the status of the College Preparation Intervention Program. (1999, Ch. 515, § 1.)

§11-705. *Budget.* The Governor shall include in the annual budget bill an appropriation of at least \$750,000 from the General Fund of the State for the College Preparation Intervention Program. (1999, Ch. 515, § 1.)

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

Maryland's college access and completion goals as outlined in *Maryland Ready, the State's 2013-2017 State Plan for Postsecondary Education* and the *College and Career Readiness and College Completion Act of 2013*. Funded projects adhere to the Common Core State Standards.

**PURPOSE:**

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

The GEAR UP Maryland program instills knowledge and delivers services to ensure that low income and underrepresented cohort students are college and career ready through a rigorous academic program of studies to develop the instrumental skills needed to apply/enroll in college, understand how to obtain financial aid to support their educational pursuits, and complete a postsecondary education. The GEAR UP Maryland program focuses on the academic areas of English Language Arts (ELA) and mathematics. Along with rigor in academics, GEAR UP also focuses on college readiness activities for students and their families. The new PARCC assessments have five (5) levels of overall performance. For students in the GEAR UP cohort, evidence of success is measured by performance at Level 3, Strong on the PARCC assessments.

**ACTIVITIES FUNDED:**

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

- (A) ACADEMIC SERVICES TO STUDENTS:** After a diagnosis of basic skill deficiencies, provide enrichment, remediation, tutoring, research opportunities and individualized academic support (for all students, not only for advanced students) utilizing the Common Core State Standards (CCSS) to enhance the preparedness for college. There is a strong preference for mathematics, English/language arts or cross-disciplinary work with all enhancement and remediation services. Applicants are encouraged to provide services which will improve mathematics and English/language arts skills (including biology or other sciences as the real-life application to improve mathematics and English/language arts skills). Activities must be tied to the GEAR UP school's curriculum and the CCSS. Applicants implementing this service **MUST show need using Local Education Agencies' (LEA) academic test measures and indicate project success by academic pre- and post-testing of participants.** See also (B) for services to parents that support academic achievement.

- (B) STUDENT AND FAMILY FINANCIAL AID ADVISING SERVICES:** Provide 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 financial aid counseling/advising services to assist students' understanding and navigating the complexities of financial aid,



including providing hands-on assistance with the Free Application for Federal Student Aid (FAFSA) and scholarship applications, presentations on financial aid or literacy, using financial aid or literacy curriculum, and the benefits and how-to's of participation in college savings plans.

- (C) STUDENT (AND FAMILY) ACADEMIC PLANNING AND CAREER COUNSELING:** Provide counseling, advising, academic planning, and career counseling. 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. They may include evening, weekend, and summer programs with families together or in breakout groups of students and adults that address (a) Maryland high school graduation requirements, (b) benefits of college, (c) what to take for college preparation and admission, (d) how to prepare for college visits, (e) financial aid activities that may include free scholarship searches and financial planning, and (f) participating in events/activities that highlight jobs/careers. Additional options include college visits, student career exploration activities, resume workshops, mock interviews, writing letters to prospective employers, activities designed to develop students' soft skills (appropriate dress, punctuality, work ethic), and (paid/volunteer) internships. There is a preference for projects that make clear the connections between careers and course/college choices. Projects should enable students to produce concrete products or gain new experience. Applicants implementing this service **MUST provide evidence of project success by comparing percent of gain from pre- and post-survey results from both students and their parents.**

**STANDARDIZED  
DATA  
COLLECTION  
CATEGORIES**

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

**SERVICE  
REGIONS:**

Designated Maryland GEAR UP schools in districts that met the eligibility requirements and are part of the Maryland GEAR UP grant program as approved by the U.S. Department of Education. The Maryland GEAR UP school districts are Baltimore City, Dorchester, and Wicomico Counties.

**OR**

Designated Maryland schools in districts that meet four eligibility requirements of:

- (1)  $\geq 43.4\%$  FARM in feeder middle schools;
- (2) Two (2) or more FARM students' PARCC and MSA scores  $\leq$  Maryland's PARCC and MSA average;
- (3) College remediation rates of high school graduates by place of residence  $\geq 53.3\%$ ; and
- (4) Percent of bachelor's degree or higher, (Persons age 25+) are  $\leq 37.9\%$ .

*For the FY2017 funding cycle, non-GEAR UP high schools in Prince George's County meets the eligibility requirements. (See charts on Pages 34-35)*

**STUDENTS  
SERVED:**

Students in schools in service regions described above.

**COOPERATIVE  
PLANNING:**

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

Project directors from the IHE should contact the GEAR UP Coordinator early in the planning process. LEA grants offices may have a required approval process that could take several weeks. The GEAR UP Coordinator can help coordinate meetings with applicable district and school representatives and assist with obtaining the necessary signatures from the districts' leadership. Please be advised that GEAR UP Coordinators typically attend the technical assistance workshops MHEC provides. Time will be allowed at the conclusion of each session for meetings between GEAR UP coordinators and potential applicants.

**PROPOSALS  
DUE:**

**April 3, 2017**

**PROJECT  
PERIOD:**

**May 22, 2017 through May 31, 2018.**

**AWARD  
AMOUNT:**

Typical grant amounts are up to \$150,000 per project. However, MHEC may make larger awards for projects of exceptional breadth and depth that will improve the academic achievement of students.

The first grant payment (50% of the total award) will be made at the start of the project period. The second payment (50% of the total award) will be made after the project's interim report has been received and approved.

**ELIGIBLE  
APPLICANTS:**

**Accredited Maryland institutions of higher education** accepted as a partner for one or more GEAR UP or designated school sites meeting criteria. Institutions may hold multiple grants. **Grantees are strongly encouraged to conduct some of the project activities on their college campus.**

## GOALS & OBJECTIVES

### **CPIP AND MARYLAND GEAR UP GOALS:**

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

**MD Objective 1** Improve GEAR UP students' performance in mathematics and English/ language arts (ELA) to facilitate high school graduation and college matriculation outcomes.

#### Outcomes

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

**MD Objective 2** GEAR UP cohort students will indicate a greater awareness of college admissions requirements and opportunities.

#### Outcomes

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

- c. In alternate years beginning in 9<sup>th</sup> grade through high school graduation, GEAR UP students will be able to describe the four steps of the college admissions process through surveys and/or post assessments with an 8% increase.

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

Outcomes

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

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

Outcomes

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

# COLLEGE AND CAREER READINESS

The Maryland Higher Education Commission administers College Preparation Intervention Program (CPIP) funds to raise the college preparatory awareness and academic preparedness of economically and environmentally disadvantaged students in Maryland, enabling them to attend and succeed in college. The program is aligned with college access and completion goals as defined in *Maryland Ready, the State's 2013-2017 State Plan for Postsecondary Education* and the *College and Career Readiness and College Completion Act of 2013*. Many low-income and first-generation students have difficulty in attending and graduating from college because they are not prepared academically, and/or lack the knowledge about how to plan, apply, and pay for college.

## **Maryland's Definition of College and Career Readiness**

CPIP funds are used to provide state matching funds for federal grants the state receives that align with the CPIP purpose, goals and objectives. For this funding cycle, CPIP funds will be used as the state's match to supplement the Maryland GEAR UP Grant Program, a federal grant. CPIP supports MSDE's GEAR UP goals and objectives. A primary goal of Maryland GEAR UP is to prepare students for undergraduate programs.

College- and career-readiness includes mastery of rigorous content knowledge and the abilities to apply that knowledge through higher-order skills to demonstrate success in college and careers. This includes the ability to think critically and solve problems, communicate effectively, work collaboratively, and be self-directed in the learning process. More specifically, a student who is college- and career-ready should: be prepared to succeed in credit-bearing postsecondary introductory general education courses or in industry certification programs without needing remediation; be competent in the Skills for Success (SFS) (includes learning, thinking, communication, technology, and interpersonal skills); have identified potential career goal(s) and understand the steps to achieve them; and be skilled enough in communication to seek assistance as needed, including student financial assistance.

Below is an excerpt from *Forum Guide to College and Career Data*, a national Center for Education Statistics (NCES) publication that supports the goals and objectives of both programs. The passages highlight the importance of programs such as CPIP and GEAR UP. The publication can be found at: <http://nces.ed.gov/pubs2015/2015157.pdf>.

**When Is a Student College and Career Ready?** In light of current employment projections, state and local education agencies (SEAs and LEAs) are now being tasked not only to ensure that all students graduate from high school, but also to prepare students to be college and career ready (CCR) when they graduate. Most states have developed a definition of college and career readiness. The Forum CCR Working Group developed the following definition of college and career readiness: A student is college and career ready when he or she has attained the knowledge, skills, and disposition needed to succeed in credit-bearing (non-remedial) postsecondary coursework or a workforce training program in order to earn the credentials necessary to qualify for a meaningful career aligned to his or her goals and offering a competitive salary.

