GRANT INFORMATION GUIDE

Adult High School Pilot Program Grant FY 2025

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline

July 18, 2024
No later than 5:00 p.m. EDT

MARYLAND STATE DEPARTMENT OF EDUCATION

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Program Description

This grant is intended to support the operating costs of approved Adult High School Pilot Programs (AHSP) in the State. The two approved AHSP that operate in Maryland are Elev8 South Baltimore Adult High School and the Goodwill Excel Center. The AHSP develops career pathways and equitable opportunities to ensure AHSP participants will have gained the ability to equip themselves with skills, knowledge, and abilities necessary to pursue career pathways in high-growth industries.

AHSP seeks to develop additional partnerships and collaborations with a network of community schools, workforce development organizations, colleges, and universities. These partnerships and collaborations are aligned to improve literacy skills, as well as abilities to perform specific job functions to move adult high school learners forward in their careers.

AUTHORIZATION

House Bill 1381 (2017) and Senate Bill 630 (2021)

GRANT OVERVIEW

Name of Grant Program

Adult High School Pilot Program Grant FY 2025

Purpose

The purpose of the AHSP funding is to establish an alternative method for adults who did not graduate from high school to earn a high school diploma and potentially to earn postsecondary education credits and industry-recognized certification in an environment that meets the needs of the adult learner. The grant period for Fiscal Year 2025 is July 1, 2024 – June 30, 2025.

Dissemination

This Grant Information Guide (GIG) was released on June 18, 2024.

Deadline

Proposals are due no later than 5pm on July 18, 2024

Grant Period

July 1, 2024 -June 30, 2025

Funding Amount Available

There is $500,000 in funding available with $250,000 for each approved site.

Estimated Number of Grants

Two (2)

Eligibility

Funding is awarded directly to the programs who are approved by the Maryland State Department of Education and Maryland Department of Labor as official AHSP programs. All programs must be approved by the State of Maryland prior to applying for funding.

This funding opportunity is designed for and open to Elev8 South Baltimore Adult High School and the Goodwill Excel Center.

Submission Instructions

The AHSP program grant application can be downloaded from the MSDE Office of Grants Administration and Compliance website. A signed electronic copy in pdf format must be uploaded to the AHSP program folder in SharePoint (all AHSP program coordinators have access) by 5:00 p.m. on July 18, 2024. The Office of College and Career Pathways will begin reviewing applications on a rolling basis beginning June 18, 2024.

PROGRAM CONTACT

Kellise Y. Williamson
Postsecondary Credit and P-TECH Coordinator
Office of College and Career Pathways
(410) 767-0319
kellise.williamson@maryland.gov

State Responsibilities

The Maryland State Department of Education (MSDE) and the Maryland Department of Labor (MDOL) will monitor grantee progress through project updates, financial reports, and an evaluation of outcomes based on grant goals. The MSDE program contact will review all applications for eligibility and selection for awards. MSDE will monitor grantee progress through interim reports to ensure that programs are being implemented according to their approved plan and with fidelity. MSDE will monitor grant programs to ensure that funds are spent as scheduled with monitoring of student outcomes, as well as provide technical assistance, financial reports, and conduct on-site or virtual monitoring visits.

Use of Funds

Approved program expenses will be reimbursed upon submission and approval of an invoice with supporting documentation (i.e., receipts, purchase orders, etc.). Other costs not listed here may be presented to the grant manager for determination of allowable expenditures. Approved program expenses will be reimbursed upon submission and approval of an invoice with supporting documentation (i.e., receipts, purchase orders, etc.).

FUNDS MAY BE USED FOR:

- Support operating expenses related to program implementation.

- Salaries

- Stipends

- Equipment

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

- Reimbursement for travel expenses cannot exceed local per diem rates, which are:

  - Mileage: $0.655/mile

  - Breakfast: $15

  - Lunch: $18

  - Dinner: $30

- Administrative costs not to exceed 5% of the total grant, including indirect costs.

FUNDS MAY NOT BE USED FOR:

- Supplanting existing program funds.

- Capital improvements.

- Purchase of gift cards.

- Purchase of office furniture and equipment.

- Construction of temporary or permanent structures.

Program Requirements

The FY24 AHSP program grants are to support on-going operating costs of adult high school pilot program implementation. The application for funding must include information about the services to be supported by the funding as well as the outcomes expected.

The academic curriculum has been approved by MSDE and aligned to State of Maryland requirements for a diploma. The curriculum is multi-layered and evidence-based to provide the adult student with opportunities to acquire the necessary skills and abilities to pursue career aspirations and/or post-secondary educational goals.

