Application for Participation

Adult High School Pilot Program Grant
Fiscal Year (SFY) 2026

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Deadline
July 30, 2025
No later than 5:00 p.m. EDT

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 signed and completed application should be saved as a single pdf document and emailed as an attachment to kellise.williamson@maryland.gov with the subject "AHSP Program Name_FY26 Application".

Proposal Cover Page

Institution/Agency/Jurisdiction Name:

Name of Contact Person:

Institution/Agency Address:

Contact Person Phone:

Contact Person Email:

Agency/Organization Name	Primary Contact	Partner's Project Role

Amount (Should agree with Proposed Budget) of the request for grant period

$

Signature of Contact Person   Date

Printed Name of Contact Person   Title

Signature of Head of Agency   Date

Printed Name of Head of Agency   Agency Name

Project Narrative

PROJECT ABSTRACT (100 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.

EXTENT OF NEED

Address the questions for each strategy that you identified on the cover page. Refer to the Grant Information Guide for a full description of each strategy.

EVIDENCE OF IMPACT

Refer to the grant information guide, for a full description of what should be included here.

GOALS, ACTIVITIES, BENCHMARKS, AND OUTCOMES

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

S.M.A.R.T.I.E. GOAL 1: <ENTER GOAL HERE>

Strategies	Activities	Benchmarks
Strategy 1	- Activity 1 - Activity 2 - Activity 3	- Benchmark 1 - Benchmark 2 - Benchmark 3
Strategy 2	- Activity 1 - Activity 2 - Activity 3	- Benchmark 1 1. Benchmark 2 - Benchmark 3

GOAL 1 OUTCOME: <ENTER THE ANTICIPATED OUTCOME HERE>

S.M.A.R.T.I.E. GOAL 2: <ENTER GOAL HERE>

Strategies	Activities	Benchmarks
Strategy 1	- Activity 1 - Activity 2 - Activity 3	- Benchmark 1 - Benchmark 2 - Benchmark 3

| Strategy 2 | • Activity 1
• Activity 2
• Activity 3 | • Benchmark 1
2. Benchmark 2
• Benchmark 3 |

GOAL 2 OUTCOME: <ENTER THE ANTICIPATED OUTCOME HERE>

S.M.A.R.T.I.E. GOAL 3: <ENTER GOAL HERE>

Strategies	Activities	Benchmarks
Strategy 1	• Activity 1 • Activity 2 • Activity 3	• Benchmark 1 • Benchmark 2 • Benchmark 3
Strategy 2	• Activity 1 • Activity 2 • Activity 3	• Benchmark 1 3. Benchmark 2 • Benchmark 3

GOAL 3 OUTCOME: <ENTER THE ANTICIPATED OUTCOME HERE>

S.M.A.R.T.I.E. GOAL 4: <ENTER GOAL HERE>

Strategies	Activities	Benchmarks
Strategy 1	• Activity 1 • Activity 2 • Activity 3	• Benchmark 1 • Benchmark 2 • Benchmark 3
Strategy 2	• Activity 1 • Activity 2 • Activity 3	• Benchmark 1 4. Benchmark 2 • Benchmark 3

GOAL 4 OUTCOME: <ENTER THE ANTICIPATED OUTCOME HERE>

S.M.A.R.T.I.E. GOAL 5: <ENTER GOAL HERE>

Strategies	Activities	Benchmarks
Strategy 1	• Activity 1 • Activity 2 • Activity 3	• Benchmark 1 • Benchmark 2 • Benchmark 3
Strategy 2	• Activity 1 • Activity 2 • Activity 3	• Benchmark 1 5. Benchmark 2 • Benchmark 3

GOAL 5 OUTCOME: <ENTER THE ANTICIPATED OUTCOME HERE>

Add more tables if including additional goals.

EVALUATION AND DISSEMINATION

Grantees are required to submit an interim progress report that is consistent with the project's goal and objective(s). Keep in mind that the final evaluation summary 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. An effective ongoing plan that evaluates milestones quarterly helps project staff make informed decisions about needed changes.

Applicants must evaluate the following required measures:

Evaluation Measure	Goal
Evaluation Questions: What questions will the evaluation seek to answer, based on the project's goal and objectives, implementation plan, and anticipated consequences? Examine the relationship between the expected outcomes, specific efforts, and what is important to evaluate	
Evaluation Strategy: What approach will be taken to find answers to the evaluation questions? What criteria will be used to assess lessons learned from the project? What populations will be included in your evaluation?	