**Why is College and Career Readiness Important?** Today's global, knowledge-based economy requires a better-educated workforce than that of previous generations. In the manufacturing economy of the last century, a high school graduate could expect to earn a middle-class wage. In 1973, individuals with a high school education or less made up 72 percent of the nation's workforce. By 2007, despite significant growth in the overall number of jobs available, the percentage of jobs held by those with a high school diploma or less had fallen to 41 percent, with 59 percent of jobs

requiring some level of postsecondary education (Symonds, 2011)<sup>1</sup>. This trend is expected to continue. By 2020, 65 percent of all jobs will require some form of postsecondary education or training. It is estimated that 11 percent of all jobs will require a master's degree or higher, 24 percent will require a bachelor's degree, 12 percent will require an associate's degree, and 18 percent will require some postsecondary training or industry credential but no formal degree (Carnevale, 2013)<sup>2</sup>.

**When Should the Intervention Start?** Interventions that begin in the junior or senior year can be too late – certainly for those students who have already dropped out but also for those who have aspirations for postsecondary education but have not passed the required courses. By beginning earlier, it is possible to engage students when they should be developing initial postsecondary education and career aspirations accompanied by an appropriate academic plan (McDonough, 2004).

Students need to pass core ninth-grade courses in English, math, science, and social studies if they are to remain on track for high school graduation (Allensworth & Easton, 2005; Schneider, 2006). If students do not pass key “gatekeeper courses” such as Algebra I on time, it can be difficult to complete the full sequence of coursework needed for postsecondary education, particularly in 4-year colleges (Paul, 2005; Schneider, 2006). Students must understand the importance of taking and passing the early courses, and schools must provide sufficient access to these courses along with the necessary supports to help students pass them.

## PRIORITIES FOR FY 2017 FUNDING

The project performance period occurs between the 2016-2017 and 2017-2018 school years. Therefore, the cohort will be transitioning from the 9<sup>th</sup> to the 10<sup>th</sup> grade.

**Working within the 3 funded activities categories (pgs. 4-5);** the Maryland Higher Education Commission (MHEC) has the following priorities for CPIP grant-funded projects for this period (address **one** or more):

- Programs that engage and support students that are underachieving academically in mathematics and English/Language Arts;
- Providing services that are designed to reach the most at risk students to decrease the attrition rate in GEAR UP high schools;
- Engaging students in developing a plan for themselves for high school, college, and/or career;
- Providing services aimed at increasing GEAR UP students' and families' knowledge of the relationships between and among career goals, high school courses and college courses, graduation, and postsecondary education and career choices;

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<sup>1</sup> Symonds, W. C.; Schwartz, R.B.; and Ferguson, R. (2011). Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century. February 2011. Report issued by the Pathways to Prosperity Project, Harvard Graduate School of Business.

<sup>2</sup> Carnevale, A. P.; Smith, N.; and Strohl, J. (2013). Recovery: Job Growth and Education Requirements Through 2020. Cited statistics found on page 15. Report issued by the Center on Education and the Workforce, Georgetown Public Policy Institute. June 2013. Washington DC: Georgetown University. Available at <https://cew.georgetown.edu/report/recovery-job-growth-and-education-requirements-through-2020/>. Downloaded January 28, 2015.

- Providing parents and guardians with programmatic support and information about State graduation requirements so they have the resources and tools they need to help their children stay in high school, take challenging courses, and prepare for college and career;
- Providing academic support services that will prepare students to apply to take rigorous courses such as Advanced Placement (AP), or International Baccalaureate (IB) coursework;
- Provide cohort students remedial and enrichment activities during school, afterschool, weekends, and Summer Camps according to their academic strengths and needs.
- College visits that provide students and/or their families with information on academic requirements for admission into various institutions of higher education. Visits should include an official tour and presentations by admissions, financial aid, academic departments, athletics, student affairs, residence life, multicultural affairs, and/or other college departments.
- On-campus or workplace career exploration events highlighting the usage of mathematics, science, and Reading Language Arts concepts in careers.

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

Proposals for this program must or should suggest activities that follow best practices. Examples of best practices are:
--

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

## PARTNERING WITH GEAR UP SITES

Prospective applicants **MUST** consult with local GEAR UP staff and with the specific GEAR UP school sites(s) administrative staff to plan a proposal. All cooperative planning agreements (see forms in appendix) **must include the signature of LEA CEO/Superintendent** and the GEAR UP school(s) contact (see Appendix A for a list). Failure to have such a signature will render a proposal ineligible. **Cooperative planning is the key to successful projects.**

◆***Start obtaining signatures early.*** *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 a proposal. 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 proposal, 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 or county. Proposals must include cooperative planning agreements signed by representatives of all sites that would be involved in any such proposed plan.



## PROPOSAL CHECKLIST

**Both**, the original proposal with five (5) hard copies **and** an electronic copy must be submitted. The original hard copy signatures should preferably be in **blue** ink.

**Proposals (electronic and hard copies) as well as all signature pages must be received no later than 4:00 P.M. on April 3, 2017. A proposal is not complete and will not be reviewed unless all required signature forms are received by the due date.**

**Submit the documents listed to: [cynthia.tims@maryland.gov](mailto:cynthia.tims@maryland.gov)**

**Electronic submission should contain** the following in the order and form indicated:

1. \_\_\_\_\_ Abstract (word document)
2. \_\_\_\_\_ The entire proposal (pdf. format)
3. \_\_\_\_\_ The budget request (excel format)

### **Hard Copy Proposal Checklist (mail or hand deliver):**

Each packet must include ***an original proposal with signatures, preferably in blue ink, and five (5) copies, with the following, in the order indicated:***

1. \_\_\_\_\_ Cover Sheet\*
2. \_\_\_\_\_ Abstract\*
3. \_\_\_\_\_ Table of Contents
4. \_\_\_\_\_ Proposal Narrative (maximum of 15 pages for a-e)
  - a. \_\_\_\_\_ Needs Assessment
  - b. \_\_\_\_\_ Project Objectives and Outcomes
  - c. \_\_\_\_\_ Management Plan
    - i. Complete Key Personnel Form\*
    - ii. Advisory Committee Form\*
  - d. \_\_\_\_\_ Plan of Operation
  - 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 D. Forms are also available in electronic format at <http://mhec.maryland.gov/Grants/CollegePreparationInterventionProgram/CPIP.asp>

**Submit BOTH the electronic copies and the hard copies to:**

Cynthia Tims, GEAR UP/CPIP Coordinator  
Office of Outreach and Grants Management  
Maryland Higher Education Commission  
6 N. Liberty St., 10th Floor  
Baltimore, MD 21201  
Email: [cynthia.tims@maryland.gov](mailto:cynthia.tims@maryland.gov)  
Phone: 410-767-7269

# PROPOSAL FORMAT & REQUIREMENTS

<b>1. GENERAL FORMAT REQUIREMENTS</b>
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All grant proposals must meet the following criteria:

- Typed in 12-point Times New Roman, Arial or a similar font type and size, single-spaced;
- 8-1/2 by 11-inch pages—**numbered** and with one-inch margins;
- The proposal narrative must **not exceed fifteen (15) pages**. The page limit includes only elements of the proposal 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 proposal narrative;
- All parts of the proposal must be submitted together using appropriate forms; and
- **One original and five (5) hard copies** of the application must be submitted; and
- An electronic copy of the grant proposal and the excel budget document are required. It must be clearly labeled with the project title and institution. Submit to Cynthia Tims at [cynthia.tims@maryland.gov](mailto:cynthia.tims@maryland.gov)

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

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

<b>2. ENTIRE PROPOSAL NARRATIVE</b>	<b>(85 points)</b>
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The following outline should guide proposal writing and will also be used to guide proposal review. Individual sections do not have point divisions other than what is indicated below. Label the narrative sections with the headings as indicated below:

<b>2.1 Needs Assessment</b>	<b>(10 points)</b>
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- Describe the needs in the area of academic preparedness for students identified by the GEAR UP LEA partner(s), principal(s), and/or other administrators from the school served. ***The GEAR UP school site’s needs should be presented in specific and quantifiable terms.*** For example, identify what percentage of students need remedial assistance (based on percentage of FARM students in the GEAR UP cohort middle schools, 8<sup>th</sup> grade FARM students’ HSA scores with less than 70% proficiency, and conversations with teachers/counselors).
- Provide **Baseline & Outcome Data Forms** for each project school only **after** receiving the CPIP award - **[form due 1 month after receiving award]**. (See Appendix D)
- If parent activities are included in the proposal, describe the needs to be addressed.
- Explain how the needs were determined.