The AHSP may operate in partnership with a local community college, adult education providers, and community partners to provide participants of the program a new pathway to a diploma. In addition, the pilot program must provide academic classes and wrap around services to support adult students in their goal of becoming college and career ready.

The AHSP program is required to offer wrap-around services. These services are based on student needs and may include childcare, transportation, housing referrals, mental health, crisis intervention, substance abuse prevention or treatment and legal aid services. These types of support services assist adults with addressing complex needs in a positive way, in addition to contributing to the participant reaching their educational and career goals.

Specific requirements for the AHSP include the following:

- Verification of enrollment and/or recruitment,

- Diploma status, and

- Number of current enrollments.

It will also include a description of any programs or partnerships with organizations and businesses for providing job skills, industry certifications or higher education credits. Included in the application are the Goals, Impact and Measurable Success Criteria for the Adult High School Pilot Program, as well as a proposed budget and program assurances.

Application Requirements

PROPOSAL COVER PAGE

The cover page includes all contact information and grant partnership information including the contact information for the college and community partners. In addition, the applicant must provide the total amount of the grant and the organization's Employer Identification Number (EIN) and Unique Entity Identifier (UEI) number, if available. Applicants must also provide the address of the school location.

AHSP PROGRAM REQUIREMENTS

A Pilot Must Meet the Following Requirements:

Advisory Committee

An AHSP must have and be governed by an advisory board with between 11 and 25 members; MDOL and MSDE each select 1 member of the board. Applicants must describe the role and function of the Advisory Council. A list of the current members is required.

Age Verification

The AHSP must serve adults over the age of 21, who do not currently have a diploma. Students may not have completed a General Education Diploma (GED) or National External Diploma Program (NEDP). Applicants must provide a description of enrollment verification.

Diploma Status

The AHSP must provide details of the verification process of student non-degree status.

GED/NEDP Status

The AHSP must provide details regarding the process of verifying student status of program completion as well as for measuring student progress and college career readiness.

Partnerships/Collaborations

The AHSP is required to provide descriptions of any programs or partnerships with organizations or businesses for providing training, industry certifications, and/or higher education credits.

Enrollment Requirements

The AHSP is intended to serve up to 350 adult students aged 21 and over. Applicants must describe recruitment efforts to reach enrollment goals. Also, the enrollment management, including any procedures currently in place so the school does not exceed 350. (i.e. waitlist)

Wrap Around Services

The AHSP program must offer individualized wrap-around services that are provided to the student and the student's family. Applicants must provide a listing and description of all services provided.

Diploma Services

AHSP must provide a description of the process for the distribution of diplomas, upon completion of the program.

Admission Standards

AHSP is required to provide policies and requirements for admission standards.

PROJECT NARRATIVE

The application for funding must include information about the services to be supported by the funding as well as the outcomes expected. The project narrative consists of the sections noted below. These sections will be scored by reviewers.

EXTENT OF NEED

Describe the conditions or needs to be addressed through the funding. The extent of need should describe how grant funds will address problems and show how those efforts are effective such as providing flexible schedules for busy adults and time needed to complete courses. It should also describe how the implementation of an innovative program measures competency standards and workforce readiness.

GOALS, MEASURABLE OUTCOMES, AND MILESTONES

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. Setting more than one goal can be critical in providing structure and organization to project implementation. Goals must have long-term deadlines.

Here are some tips for writing 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 the Adult High School Pilot program. 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.

Goals, Outcomes, and Milestones Worksheet

Goal 1:	The project will increase the overall number of AHSP students completing the program.
Outcome(s):	The number of AHSP students completing the program will increase from _____ to _____constituting an increase of _____% from last year.
Milestone(s):	By December 2024, the AHSP will offer daily and/or weekly one-on-one and/or group tutoring to support student program completion.

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. List all major management actions necessary to implement the project during the funding cycle.

- 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 AHSP program, the program director, and any other personnel who will be involved. Indicate names, titles, affiliations, roles, and responsibilities.

Convene the Program Advisory Committee (PAC) and describe the extent to which the PAC will be involved in the expansion or improvement of the AHSP.

EVALUATION, DISSEMINATION, AND EVIDENCE OF IMPACT

Grantees are required to submit annual evaluation reports and quarterly progress reports that are consistent with the project's goal and objective(s). Keep in mind that the final evaluation will consider the entire project, beginning to end. It should not be viewed as what is done after the project's completion, but as an integral element in the project's planning, design, and implementation. During the evaluation, applicants should consider the below questions:

- What other measurable improvements are expected to occur to expand the AHSP program?

- 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?

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.

Budget and Budget Narrative

The project budget should detail all related expenses of the AHSP Fiscal Year 2025 in a separate itemized budget. It should demonstrate to what extent the budget is reasonable, cost-effective and integrates other sources of funding (as required by the grant process). All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget. Reviewers should be able to see a clear connection between project activities and budget line items.

