MARYLAND STATE DEPARTMENT OF EDUCATION
EDUCATION
EQUITY AND EXCELLENCE

APPLICATION FOR PARTICIPATION

Bard High School Early College Baltimore Fiscal Year 2024

MARYLAND STATE DEPARTMENT OF EDUCATION

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Instructions

1. Complete this application electronically by typing directly into the fillable fields and charts.

2. Do not alter or remove sections.

3. When finished, save the application document as a pdf to your computer and obtain appropriate signatures.

4. The completed application should be saved as a pdf and uploaded to the Bard Baltimore SharePoint folder (Bard Baltimore Coordinator has access) on February 24, 2024, by 5:00 p.m.

Proposal Cover Page

Program Title:

Project/Program Director:

Director Phone:

Director email:

Institution/Agency Name:

Institution/Agency Address:

Identify the P-TECH Principle(s). More than one principle may be identified.

☐ P-TECH Principle 1: Strategic Recruiting

☐ P-TECH Principle 2: Student Support and Guidance

☐ P-TECH Principle 3: Preparation for College

Amount of the request for grant period (July 1, 2023 – June 30, 2024):

$

Estimated Annual Cost of Program/Project and Type of Funds

Federal	$
State/Local	$
Other	$

(Should agree with Proposed Budget)

Signature of CTE Local Director (Secondary)

Project Narrative

PROJECT ABSTRACT (250 WORDS)

In the Project Abstract, introduce the project to the reader. The abstract should be factual, brief, and focused on the organization's efforts. Do not assume the reader is familiar with the proposed project. The project abstract should cover the core aspects of the proposed project, such as the populations served, a brief description of the goals, the strategies to meet them, and the roles of the partners.

Click or tap here to enter text.

EXTENT OF NEED

Applicants will provide an analysis of the current program outcomes and impact to determine needs and areas of focus for continuous improvement. Data points include Bard Baltimore program goals and core principles to explain the extent of need.

Click or tap here to enter text.

GOALS, MEASURABLE OUTCOMES AND MILESTONES

Use the table below to state the goals, outcomes, and milestones of the project. The goals should align to the Bard Baltimore project outcomes and strategies. Refer to the Grant Information Guide for further guidance on this section.

Goals

Indicate the overall goal of the project. The goal should address the main problem identified at the beginning of the needs assessment. While there should be at least one goal, it is possible to have multiple goals; however, the more goals established, the more complex the project becomes. Goals must have long-term deadlines. Here are some tips for writing goals:

- The strongest applications will directly connect Bard Baltimore to Pillar 3 of the Blueprint, specifically, as it explicitly connects to the Blueprint's goal, that 45% of high school graduates will complete the high school level of a registered youth apprenticeship and/or earn an industry

recognized credential, and showing how providing students with the needed wrap-around support services clearly align with achieving both Blueprint and Bard Baltimore goals.

- Tie the goals and objectives directly to the need statement.

- Include all relevant groups and individuals in your target population.

- Think about how you will measure the change projected in each objective. If there is no way to measure a goal, it is not measurable and should be rewritten.

Measurable Outcomes

Measurable outcomes are the anticipated outcomes to be accomplished for each year of the project and must be related to a goal. The results break the long-term goal into steps or address the factors that contribute to the problem addressed by the goal. It is imperative that outcomes are established for every target population that the project is designed to affect. For example, if the project seeks to increase student achievement by training teachers, there must be outcomes for both students and teachers. Here are some tips for writing objectives:

- Describe your outcome(s) in quantifiable terms.

- The outcomes should specify the result of an activity.

- Outcomes should identify the target audience or community being served.

- The objectives must be realistic and capable of being achieved within the grant period.

Milestones

The ongoing evaluation is essential for the management of Bard Baltimore. Since goals and outcomes are not evaluated until the end of the year, milestones must be established to measure progress during the year. Milestones should be evaluated during the year, either quarterly or semi-annually.