<b>2.2 Project Objectives and Outcomes</b>	<b>(15 points)</b>
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- **List the supporting project objectives and expected outcomes.** Refer to the State’s GEAR UP Goals. (see pages 7-8)

- **The project objectives and expected outcomes should be described as what you plan to accomplish by the end of the grant period.** Specific objectives and outcomes should be presented and directly tied to each proposed activity.
- **For each objective, provide a projected outcome statement** (e.g., the project expects **95%** of the **10<sup>th</sup> grade students** to receive a passing score or higher **on their PARCC assessments - mathematics and English/language arts** by the **end of the school year**).
- **Project outcome statements should use the “SMART” criteria for goals and objectives.** Proposals will be assessed on the scope of the project, and on whether the project outcomes are **specific, measurable, achievable, realistic, and time sensitive**.
  - **Specific.** Target a specific area for improvement, name the target population to be served, be narrow, clear, unambiguous, and well defined.
  - **Measurable.** Outcomes must demonstrate clear criteria for quantifying progress towards attaining the goal so it can be tracked. A good outcome statement will reference **quantifiable indicators** such as increased test scores.
  - **Achievable.** Outcomes must be attainable, possible and plausible.
  - **Realistic.** Outcomes must be within reach, results-oriented and not impossible to achieve.
  - **Time sensitive.** All outcome statements **must have deadlines** indicating when they are to be achieved.
  - **Reference state, local, and/or school-defined baseline data and standards.** Include baseline data for comparison to convey that your goal is reasonable and ambitious.

<b>2.3 Management Plan</b>	<b>(15 points)</b>
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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 on the **Key Personnel & Advisory Committee Forms** (Appendix D); assign responsibilities for major management actions to key personnel (attach résumés in an appendix);
  - provide a clear organizational structure, a timeline, and milestones for accomplishing the management actions;
  - demonstrate that the project director and other key staff have sufficient time to conduct the grant project effectively;
  - demonstrate the adequacy of the project team to achieve the objectives of the proposed project on time and within budget; and
  - describe each partner’s role in the project.

<b>2.4 Plan of Operation</b>	<b>(25 points)</b>
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- This section must describe the activities that will achieve the project objectives and outcomes.
- The plan of operation will:
  - be a detailed plan that **describes where and how each activity will be implemented, and key personnel responsible for each activity;**
  - explain how the services to be provided are appropriate to the needs of the intended recipients of the services and the project objectives;
  - include specific information on how, when, where, and by whom the students, teachers, or parents will be recruited for each activity. **Recruitment and retention are essential elements of project success and must be planned carefully and implemented rigorously.** Brochures and fliers alone have not proven to be an effective recruitment method;
  - provide detailed information about what students or parents will be required to do during each activity (e.g., When will it take place? How long will it last?, etc.);
  - estimate the number of participants 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 D.***
- **If you have received previous awards, please include a brief summary, or one to two paragraphs, of the projects results and how the outcomes/results will influence this proposal.**

<b>2.5 Project Evaluation</b>	<b>(20 points)</b>
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- The project evaluation is an integral part of the project's design and implementation, not something done after the project is completed. The evaluation should include more than project outputs. **The evaluation should be clearly tied to project objectives and outcomes that are tied to Maryland's GEAR UP goals and objectives.**
- The evaluation plan should be aligned and based on the project objectives and outcomes.
- All services must provide evidence of project success by comparing percent of gain from pre- and post-survey results from students, parents, or educators.
- Like the rest of the proposal, the plan for evaluation should be developed through cooperative planning with the LEA GEAR UP representatives and school administrators.
- The evaluation should be a systematic means for monitoring and evaluating the program objectives and outcomes throughout the grant period.
- The evaluation should be a tool for making mid-grant programmatic changes. The proposal should describe a plan for collecting data throughout the project to be used for project improvement.

- The evaluation plan should describe what data will be collected, how frequently, by whom, and whether a quantitative (numerical results) and/or qualitative (narrative or descriptive data) method of analysis will be employed to review project objectives and outcomes.
- The proposal must describe how the baseline data was established for the project objectives and outcomes.
- **If the partners have completed similar projects in the past, applicants should include information on how the results from the prior year evaluation(s) helped the formulation of activities for this proposal.**
- **Evaluation results aligned to objectives and outcomes must be included with the interim and final reports.**
  - **Phase one** of the evaluation plan must be submitted with the interim report and include the activities that occurred during the reporting period, the intended objectives and outcomes for these activities as originally identified in the proposal, and if they were met. If the objectives and outcomes were not met, the evaluation report should discuss why and what modifications to the program will be made.
  - **Phase two** of the evaluation plan must be submitted with the final report and should include a comprehensive evaluation of the entire project. 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. Provide information pertaining to the sustainability of this project in the future without grant funds.
- ***WHILE ATTITUDINAL SURVEYS MAY PROVIDE VALUABLE INFORMATION FOR PROGRAM REVISION, THEY ARE NOT AN ADEQUATE EVALUATION PLAN.***
- See also the description of reports in “Grant Management.” This section provides basic information on the data and reports that are to be kept on file by all project directors.

<b>3. BUDGET AND COST-EFFECTIVENESS</b>	<b>(15 Points)</b>
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- **The budget and budget narrative must be completed on the Excel chart provided.** There should be a clear link of all costs to the project activities detailed in the Plan of Operation section.
- **Each proposal/institution is required to contribute 25% in match of the requested proposal amount.**
- 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 of 1/4 or 25% are critical to meeting the Maryland GEAR UP grant match requirement. The 1/4 or 25% required institutional match should be included in the appropriate column on the budget summary.
- **The proposal’s budget and cost-effectiveness will be evaluated on the extent to which:**

- the budget is adequate to support the project, and it should be clear that all activities are accounted for in the budget;
- **the costs are reasonable** in relation to the objectives, outcomes and design;
- **the costs are reasonable** in relation to the number of students, teachers, and/or parents to be served;
- the budget complies with the guidelines laid out in this RFP;
- in-kind contributions of 25% are identified and included;
- there is adequacy of support—including facilities, equipment, supplies, and other resources—from the lead institution and the other partners identified; and
- administrative costs are kept to a minimum.
- **Indirect costs charged to the grant cannot exceed 8%.**
- **THE BUDGET SUMMARY** form should show all planned expenditures for the project (see Budget Summary form in Appendix D):
  - Column 1, “CPIP Funds Requested,” is the amount of the grant being applied for.
  - Column 2, “Matching Funds,” will include both cash and in-kind contributions from the applicant who will serve as the fiscal agent if the grant is awarded. Projects are required to contribute matching funds that equal 25% of the project total, contributions that are provided should be documented. (See also “Grants Management-Records.”) In-kind contributions will assist the State in meeting the required match of federal GEAR UP funds.
  - Column 3, “Other Funds,” shows funds or in-kind contributions committed by cooperating organizations, agencies, institutions, local education agencies (LEAs), or others for this project. If more than one entity is committing funds for this project, indicate the specific breakdown of such funds on a separate page.
  - Column 4, “Totals,” shows the line-by-line sum of columns 1, 2, and 3.
- **THE BUDGET NARRATIVE** must **explain the rationale for each line of the budget** summary *for grant expenditures and matching funds*. This narrative must show how the amounts indicated were determined. Label the budget narrative line items as the budget summary has been labeled.
- **These budget guidelines apply (arranged by line item corresponding to the budget summary):**

#### **A. Salaries and Wages**

*Note on Personnel:*

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

1. Professional Personnel

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

## 2. Other Personnel

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

### **B. Fringe Benefits**

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

### **C. Travel**

Enter travel costs if necessary for key personnel to conduct off-campus activities. Mileage allowances may not exceed the State's approved rate for mileage reimbursement at the time of travel. Currently this rate is 53.5 cents per mile. All travel funding must be specifically designated by place and position, approximate date, distance, and method of travel and be approved in the project budget. **No out-of-state travel for conferences is allowed**, excluding travel throughout Maryland and the District of Columbia metro area.

### **D. Equipment**

Purchasing non-instructional equipment is not permitted. Equipment means an article of non-expendable tangible personal property having a useful life of more than 1 (one) year and an acquisition cost per unit that is consistent with institutional policy.

Equipment that is necessary to perform project activities should be leased or rented unless the cost to purchase is less. Leasing costs should be limited to the period of use.

### **E. Materials and Supplies**

Non-expendable supplies, including but not limited to books and materials and computer software necessary for the effective implementation of the funded activity, may be purchased only if they are necessary and appropriate to the project activities. Items purchased are considered property of the School or CPIP students, and must remain at the school upon completion of grant activities.

### **F. Consultant and Contractual Services**

Use of program consultants must be justified and reasonable, and their fee should be a reflection of instructional time or time spent delivering other direct services (e.g., presenting at a parent workshop). Travel and per diem expenses for consultants should not exceed the institutional or State rate, or that allowed by federal OMB circulars, whichever is least. **Preparation time for consultants will not be paid by the grant**. Properly documented contractual agreements for expenditures to consultants or outside agencies for fees, travel, and routine supplies must be filed

per institutional policy; and contractual payments cannot exceed institutional salary levels for similar work. Documentation for consultant services performed should be filed showing:

- a. Consultant's name, dates, hours, and amount charged to grant;
- b. Names of grant participants to whom services were provided; and
- c. Results or subject matter of the consultation.