Clearly show the requested funds and in-kind contributions for each line item, if applicable. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable with current market prices. Show how the expenses were calculated for each line item. Reviewers will use this information to determine whether the budget is reasonable and cost-effective. Use the format indicated by the following excerpt from a sample Budget Narrative.

SALARIES AND WAGES (LIST SEPARATELY FOR EACH POSITION)

Line item	Calculation	Requested	In-Kind	Total
Project Manager	$50/hr. x 40 hrs. per week x 52 weeks	$83,200	$20,800	$104,000
Total for salaries & wages:		$83,200	$20,800	$104,000

Appendices

The following appendices must be included but not apply to the page limit of the Project Narrative. Include other appendices as deemed necessary.

Appendix A: A signed recipient assurances page

Appendix B: The Grant Information Survey Form

Appendix C: A signed C-1-25 MSDE budget form

Appendix D: Taxpayer Identification Number and Certification (W-9) Form

The Review Process

The review of proposals will be a three-part process:

1. Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applications not meeting all pre-screen requirements may be returned to the applicant for revisions.

2. A review committee established by MSDE will evaluate applications using the scoring rubric. The scoring rubric is tailored to the grant program, its intent, and intended impact on the target population.

3. Final approval for awards will be determined by the review committee.

REVIEW COMMITTEE

The committee will be composed of representatives from MSDE and the Office of College and Career Pathways. Reviewers will assign numerical scores to each proposal based on the criteria on the scoring rubric. Each application will be reviewed and scored based on all documents submitted. Applications may be returned to the applicant if some or all criteria do not meet the criteria standard.

Adult High School Pilot Program Scoring Rubric

PROJECT ABSTRACT

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The project abstract outlines a concise and comprehensive summary of the target population, goals, strategies, and partnerships.	The project abstract addresses the required components.	The project abstract is missing or does not address the required components.

EXTENT OF NEED

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The main problem and contributing factors are clear, concise, and demonstrate considerable understanding of the issues. The proposal details who is affected by the problem, and when and where the problem exists, including historical impacts on the target population(s). Current qualitative and quantitative data is cited to clearly illustrate the problem. Data is derived from a variety of sources, including state and local data references. Applicant demonstrates extensive history of expertise and aligns to evidence-based practices specific to the population they intend to serve that illustrate progress in the addressing the identified problems.	The main problem is clear and concise. The proposal identifies who is affected by the problem and when the problem exists. Data supports the identified problem. Local data is referenced to document the problem and includes demographic and other statistics. Applicant identifies demographics or other statistics relevant for the population(s) intended to be served. Applicant provides an example of their history of expertise or aligns to evidence-based practices specific to the population they intend to serve.	The main problem is missing or is not clear. The proposal does not accurately identify the target population(s). Data has not identified or does not support the problem stated. Applicant does not identify demographics or other statistics of the population(s) intended to be served. No citations or research included in proposal, The proposal lacks details of how the funds will address the problem.

GOALS, MEASURABLE OUTCOMES, AND MILESTONES

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The goal(s) are measurable, clearly aligned to the extent of need, and ambitiously focused on effectuating change. Realistic and attainable outcomes illustrate a distinguishable effort to significant progress. Milestones for each intended outcome ensure continued monitoring for success and include response to meeting targets.	The goal(s) are measurable and aligned to the extent of need. Outcomes are realistic and attainable. Milestones are provided for measuring progress of each intended outcome.	The goal(s) are not measurable are not clearly aligned to the extent of need. Outcomes are not realistic or attainable. Milestones are not provided or do not align to outcomes.

PLAN OF OPERATION, KEY PERSONNEL AND TIMELINE

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The proposal includes proposed activities that are innovative, evidence-based, and likely to transform AHSP for students. There is a timeline established for each phase of the program and lists the individuals responsible. A detailed plan of operation and timeline that addresses all program requirements. Detailed description of personnel responsibilities and timeline.	The proposal includes proposed activities that are evidence-based and meet the requirements for the selected strategy. There is a timeline for all key activities. Key personnel are selected that have relevant experience in the field. The names and titles of personnel are provided and the percentage of time they will dedicate to this program.	The proposal includes proposed activities that are listed and may not be clearly aligned to a strategy. There is no clear plan of operation. The timeline is either missing or does not include dates for all activities. Key personnel information is incomplete.