Since milestones are intended to indicate progress towards an outcome, each milestone must be related to a stated outcome. Keep in mind that milestones are indicators of progress and may not use the same measurement tool as the objective to which they are related. A project can take months before there is an impact on clients, or the rate of improvement can stabilize over time. Milestones should anticipate this and be gauged accordingly. Make sure that the milestones are ambitious and yet achievable.

Goal 1:
Measurable Outcome:
Milestone:

Goal 2:	
Measurable Outcome:	
Milestone:	

Goal 3:	
Measurable Outcome:	
Milestone:	

Goal 4:	
Measurable Outcome:	
Milestone:	

Add more rows, if necessary

PLAN OF OPERATION, KEY PERSONNEL, AND TIMELINE

The Plan of Operation includes the strategies and activities that will be implemented to achieve your goals, outcomes, and milestones. Create a plan of operation in graph or chart form that addresses, at a minimum, the key components of the expansion of Bard Baltimore in the secondary school.

- Include a timeline and the key personnel associated with each component of the operation plan. For key personnel, include the program instructor(s) (if known), the program contacts for the school system, the principal of the school where the program will be implemented, and any other personnel who will be involved. Indicate names, titles, affiliations, roles, and responsibilities.

Timeline	Strategy/Activity	Person Responsible	Partner Organization

Add more rows, if necessary

Key Personnel

Name	Title	Roles and Responsibilities

Add more rows, if necessary

EVALUATION AND EVIDENCE OF IMPACT

Impact evidence identifies the consequences of actions taken and the extent to which the program or project goals were achieved. Evidence of impact is made clear through outcome evaluation and includes being clear about evaluation standards and identifying improvement.

- How will this project assist the Local Education Agency in reaching the goal that by 2030, 45% of high school graduates will have obtained an industry-recognized credential or completed the high school level of a registered apprenticeship program?
- What other measurable improvements are expected to occur to expand Bard Baltimore?
- What data will be collected to prove that the program/activity has had the intended effects?
- How will this data be collected?
- What is the plan for disseminating formative and summative results to stakeholders?

Click or tap here to enter text.

BUDGET AND BUDGET NARRATIVE

In the tables, provide a detailed description of the requested funds that will be spent by using the list of allowable expenditures. Please use the formula functions in the "Table Tools Layout" to calculate your costs. In the "Total" column, use this formula to multiply each row: **=PRODUCT(LEFT)**. To get your final amount, in the last cell of the "Total" column, use this formula: **=SUM(ABOVE)**.

Bard High School Early College Baltimore Fiscal Year 2024 Grant

Add up the cost in your table $ enter amount.

Allowable Item	Quantity	Unit Cost	Total

Add more rows, if necessary

Allowable Expenditures

- Salaries (including fringe benefits)

    o Funds may be used to hire, recruit and train staff to support the implementation of the Bard High School Early College Baltimore early college program.

- Materials of instruction

    o Materials and supplies to support curriculum development, program outreach and professional development. This may include materials for the Steering Committee and partnership meetings.

- Registration fees

    o Fees required for attendance at conferences, meetings and training related to the professional development of faculty and staff in support of Bard Baltimore student development.

- Costs related to required travel (e.g., mileage, airline, accommodations)

    o Transportation as needed for additional services such as work-based learning, work site visits and coordination with the college program.

- Stipends/consultant fees

- Administrative and indirect costs not to exceed 5% of the grant amount.

An MSDE C-1-25 Budget Form must also be completed, signed, and submitted as Appendix C.

General Education Provisions Act (GEPA)

Explain the steps the applicant will take to ensure equitable access to and participation in the project as it is related to the six (6) types of barriers described in the GEPA (gender, race, national origin, color, disability, and age).

Click or tap here to enter text.

Appendices

The following Appendices must be included in the proposal for funding, but do not apply to the page limit of the Project Narrative:

Appendix A:　　A signed [Recipient Assurances page](#)

Appendix B:　　[The Grant Information Survey Form](#)

Appendix C:　　A signed MSDE [C-1-25 Budget Form](#)