**G. Other (specify)**

- a. Subsistence is prohibited by federal standards. Since the students qualify for FARMS, ask districts if food programs can be extended to afterschool programs (if meals provided: State regulations apply and require that an agenda and an attendance list be supplied);
- b. Rental of space, if necessary; and
- c. Any other costs not included above that are necessary to implement the project. Note that expenses for souvenir items are not allowed.

**H. Total Direct Costs**

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

**I. Indirect Costs**

Up to eight (8%) percent of funds requested (Column 1, Item H, total direct costs) from the grant program monies to cover the direct cost of the project may be claimed for indirect costs recovery. The rate requested must be the percentage permitted by its restricted indirect cost rate agreement, or 8%, whichever is less. CPIP funds are a match for MSDE's federally funded GEAR UP 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.

**K. Project Match Requirement**

Grantees are required to provide matching contribution equal to at least 1/4 or 25% of the total direct funds requested from MHEC to support the CPIP. For example, a request for \$100,000 should be supported by \$25,000 in-kind or matching funds bringing the total investment in the project to \$125,000. This non-federal match may be met with cash and/or in-kind contributions. Documentation of matching contributions must contain adequate source documentation for the claimed cost share, provide clear valuation of in-kind matching, and provide support of cost sharing. In-kind contributions must be valued in accordance with relevant Office of Management and Budget (OMB) circulars and the Education Department of General Administrative Regulations (EDGAR). In-kind valuation of contributions of facilities and equipment must be done using depreciation rather than fair market value.

<b>4. ASSURANCES</b>	<b>(required - no points)</b>
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Each grant proposal must be accompanied by a Statement of Assurances signed by the appropriate organizational representative. **The appropriate organizational representative for the Local School District is the CEO or Superintendent. The appropriate organizational representative for an Institution of Higher Education is a President or Vice President.**



- Use the form in Appendix D.

<b>5. COOPERATIVE PLANNING AGREEMENT</b>	<b>(required – no points)</b>
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- The proposal must include the cooperative planning agreement indicating that the applicant, the Project Director, School District CEO or Superintendent, LEA GEAR UP staff and the GEAR UP school principal(s) (both middle and high school) were involved in the planning process.
- **The cooperative planning agreement MUST also include a list of planned activities with corresponding estimated dates and event locations (i.e., at the LEA GEAR UP school site or at the IHE) and who is responsible for the activities.** By signing this form, members indicate that they are aware of their respective roles, agree to the conditions of the proposal and grant program, and have participated in the planning process.
- Use form in Appendix D.

## TECHNICAL ASSISTANCE

Technical assistance meetings will be held Friday, March 3, 2017 and Thursday, March 9, 2017, from 9:30 a.m. to 12:30 p.m. Both technical assistance meetings will cover the same material: a program overview, an overview of the RFP, and discussion of the RFP requirements.

LEA staff will be invited to participate. To afford potential CPIP applicants and the LEA staff the opportunity to interact, the meeting will conclude with time for networking.

### Meeting #1

**Friday, March 3, 2017.** The meeting will take place at the Maryland Higher Education Commission, the Nancy S. Grasmick Building, 6 N. Liberty Street, 8<sup>th</sup> Floor, Conference Room 8. The general information number is (410) 767-7269 or 410-767-3301.

For directions, see: <http://mhec.maryland.gov/About/Pages/directions.aspx>

### Meeting #2

**Thursday, March 9, 2017.** The meeting will take place at the Dorchester Career and Technology Center in the Multipurpose Room, 2465 Cambridge Bypass, Cambridge, MD 21613. The general information number is (410) 901-6950.

For directions, see

<https://www.google.com/maps/dir//Dorchester+Career+%26+Technology+Center,+Cambridge,+MD>

*\*\*If you would like to attend a Technical Assistance meeting, please RSVP to Cynthia Tims by February 28, 2017 at [cynthia.tims@maryland.gov](mailto:cynthia.tims@maryland.gov) indicating which meeting you will be attending.*

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

Cynthia Tims  
 GEAR UP/CPIP Coordinator  
 Outreach & Grants Management Office  
 Maryland Higher Education Commission  
[cynthia.tims@maryland.gov](mailto:cynthia.tims@maryland.gov)  
 (410) 767-7269 or (410) 767-3301

## PROPOSAL REVIEW PROCESS

- Proposals [an original and five (5) copies along with all electronic submissions] must be received by the deadline.
- Proposals must include all requisite forms. Applicants may copy the forms to include in proposal packets or reproduce them in their own word processing files.
- Applicants will receive electronic notification that their proposal has been received.
- Proposals received by the deadline will receive a proposal number.
- A panel of qualified reviewers will read each proposal, and score each proposal according to the criteria summarized below and explained above in “Proposed Format.” Each proposal is read and scored by at least four reviewers. Every effort is made to ensure that there are no conflicts of interest and reviewers are required to sign a conflict of interest form.
- Reviewers may include retired Maryland participants, former Maryland teachers, retired faculty and academic administrators from higher education institutions, professional staff from MSDE and MHEC, and other qualified professionals from Maryland or other states.
- The full review panel is convened after each has read the proposals individually. Panel members discuss recommendations as to funding and adjustments that the project staff might make to improve either the project identified for funding or the proposal should be rejected for this round of funding.
- Reviewers frequently offer written comments on their review forms. Comments will be compiled and returned to applicants when the review process is complete.
- Recommendations from the review panel will be presented to the Secretary of Higher Education, or his designee, for final funding decisions.

# EVALUATION AND SELECTION CRITERIA

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

Category	Maximum Points
Needs Assessment	10
Project Objectives & Outcomes	15
Management Plan	15
Plan of Operation	25
Project Evaluation	20
Budget and Cost Effectiveness	<u>15</u>
Total	100

***\*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. If you had a previous CPIP grant, include data results of the project and how these results inform the current proposal.***

## NOTIFICATION OF AWARDS

Preliminary notification of awards will be made on Friday, May 12, 2017 by e-mail before midnight (date subject to change). Final grant awards will be issued at a later date.

## APPEAL PROCESS

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

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

# GRANT MANAGEMENT

## 1. FISCAL PROCEDURES

All State funds under this program must be assigned to a specific account. If an institution receives more than one grant award, separate accounts must be established for each. For this grant cycle, grant awards will be disbursed in two payments. The first payment will be 50% of the total grant award. This payment will be made shortly after the award notification. 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 received and 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 proposal submission, you must submit a revised calendar of activity dates.**

The grant recipient shall also obtain **prior written approval** from the Office of Outreach and Grants Management:

1. to continue the project during any continuous period of more than three (3) months without the active direction of an approved project director;
2. to replace the project director (or any other persons named and expressly identified as a key project person in the proposal) **or** to permit any such person to devote substantially less effort to the project than was anticipated when the grant was awarded;
3. to make changes resulting in additions or deletions of staff and consultants related to or resulting in a need for budget reallocation; and
4. to make budget changes exceeding \$1,000 or 10% in any category, whichever is greater.

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

## 3. PROJECT CLOSEOUT, SUSPENSION, TERMINATION

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

- The grant recipient shall immediately refund, in accordance with instructions from MHEC, any un-obligated balance of cash advanced to the grant recipient.
- The grant recipient shall submit all financial, performance, evaluation, and other reports required by the terms of the grant within 90 days of the date of expiration or termination.

- The closeout of a grant does not affect the retention period for State and/or federal rights of access to grant records.

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

**Termination:** MHEC may terminate any grant in whole or in part at any time before the date of expiration, whenever MHEC determines that the grant recipient has materially failed to comply with the terms of the grant. MHEC shall promptly notify the grant recipient in writing of the termination and the reasons for the termination, together with the effective date. The grant recipient may terminate the grant in whole or in part upon written notification to the Commission setting forth the reasons for such termination, the effective date, and in the case of partial terminations, the portion to be terminated. However, if in the case of a partial termination, MHEC determines that the remaining portion of the grant will not accomplish the purposes for which the grant was made; MHEC may terminate the grant.

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

#### 4. RECORDS

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

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

#### 5. REPORTING REQUIREMENTS

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

**Formal interim and final reports are required from all grantees.** The second payment of grant funds will be contingent upon the acceptance of the interim report by MHEC. The Interim Report should provide evidence that the project is progressing with sufficient effectiveness to continue. At the end of the grant, both a financial and a narrative report will be due to the Commission. The project evaluation should be an integral part of the narrative report.



**Quarterly in-kind & time and effort reports are required from all grantees.** MHEC must submit documentation of the effort to meet the GEAR UP matching requirement. Matching documentation includes the Monthly In-Kind & Time and Effort Form (due quarterly), Interim Report Budget Summary Form, and the Final Report Budget Summary Form (Final Financial Report). Any grantee not able to meet these requirements must provide proper justification with the initial proposal submission.