EVIDENCE OF IMPACT

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The proposal provides two or more examples that explain the history of impact on the target population including discussion of past efforts, failures, and successes toward influencing change. The proposal clearly explains future impacts of the proposed activity/project and how the target population is expected to be influenced by the efforts of specific to implementing this grant.	The proposal provides at least one example that explains the history of impact on the target population. The proposal describes the future impact of the activity/project and how the target population will be influenced by change.	No examples that explain the history of impact on the target population. The proposal does not describe the future impact of the activity/project.

EVALUATION AND DISSEMINATION

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Evaluation questions are included for each goal with considerable guidance toward implementation of aligned strategies and can be effectively and meaningfully evaluated. Clear evaluation strategy that includes alternative scenarios and criteria to ensure comprehensive evaluation. Multiple relevant, logical data types and collection methods are identified. Evaluators and their qualifications are indicated. Detailed dissemination plan on how the project findings will be shared to stakeholders, committee members, and the public including examples of how, when and through what methods.	Evaluations questions are based around the goal(s) and outcomes, provide guidance on the implementation, and can be evaluated. Clear evaluation strategy Clear data type(s) and collection method(s) are identified. Evaluator is identified. The dissemination plan includes how the findings will be shared to stakeholders, committee members, and the public.	Limited or no examples of evaluation questions. No evidence of evaluation strategy The data type and collection method are unclear. Evaluator is not identified. The dissemination plan does not clearly identify how findings will be shared.

BUDGET AND BUDGET NARRATIVE

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The budget narrative is detailed and comprehensive of all activities necessary for successful implementation of proposal. The budget aligns directly to the proposal and does not rely entirely on grant funds for successful implementation. There are no mathematical errors, and all expenses are cost effective and appear necessary.	The budget narrative is complete. The budget aligns to the proposal and is free of mathematical errors. Expenses are reasonable and allowable.	Budget does not align with the proposal, includes cost that are not reasonable or allowable, or has several mathematical errors.

Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements for Each Year
Ongoing	Fiscal and program monitoring; all invoices must be accompanied with supporting documentation.
January 15, 2025	Interim Report – collection captures mid-year data on activities that have taken place, milestones met (and not met), goals and objectives expectations, grant timeline adherence, how much of the budget has been expended, and summary of progress to date.
September 30, 2025	Final Annual Financial Report – collection captures how the grant has achieved its goals and objectives, and whether grant funds have been spent or obligated at the end of the grant period.

Notes: Any requests for amendments must be submitted at least 45 days before the grant period ends, and must be submitted using the C-125-B form found in the Grant Budget Forms Workbook on the MSDE grants webpage. Final invoices must be submitted no later than 60 days after the grant period ends.

Grant Application Timeline

This funding opportunity, including all attachments and updates, can be downloaded from the [MSDE Office of Grants Administration and Compliance website](#).

Date	Timeline Event
June 18, 2024	The Grant Information Guide and the application for participating are released.
June 26, 2024	MSDE will hold a virtual customer service support session.
July 8, 2024	MSDE will hold a virtual customer service support session.
July 15, 2024	MSDE will hold a virtual customer service support session.
July 18, 2024	The grant application period closes.
June 18, 2024	MSDE begins reviewing applications for completeness and minimum requirements.
June – July 2024	MSDE Review Committee will evaluate proposals.
August 23, 2024	MSDE will notify applicants of the award status.
July 1, 2024	The grant period begins.
June 30, 2025	The grant period ends.

Non-Discrimination Statement

The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

Equity Assurance and Compliance Office
Office of the Deputy State Superintendent for Finance and Operations

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200 W. Baltimore Street - 2nd Floor
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Deaf and hard of hearing use Relay.

The General Education Provisions Act (GEPA) Sect 427

Each application must develop and describe the steps the applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries to overcome barriers to equitable participation.

Customer Service Support Sessions

MSDE will hold three customer service support sessions for interested applicants. During these sessions, MSDE personnel will provide an overview of the application process. The sessions will be on:

Wednesday, June 26, 2024
11:00 a.m. – 12:00 p.m.
Video call link: meet.google.com/niz-zwgk-ozm

Monday, July 8, 2024
2:00 p.m. – 3:00 p.m.
Video call link: meet.google.com/wbe-bzna-fsg

Tuesday, July 15, 2024
3:00 p.m. – 4:00 p.m.
Video call link: https://meet.google.com/nbz-zuvh-rtv

MSDE staff will also be available to provide technical assistance throughout the grant application process. If you have questions about the application or the process, please contact:

Kellise Y. Williamson
Postsecondary Credit and P-TECH Coordinator
(410) 767-0319
kellise.williamson@maryland.gov

This funding opportunity, including all attachments and updates, can be downloaded from the MSDE Office of Grants Administration and Compliance website.

Attachment

Adult High School Pilot (AHSP) Program Grant FY 2025 Application for Funding