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

Time Period	Report Due Date*
May 22 through July 31 <sup>st</sup>	August 15 <sup>th</sup>
August 1 <sup>st</sup> to October 31 <sup>st</sup>	November 15 <sup>th</sup>
November 1 <sup>st</sup> to January 31 <sup>st</sup>	February 15 <sup>th</sup>
February 1 <sup>st</sup> to April 30 <sup>th</sup>	May 15 <sup>th</sup>

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

## 6. INTERIM REPORTS are due November 30, 2017.

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

## 7. FINAL REPORTS are due August 31, 2018.

Final reports should address items on the interim report but for the full term of the grant.

- Final reports must be submitted. **Failure to submit a final report may make the project director ineligible to apply for future grants.**
- Include final Enrollment Data & Outcomes Forms
- Final reports have a financial report section and a narrative report section (see below for details).
- The final report includes the comprehensive evaluation of the grant. This evaluation will include the evaluation plan components from the accepted proposal. The evaluation should restate the objectives included in the proposal and discuss how the project outcomes compared to those stated in the proposal and the evaluation instrument(s) used.
- **Final reports should include the same type of Participant Roster and Participant Contact Hours requested for the interim report that is updated to reflect the information for the full term of the grant (not just the second half of the grant).**

**7A. THE FINANCIAL REPORT** must be signed by a financial officer at the institution serving as the fiscal agent. Grantees should keep records indicating how funds are expended, the total cost of project activities, the share of the cost provided from other sources (in-kind or otherwise), and any other relevant records to facilitate an effective audit; such records should be held for five (5) years after the grant ends. (See Appendix D for the specific form/format to use). Any unspent grant funds should be returned with the financial report. Contact MHEC’s Director of Budget and Administration, Jeff Cann, at 410.767.3044 or [jeff.cann@maryland.gov](mailto:jeff.cann@maryland.gov) for payment assistance or to obtain agency codes. The GEAR UP/CPIP Coordinator must also receive a copy of all correspondence.

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

- address the objectives and outcomes of the project, comparing those that were named in the proposal to the actual results and explaining how and to what extent project activities were successful in meeting project objectives and outcomes;
- include Phase 2 of the evaluation plan (see Proposal Narrative, Section 2.5 Project Evaluation); this will include the results of the evaluation plan described in the proposal—and include the results and report of any evaluator paid by the grant;
- note where or how the project activities might be improved; and

- indicate the number of students, teachers, and parents that were served. Include the participant table in the interim report form and for the full grant term.

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

## **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.



## **APPENDICES:**

# **APPENDIX A. MARYLAND LEA SCHOOL SITES**

LEA Sites	LEA/GEAR UP POINTS OF CONTACT
Baltimore City Public Schools	<p><b>Chelee Barnes, GEAR UP Coordinator</b>  Office of Secondary Education Services  Baltimore City Public Schools  200 E. North Avenue  Baltimore, MD 21202  Phone: (443) 642-4077  <a href="mailto:cbarnes@bcps.k12.md.us">cbarnes@bcps.k12.md.us</a></p>
Dorchester County Public Schools	<p><b>Richard Potter, College and Career Readiness Transition Specialist</b>  Dorchester County Public Schools  700 Glasgow Street – PO Box 619  Cambridge, MD 21613  Phone: 410-901-6944 ext. 3614  <a href="mailto:potterr@dcpsmd.org">potterr@dcpsmd.org</a></p>
Wicomico County Public Schools	<p><b>Jacqueline Leggett, GEAR UP Coordinator</b>  Wicomico County Public Schools  P.O. Box 1538  2424 Northgate Drive, Suite 100  Salisbury, MD 21802  (410) 677-5994 Ext. 4342  <a href="mailto:jleggett@wcboe.org">jleggett@wcboe.org</a></p>

For the FY 2017 funding cycle, Prince George’s County Schools (PGCS) are the only non-GEAR UP County that meets the eligibility requirements. Applicants interested in partnering with PGCS should contact:

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

## College Preparation and Intervention Program (CPIP) Eligibility Requirements - FY 2017 Funding Cycle

School District	% of FARM students in middle schools 2016 $\geq 43.4\%$	% of FARM students partially met expectations in 8 <sup>th</sup> gr. Mathematics PARCC 2016 $\leq 29.9\%$	% of FARM students partially met expectations in 8 <sup>th</sup> gr. English/ Language Arts PARCC 2016 $\leq 26.1\%$	% of FARM students advanced +proficient in 8 <sup>th</sup> gr. Science MSA 2016 $\leq 44.8\%$	% College Remediation Rates of Recent High School Graduates by Place of residence 2012-2013 $\geq 53.3\%$	% Bachelor's degree or higher, (Persons age 25+ 2011-2015) $\leq 37.9\%$
Maryland	43.4	29.9	26.1	44.8	53.3	37.9
Allegany	57.0	24.3	27.4	55.4	52.5	17.4
Anne Arundel	33.6	35.8	27.0	57.3	51.0	38.3
Baltimore City	75.2	27.0	26.1	26.1	74.7	28.7
<b>GEAR UP SCHOOL DISTRICT</b>						
Baltimore County	48.5	26.8	29.2	47.2	59.2	36.6
Calvert	21.5	35.7	27.0	67.9	30.2	29.1
Caroline	53.4	25.2	27.1	50.9	48.7	15.5
Carroll	18.4	30.0	24.8	63.9	55.6	33.1
Cecil	44.4	36.3	29.6	49.5	61.2	22.0
Charles	35.7	32.7	25.5	47.6	46.7	27.4
Dorchester	66.7	23.8	28.8	44.8	55.8	20.2
<b>GEAR UP SCHOOL DISTRICT</b>						
Frederick	25.6	32.5	25.1	51.3	42.3	39.1
Garrett	47.3	32.4	35.6	66.9	71.9	19.0
Harford	32.2	29.5	25.5	59.7	49.0	33.8
Howard	20.8	34.8	24.1	48.8	33.9	60.6
Kent	50.3	32.3	31.3	51.5	54.3	30.0
Montgomery	34.4	30.1	25.0	44.5	49.3	57.9
*Prince George's	64.1	30.2	25.1	42.0	65.5	31.1
Queen Anne's	23.7	36.0	19.1	66.2	43.0	34.9
St. Mary's	31.1	22.4	23.7	49.6	30.2	30.6
Somerset	63.3	35.8	21.1	63.1	61.2	14.8
Talbot	42.7	31.6	29.5	55.1	60.5	33.9
Washington	49.7	31.4	25.6	55.4	65.5	19.9
Wicomico	60.6	28.5	25.3	46.5	58.4	28.5
<b>GEAR UP SCHOOL DISTRICT</b>						
Worcester	47.0	27.5	15.1	57.0	42.4	30.2

\* Non-GEAR UP School Districts: Prince George's County Schools is the only non-GEAR UP district eligible for FY 2017 funding.

### Notes

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

1.  $\geq 43.4\%$  or higher FARM in feeder middle schools
2. Two (2) or more FARM students' PARCC and MSA scores  $\leq$  Maryland's PARCC and MSA average
3. College remediation rates of high school graduates by place of residence  $\geq 53.3\%$
4. Percent of bachelor's degree or higher (Persons age 25+ 2011-2015) are  $\leq 37.9\%$

**Source:** 2011-15 Census Data, MDReportCard.org and 2016 Data Book MHEC

## Eligibility for College Preparation and Intervention State Grant Program – FY 2017 Funding Cycle

School District	% of FARM students in middle schools 2016 ≥43.4%	% of FARM students partially met expectations in 8 <sup>th</sup> gr. Mathematics PARCC 2016 ≤29.9%	% of FARM students partially met expectations in 8 <sup>th</sup> gr. English/ Language Arts PARCC 2016 ≤26.1%	% of FARM students advanced +proficient in 8 <sup>th</sup> gr. Science MSA 2016 ≤44.8%	% College Remediation Rates of Recent High School Graduates by Place of residence 2012-2013 ≥53.3%	% Bachelor's degree or higher, (Persons age 25+ 2011-2015) ≤37.9%
Allegany	X	X				X
Anne Arundel						
<b>Baltimore City</b>	X	X	X	X	X	X
Baltimore County	X	X			X	X
Calvert						X
Caroline	X	X				X
Carroll			X		X	X
Cecil	X				X	X
Charles			X			X
<b>Dorchester</b>	X	X		X	X	X
Frederick			X			
Garrett	X				X	X
Harford		X	X			X
Howard			X			
Kent	X				X	X
Montgomery			X	X		
<b>*Prince George's</b>	X		X	X	X	X
Queen Anne's			X			X
St. Mary's		X	X			X
Somerset	X		X		X	X
Talbot					X	X
Washington	X		X		X	X
<b>Wicomico</b>	X	X	X		X	X
<b>Worcester</b>	X	X	X			X

\* Non-GEAR UP School District

GEAR UP School Districts

Note: As referenced on page 2 (see *Authorization*), CPIP was established in cooperation with the State's public and nonpublic institutions of postsecondary education, the Council of Maryland's K-16 Partnership, the Maryland State Department of Education, and the local school systems. Although Baltimore City, Dorchester and Wicomico counties are GEAR UP school districts, Prince George's County Public Schools also meet CPIP's LEA selection criteria. Therefore, funding is also made available, on a competitive basis, to projects that partner with eligible non-GEAR UP high schools in Prince George's County.

# **APPENDIX B. MARYLAND and COMMON CORE STATE STANDARDS**

## **WEB ADDRESSES for MARYLAND and COMMON CORE STATE STANDARD DOCUMENTS**

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

### **School Improvement in Maryland**

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

### **Common Core Curriculum Standards in Math and Language Arts**

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

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

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

### **MSA: Maryland School Assessment Program**

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

### **Data and Using Data to Improve Student Achievement**

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

### **MD Common Core State Standards**

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

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

<http://www.mdk12.org/searchresults.html?cx=001108966000364327580%3Aigm4dtsfxhi&cof=FORID%3A11&q=core+learning+goals#915>

### **Assessment and Adequate Yearly Progress**

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

### **Professional Development Standards**

[http://mdk12.msde.maryland.gov/instruction/professional\\_development/teachers\\_standards.html](http://mdk12.msde.maryland.gov/instruction/professional_development/teachers_standards.html).

## **APPENDIX C. CONTENT STANDARDS**



## National Content Standards

### English and Language Arts

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

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

### Mathematics

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

<http://www.nctm.org/standards/default.aspx?id=58>

\* See also the Maryland Chapter of NCTM

### PARCC

PARCC is a 20-state consortium working together to develop next-generation K-12 assessments in English and math.

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

### Science

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

<http://www.nap.edu/readingroom/books/nses/>

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.htm>

### Technology for Students, Teachers, and Administrators

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

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

## **APPENDIX D. PROPOSAL FORMS**

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

**FY 2017 PROPOSAL COVER SHEET**

**Lead Applicant Institution/Organization:** \_\_\_\_\_

**Title of Project:** \_\_\_\_\_

\_\_\_\_\_

**Partnership Members:** LEA DISTRICT Site: \_\_\_\_\_

Schools Served: \_\_\_\_\_

Other partner institutions, organizations, or private companies: \_\_\_\_\_

\_\_\_\_\_

**Project Director(s):** \_\_\_\_\_ Campus Telephone: \_\_\_\_\_

FAX Number: \_\_\_\_\_ E-mail: \_\_\_\_\_

Campus Mailing Address: \_\_\_\_\_

\_\_\_\_\_

**Grants Office Contact Name & Title (post award):** \_\_\_\_\_

\_\_\_\_\_

E-mail address: \_\_\_\_\_ Phone number: \_\_\_\_\_

Campus Mailing Address: \_\_\_\_\_

\_\_\_\_\_

**Finance or Business Office Contact Name & Title:** \_\_\_\_\_

\_\_\_\_\_

E-mail address: \_\_\_\_\_ Phone number: \_\_\_\_\_

Campus Mailing Address: \_\_\_\_\_

\_\_\_\_\_

**Certification by authorizing official (V.P. level or above):**

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_

## **Abstract**

### **FY 2017 College Preparation Intervention Program Grant**

**Lead Institution:** \_\_\_\_\_

**Project Title:** \_\_\_\_\_

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

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

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

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

**ADVISORY COMMITTEE MEMBERS**

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

<b>1<sup>st</sup> Entry here is the Chairperson of the Advisory Committee</b>			
<b>Name:</b>		<b>Name:</b>	
<b>Title:</b>		<b>Title:</b>	
<b>Affiliation:</b>		<b>Affiliation:</b>	
Role or Expertise:		Role or Expertise	
Name:		Name:	
Title:		Title:	
Affiliation:		Affiliation:	
Role or Expertise:		Role or Expertise	
Name:		Name:	
Title:		Title:	
Affiliation:		Affiliation:	
Role or Expertise:		Role or Expertise	
Name:		Name:	
Title:		Title:	
Affiliation:		Affiliation:	
Role or Expertise:		Role or Expertise	
Name:		Name:	
Title:		Title:	
Affiliation:		Affiliation:	
Role or Expertise:		Role or Expertise	
Name:		Name:	
Title:		Title:	
Affiliation:		Affiliation:	
Role or Expertise:		Role or Expertise	

**BUDGET SUMMARY (use this Excel format)**  
**CPIP College Preparation & Intervention Program FY 2017**

**Higher Education Institution:** \_\_\_\_\_

**Project Number:**     CPIP 17-    

**Project Title:** \_\_\_\_\_

SOURCE OF FUNDS				
	COLUMN 1 *CPIP FUNDS REQUESTED	COLUMN 2 **INSTITUTION 25% Required Match	COLUMN 3 ***OTHER CONTRIBUTIONS In-Kind/Match	COLUMN 4 TOTALS
A. Salaries & Wages				
Professional Personnel	[List each by name followed by title in brackets]			
1				
2				
3				
4				
Other Personnel (list categories & # of each in brackets)				
5. [ ]				
6. [ ]				
7. [ ]				
8. [ ]				
Total Salaries and Wages				
B. Fringe Benefits				
C. Travel				
D. Equipment				
1				
2				
E. Materials and Supplies				
F. Consultant and Contractual Services				
G. Other (specify)				
1				
2				
H. Total Direct Costs (A through G)				
I. Total Indirect Costs (max. 8% of H)				
J. Total (H and I)				

\*Include all grant-funded expenses.

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

\*\*\*Include any contributions from other partners in the grant project in this column.

**BUDGET NARRATIVE (use this format)**  
**FY 2017 College Preparation Intervention Program Grant Proposal (MHEC)**

**Applicant Institution & Project Title:** \_\_\_\_\_

*[Provide justification for each line of the budget summary, as outlined in the RFP.]*

**A. Salaries & Wages**

Ex.: *Professional Personnel:*

1. Dr. Jill Smith [Project Director] will spend 10% of her time in project activities during the 2015-16 academic year. Maryland State University requests for this time only the amount it will cost the university to pay an adjunct to replace Dr. Smith in one course. Request = \$5,000

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

*Other Personnel:*

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

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

**B. Fringe Benefits**

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

**C. Travel**

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

**D. Equipment**

Ex.: Desktop computer for students' use in after-school writing lab at GEAR UP school site

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

**E. Materials and Supplies**

Ex.: Study Company! Math Software for students' use during summer campus-based academic camp and follow-up use (site license will be held by LEA DISTRICT high school)

Request = \$2,100/software package with site license for use on 6-10 CPUs = \$2,100

**F. Consultant and Contractual Services**

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

Request = 7 hours x \$65/hour = \$455

**G. Other**

Ex. Snacks for 6 Saturday workshops (50 students, 5 undergraduate assistants, 5 staff)

Request = \$3/participant/day x 6 days x 60 participants = \$1,080

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

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

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



## ASSURANCES

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

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

---

Institution

---

Signature of Authorized Institutional Authority

---

Name and Title, Printed

---

Date

**COOPERATIVE PLANNING AGREEMENT**  
**Between**

\_\_\_\_\_ And the participating partners  
(Name of institution submitting proposal)

in the College Preparation Intervention Program (CPIP).

This cooperative planning agreement reflects the commitment of each partner to the grant project, including the specific responsibilities and roles each one bears if the grant is awarded.

The undersigned agree to abide by the conditions of the proposal.

Required Partners for Eligibility:

**(1) College or University applicant (proposed project director/coordinator):**

\_\_\_\_\_

This partner will provide ***[summarize the services/activities etc. that the university/college representatives will provide]***:

Name & Title (print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**(2) Authorized SCHOOL DISTRICT Superintendent/CEO:** \_\_\_\_\_

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

Name & Title (print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(3) \_\_\_\_\_ LEA GEAR UP COORDINATOR: \_\_\_\_\_

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

Name & Title (print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(4) \_\_\_\_\_ High School Principal: \_\_\_\_\_

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

Name & Title (print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

Name & Title (print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

**This page left intentionally blank.**

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

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

## **APPENDIX E. REPORT FORMS**

**BASELINE DATA: ENROLLMENT AND DEMOGRAPHICS**

Provide baseline data as follows:

Academic Year 2016-2017	Male	Female	Total	Hispanic	Asian	African American	Caucasian	American Indian/Alaskan Native	Other Race(s)	English Language Learner (ELL)	Students with Disabilities	# of Students on Free & Reduced Meals
Demographics of the current total school population												
Demographics of Grade level(s) for CIP GEAR UP Cohort Enrollment: [example 8 <sup>th</sup> grade]												

**Identify the number of students enrolled in the overall cohort:**

**BASELINE DATA: STUDENT OUTCOMES**

Provide data as follows:

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





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

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

Name: \_\_\_\_\_

Higher Education Institution: \_\_\_\_\_

Month: \_\_\_\_\_ Year: \_\_\_\_\_

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

**Please provide a brief description of work performed.**

  
  
  
  
  
  
  

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

Signature of Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

**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 24 of the RFP.

<b>Institution:</b>	
<b>Project Title:</b>	
<b>Grant Number: CPIP 17 - XXX</b>	<b>Project Director:</b>

**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

**AMENDMENT/REVISED BUDGET SUMMARY (use this Excel format)**

**CPIP College Preparation & Intervention Program FY 2017**

Higher Education Institution: \_\_\_\_\_

Project Number: 17-XXX \_\_\_\_\_

Project Title: \_\_\_\_\_

SOURCE OF FUNDS				
	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4
	*CPIP FUNDS REQUESTED	**INSTITUTION Required 25% Match	***OTHER Contributions, Match or In-kind	TOTALS
<b>A. Salaries &amp; Wages</b>				
<b>Professional Personnel</b>				
[List each by name followed by title in brackets]				
1				
2				
3				
<b>Other Personnel</b>				
(List categories & # of each in brackets)				
5				
6				
<b>Total Salaries and Wages</b>				
<b>B. Fringe Benefits</b>				
<b>C. Travel</b>				
<b>D. Equipment</b>				
1				
2				
<b>E. Materials and Supplies</b>				
<b>F. Consultant and Contractual Services</b>				
<b>G. Other (specify)</b>				
1				
2				
<b>H. Total Direct Costs (A through G)</b>				
<b>I. Total Indirect Costs (max. 8% of H)</b>				
<b>J. Total (H and I)</b>				

\*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.

**MHEC College Preparation Intervention Program Grant Program**

***Interim Report Response Questions (Due: November 30, 2017)***

<b>Project Title:</b> <b>Grant #: CPIP 17-XXX</b>	
<b>Submitted By:</b>	<b>Reporting Period: May 22, 2017 – November 22, 2017</b>

**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. Program Overview**

- a. Please provide a brief description (no more than one page) of the current status of your project.
- b. Did the project start on time? If not, please discuss why.
- c. Has the project recruited the projected number of students? If not, please discuss the differences.
- d. Which activity garnered the best response (had the greatest impact)? Please discuss.

**2. Evaluation**

- a. Include phase one (1) of the evaluation plan (see RFP 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 proposal 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.

Project objective in proposal (re-state): To provide opportunities for LEA SCHOOL GEAR UP cohort students at Jones Middle School to attend remedial mathematics and English/language arts support to increase their baseline assessment scores.

- i. Projected outcome in proposal (re-state): By the end of January 2018, 120 10<sup>th</sup> grade students will have had three opportunities to participate in remedial classes. Of the 120 10<sup>th</sup> grade students, 60% will increase their pretest baseline scores by 5 to 10 points by the end of the classes.
- c. If after completing phase one of the project evaluation, it was determined that mid-grant programmatic changes are needed, please describe your plan for project improvement.

Interim Report Example

- i. Was this project objective and outcome met? Partially
- ii. Project outcome (quantified): By the end of January 2018, a total of 110 10<sup>th</sup> grade students participated in remedial classes. Of the 110 10<sup>th</sup> grade students, 50% (56 students) have increased their pretest baseline scores by 5 to 10 points at the end of classes.



**3. Activity and Participant Information**

A. **Students Served.** Please complete and submit the following table indicating the number of students served by your project.

	Number of Students
Number of students you proposed to serve during the reporting period	
Actual number of students in your cohort(s) during the reporting period (i.e., number of students served)	

B. **Summary of Participation.** *For each activity,* submit a summary of participants 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

C. **Core Activities Provided to Students.** In the following table, place an “X” in the first column next to the types of services provided by your project with CPIP funding or matching funds. For each type of service provided, indicate the number of students who received the service during the reporting period and the average number of hours of service provided per student during the reporting period. Be careful to not duplicate the counting of students. For example, a student who participated in afterschool tutoring and went on a college tour should be counted only once not twice!!

Place an “X” in the column if your project provides this type of service	Type of Activity	(a) <i>Unduplicated</i> Number of GEAR UP Students Who Participated in the Activity	(b) Sum Total of Hours that GEAR UP Students Participated in the Activity
	Supportive Services		
	Rigorous Academic Curricula		
	Comprehensive Mentoring		

	Financial aid counseling/advising		
	Counseling/advising/academic planning/career counseling		
	College visit/college student shadowing		
	Tutoring/Homework Assistance		
	Job site visit/job shadowing		
	Summer programs		
	Educational field trips		
	Workshops		
	Other (please specify)		

**D. Core Activities Provided to Parents, Guardians, and Family Members**

Place an "X" in the column if your project provides this type of service	Type of Service	(a) Unduplicated Number of GEAR UP Parents, Guardians, or Family Members Who Participated in the Activity	(b) Sum Total of Hours that GEAR UP Parents, Guardians, or Family Members Who Participated in the Activity
	Workshops on college preparation/financial aid		
	Counseling/advising		
	College visits		
	Family events		
	Other (please specify)		

**E. Professional Development Activities Provided to Educators.** Please complete the following table indicating professional development provided to educators as part of your approved project design during the reporting period. Include all educators who directly benefited from GEAR UP-sponsored professional development. Indicate (a) the unduplicated number of educators who participated in GEARUP-sponsored professional development; and (b) the sum total of hours that educators participated in GEAR UP-sponsored professional development.

(a) Unduplicated Number of Educators Who Participated in GEAR UP-Sponsored Professional Development During the Reporting Period	(b) Sum Total of Hours that Educators Participated in GEAR UP-Sponsored Professional Development

F. **Other GEAR UP Activities.** Please complete the following table indicating services provided to GEAR UP schools.

Type of Activity	Place an "X" in the Column if Your Project Implemented this Type of Activity During the Reporting Period
Encouraging student enrollment in rigorous and challenging curricula and coursework	
Providing services to students in their first year of postsecondary education	
Supporting the development of implementation of rigorous academic curricula, which may include college preparatory, Advanced Placement (AP), or International Baccalaureate (IB) programs, and providing participating students access to rigorous core academic courses that reflect challenging State academic standards.	
Supporting dual or concurrent enrollment programs	
Providing special programs or tutoring in science, technology, engineering, or math	
Providing an intensive extended school day or school year	
Providing skills assessments to students	
Activities specially designed for students who are limited English proficient	
Enabling eligible students to enroll in AP, IB, or college entrance examination preparation courses	
Disseminating information that promotes the importance of higher education, explains college preparation and admission requirements, and raises awareness of the resources and services provided by the eligible entities to eligible students, their families, and communities	
Credit recovery programs	
Other (please specify)	

4. **Please discuss the factors that made it possible or not possible to meet the expectations of the project objectives to date.**
5. **What are the greatest challenges and/or major issues faced by the project?**
6. **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.)*
7. **Financial Report:** Complete a budget summary (see table on page 62) and attach a brief budget narrative describing expenditures made.

**INTERIM DATA: ENROLLMENT AND DEMOGRAPHICS**

Provide data as follows:

Academic Year 2017-2018	Male	Female	Total	Hispanic	Asian	African American	Caucasian	American Indian/Alaskan Native	Other Race(s)	English Language Learner (ELL)	Students with Disabilities	# of Students on Free & Reduced Meals
Demographics of the current total school population												
Demographics of Grade level(s) for CPIP GEAR UP Cohort Enrollment: [example 8 <sup>th</sup> grade]												
<b>Identify the number of students enrolled in the overall cohort:</b>												



**INTERIM DATA: STUDENT OUTCOMES**

Provide data as follows:

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

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

(Due November 30, 2017 for the reporting period (5/22/17-11/22/17))

**Institution:** \_\_\_\_\_  
**Project#: 17-XXX** \_\_\_\_\_ **Title:** \_\_\_\_\_

	COLUMN 1 *CPIP FUNDS BUDGETED	COLUMN 2 *CPIP FUNDS EXPENDED	COLUMN 3 *CPIP FUNDS REMAINING	COLUMN 4 **INSTITUTION Required 25% Match/In-Kind BUDGETED	COLUMN 5 **INSTITUTION Required 25% Match/In-Kind ACTUAL	COLUMN 6 ***OTHER CONTRIBUTIONS
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 grant project in this column.

MHEC College Preparation Intervention Program Grant Program

*FINAL Report Response Questions (Due: August 31, 2018)*

**\*\*Report the information for the full term of the grant;  
Not just the second half of the grant.)**

Project Title: Grant #: CPIP 17-XXX	
Submitted By:	Reporting Period: May 22, 2017 – May 31, 2018

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. Program Overview**

- a. Please describe the extent to which you have implemented all program activities and components planned for this activity reporting period, highlighting your major outcomes, successes, and challenges as it pertains to:
  - i. Improving the academic performance of GEAR UP students;
  - ii. Increasing educational expectations of participating students and their parents, guardians, or family members;
  - iii. Improving knowledge regarding postsecondary education preparation and financing for students and their parents, guardians, or family members; and
  - iv. Working to improve high school graduation and postsecondary enrollment rates.
- b. Has the project recruited the projected number of students? If not, please discuss the differences.
- c. Which activity garnered the best response (had the greatest impact)? Please discuss.
- d. Please provide an assessment of the sustainability of this project in the future without grant funds.
- e. Financial Report: Complete a budget summary (see table on page 69) and attach a brief budget narrative describing expenditures made.

**Any unspent grant funds should be returned with the financial report.** Contact MHEC's Director of Budget and Administration, Jeff Cann, at 410.767.3044 or [jeff.cann@maryland.gov](mailto:jeff.cann@maryland.gov) for payment assistance or to obtain agency codes. The GEAR UP/CPIP Coordinator must also receive a copy of all correspondence.

## 2. Evaluation

- a. Include phase two (2) of the evaluation plan (see RFP 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 proposal 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.

Project objective in proposal (re-state): To provide opportunities for LEA SCHOOL GEAR UP cohort students at Jones Middle School to attend remedial mathematics and English/language arts support to increase their baseline assessment scores.

- i. Projected project outcome in proposal (re-state): By the end of January 2018, 120 10<sup>th</sup> grade students will have had three opportunities to participate in remedial classes. Of the 120 10<sup>th</sup> grade students, 60% will increase their pretest baseline scores by 5 to 10 points by the end of the classes.
- c. If after completing phase one of the project evaluation, it was determined that mid-grant programmatic changes are needed, please describe your plan for project improvement.

### Final Report Example

- i. Was this project objective and outcome met? Yes
- ii. Project outcome (quantified): By the end of January 2018, a total of 110 10<sup>th</sup> grade students participated in remedial classes. Of the 110 10<sup>th</sup> grade students, 50% (56 students) have increased their pretest baseline scores by 5 to 10 points at the end of classes.



## 3. Activity and Participant Information

- A. **Students Served.** Please complete and submit the following table indicating the number of students served by your project.

	Number of Students
Number of students you proposed to serve during the reporting period	
Actual number of students in your cohort(s) during the reporting period (i.e., number of students served)	

- B. **Summary of Participation.** For each activity, submit a summary of participants 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

C. **Core Activities Provided to Students.** In the following table, place an “X” in the first column next to the types of services provided by your project with CPIP funding or matching funds. For each type of service provided, indicate the number of students who received the service during the reporting period and the average number of hours of service provided per student during the reporting period. Be careful to not duplicate the counting of students. For example, a student who participated in afterschool tutoring and went on a college tour should be counted only once not twice!!

Place an “X” in the column if your project provides this type of service	Type of Activity	(c) <i>Unduplicated</i> Number of GEAR UP Students Who Participated in the Activity	(d) Sum Total of Hours that GEAR UP Students Participated in the Activity
	Supportive Services		
	Rigorous Academic Curricula		
	Comprehensive Mentoring		
	Financial aid counseling/advising		
	Counseling/advising/academic planning/career counseling		
	College visit/college student shadowing		
	Tutoring/Homework Assistance		
	Job site visit/job shadowing		
	Summer programs		
	Educational field trips		
	Workshops		
	Other (please specify)		

D. **Core Activities Provided to Parents, Guardians, and Family Members**

Place an “X” in the column if your project provides this type of service	Type of Service	(a) Unduplicated Number of GEAR UP Parents, Guardians, or Family Members Who Participated in the Activity	(b) Sum Total of Hours that GEAR UP Parents, Guardians, or Family Members Who Participated in the Activity
	Workshops on college preparation/financial aid		
	Counseling/advising		

	College visits		
	Family events		
	Other (please specify)		

E. **Professional Development Activities Provided to Educators.** Please complete the following table indicating professional development provided to educators as part of your approved project design during the reporting period. Include all educators who directly benefited from GEAR UP-sponsored professional development. Indicate (a) the unduplicated number of educators who participated in GEARUP-sponsored professional development; and (b) the sum total of hours that educators participated in GEAR UP-sponsored professional development.

(a) Unduplicated Number of Educators Who Participated in GEAR UP-Sponsored Professional Development During the Reporting Period	(b) Sum Total of Hours that Educators Participated in GEAR UP-Sponsored Professional Development

F. **Other GEAR UP Activities.** Please complete the following table indicating services provided to GEAR UP schools.

Type of Activity	Place an "X" in the Column if Your Project Implemented this Type of Activity During the Reporting Period
Encouraging student enrollment in rigorous and challenging curricula and coursework	
Providing services to students in their first year of postsecondary education	
Supporting the development of implementation of rigorous academic curricula, which may include college preparatory, Advanced Placement (AP), or International Baccalaureate (IB) programs, and providing participating students access to rigorous core academic courses that reflect challenging State academic standards.	
Supporting dual or concurrent enrollment programs	
Providing special programs or tutoring in science, technology, engineering, or math	
Providing an intensive extended school day or school year	
Providing skills assessments to students	
Activities specially designed for students who are limited English proficient	
Enabling eligible students to enroll in AP, IB, or college entrance examination preparation courses	

Disseminating information that promotes the importance of higher education, explains college preparation and admission requirements, and raises awareness of the resources and services provided by the eligible entities to eligible students, their families, and communities	
Credit recovery programs	
Other (please specify)	

**CPIP – College Preparation & Intervention Program  
FINAL REPORT BUDGET SUMMARY**  
(Due August 31, 2018 for the reporting period (5/22/17-5/31/18))

**Institution:** \_\_\_\_\_  
**Project #:** CPIP 17-XXX **Title:** \_\_\_\_\_

	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6
	*CPIP FUNDS BUDGETED	*CPIP FUNDS EXPENDED	*CPIP FUNDS REMAINING	**INSTITUTION Required 25% Match/In-Kind BUDGETED	**INSTITUTION Required 25% Match/In-Kind ACTUAL	***OTHER CONTRIBUTIONS
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** \_\_\_\_\_

**Date:** \_\_\_\_\_



**FINAL DATA: ENROLLMENT AND DEMOGRAPHICS**

Provide data as follows:

Academic Year 2017-2018	Male	Female	Total	Hispanic	Asian	African American	Caucasian	American Indian/Alaskan Native	Other Race(s)	English Language Learner (ELL)	Students with Disabilities	# of Students on Free & Reduced Meals
Demographics of the current total school population												
Demographics of Grade level(s) for CPIP GEAR UP Cohort Enrollment: [example 10 <sup>th</sup> grade]												

**Identify the number of students enrolled in the overall cohort:**

**FINAL DATA: STUDENT OUTCOMES**

Provide data as follows:

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

# **APPENDIX E. STUDENT and PARENT/FAMILY GUIDELINES for PROGRAM SERVICES**

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**Excerpt from the “GEAR UP Student and Parent/Family Definitions:  
Guidelines for GEAR UP Program Services”**

**A Multistate Collaboration Reported by:**

**College and Career Readiness Evaluation Consortium (CCREC)**

**And**

**National Council for Community and Education Partnerships (NCCEP)**

## Student Services Definitions

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

<b>Tutoring/Homework Assistance</b>	<p><b>Tutoring/homework assistance</b> services provide additional academic instruction designed to increase the academic achievement of students. Tutoring can occur one-on-one or in small groups before school, during school, after school, during study or lunch breaks, or on weekends and be provided by project personnel, hired tutors, teachers, trained peers, and/or volunteers. <i>Tutoring should be recorded by subject area (Mathematics, English, Reading, Science, Other).</i></p> <p><b>Virtual tutoring/homework assistance:</b> Virtual tutoring services include services that are provided via remote access through the internet or other means. (Must indicate whether tutoring is “in-person” or “virtual.”)</p>
<b>Comprehensive Mentoring</b>	<p><b>Comprehensive mentoring</b> services are provided when staff, teachers, or other school staff identifies students who would benefit from an ongoing supportive relationship with a trained, caring adult or older student, i.e., “mentor.” Mentors meet regularly with their assigned student(s). Meetings may be on or off campus and either during or outside of the school day. Typical issues addressed during mentoring meetings include academic, social, organization or life skill development. Per the 2008 Higher Education Opportunity Act (HEOA), comprehensive mentoring must provide students with financial aid information, and encourage students to stay in school, enroll in rigorous and challenging coursework, apply for postsecondary education, and if applicable, the GEAR UP scholarship.</p> <p><b>Virtual<sup>3</sup> comprehensive mentoring</b> includes services that are provided via remote access through the Internet or other means.</p> <p><u>Mentor Programs may include:</u></p> <ul style="list-style-type: none"> <li>• Traditional mentoring programs that match one youth and one adult.</li> <li>• Group mentoring that links one adult with a small group of young people.</li> <li>• Team mentoring that involves several adults working with small groups of young people, ideally with a ratio of no more than four youth to one adult.</li> <li>• Peer mentoring that connects caring youth with other adolescents.</li> <li>• E-mentoring that functions via email and the internet.</li> </ul>

<sup>3</sup> Virtual services can take place via internet, webinar, or other virtual means.

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

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

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

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



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

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

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