	Goal
Data: The type of data and method of data collection will depend upon the nature of the program, the questions, and the evaluation strategy. What measurement instruments will be used? How will the baseline be established? There should be a combination of quantitative and qualitative data identified. How will project staff collect data from the various sites and organizations involved in the project? When considering data collection techniques, ensure that the resources are sufficient to use the proposed data collection techniques.	
Evaluator(s): Specify the individuals or groups who will conduct the evaluation. What are specific qualifications? What are the responsibilities of key personnel?	
Budgeting of resources and staffing for evaluation: The application's budget should reflect sufficient funds to carry out a thorough and useful evaluation.	
Dissemination: Details on how the project's findings will be disseminated to the major stakeholders, individuals with an interest in the project. Information, requirements and dissemination methods differ from stakeholder to stakeholder. Will there be a presence on the internet and/or attending important national conferences to present lessons from the project? How and when will demonstrations of your project be made available? Also consider including descriptions of the types of reports and other by-products that will be produced during the project.	

Evaluation and quarterly progress reports should be consistent with the project's goals and objectives. An effective ongoing plan should evaluate milestones and help project staff make informed decisions.

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 the AHSP program.

- 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.

- Convene the AHSP Advisory Board and describe the extent to which the advisory board will be involved in the expansion or improvement of the AHSP program.

	Strategy/Activity	Person Responsible	Partner Organization

Add more rows, if necessary

Key Personnel

Name	Title	Roles and Responsbilities

Partner Plan

Discuss the role(s) of the project partners listed on the cover page. Refer to the grant information guide for additional guidance.

BUDGET AND BUDGET NARRATIVE

The project's budget should detail all related project expenses in a separate itemized budget. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget for that year. Reviewers should be able to see a clear connection between the management plan and the budget line items.

BUDGET NARRATIVE

ITEMIZED BUDGET

1. What is the Indirect Cost rate?

2. Provide an itemized budget narrative showing how the cost of each item was calculated. It is advisable to take an inventory of existing equipment, materials, and supplies before developing the budget.

3. Please use the formula functions in the "Table Tools Layout" to calculate your costs. To get your final amount, in the last cell of the "Requested", "In-Kind", and "Total" columns, use the formula: **=SUM(ABOVE).**

4. Additionally, submit the budget on the MSDE Grant Budget C-1-25 form (Appendix C).

Salaries and Wages (list separately for each position)

Line item	Calculation	Requested	In-Kind	Total
TOTAL FOR SALARIES & WAGES:				

Contracted Services

Line item	Calculation	Requested	In-Kind	Total
TOTAL FOR CONTRACTED SERVICES:				

Supplies & Materials

Line item	Calculation	Requested	In-Kind	Total
TOTAL FOR SUPPLIES & MATERIALS:				

Student Activities

Line item	Calculation	Requested	In-Kind	Total
TOTAL FOR OTHER CHARGES:				

Equipment

Line item	Calculation	Requested	In-Kind	Total
TOTAL FOR EQUIPMENT:				

AHSP Supplemental School System 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 an extensive history of expertise and aligns with evidence-based practices specific to the population they intend to serve that illustrate progress in	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.

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
addressing the identified problems.		

GOALS, ACTIVITIES, BENCHMARKS, AND OUTCOMES

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The applicant has provided clear and measurable goals that address the main gap(s) identified in the needs assessment and demonstrate a strong connection to AHSP programming. For each goal statement, the applicant has identified specific strategies, activities, benchmarks, and anticipated outcomes to be accomplished for every target population. The applicant has established detailed, ambitious, and measurable benchmarks to track progress throughout the year and has included a plan for regular monitoring and evaluation of progress toward the goals and activities. The goals, strategies, activities, benchmarks, and outcomes are well-aligned with the needs assessment and demonstrate a clear and strategic approach to addressing the identified gaps.	The applicant has provided goals that address the main gap(s) identified in the needs assessment and demonstrates some connection to AHSP programming. For each goal statement, the applicant has identified some strategies, activities, and anticipated outcomes to be accomplished for every target population. The applicant has established some benchmarks to track progress throughout the year and has included a plan for monitoring and evaluation of progress toward the goals and activities. The goals, strategies, activities, benchmarks, and outcomes are aligned with the needs assessment and demonstrate some approach to addressing the identified problem.	The applicant has not provided clear and measurable goals that address the main gap(s) identified in the needs assessment or demonstrate a connection to AHSP programming. For each goal statement, the applicant has not identified specific strategies, activities, or anticipated outcomes to be accomplished for every target population. The applicant has not established clear benchmarks to track progress throughout the year or has not included a plan for monitoring and evaluation of progress toward the goals and activities. The goals, strategies, activities, benchmarks, and outcomes are not aligned with the needs assessment or demonstrate a clear approach to addressing the identified gap(s).

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.

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	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	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

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
and lists the individuals responsible. A detailed plan of operation and timeline that addresses all program requirements. Detailed description of personnel responsibilities and timeline.	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.	include dates for all activities. Key personnel information is incomplete.

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.

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-125 MSDE budget form

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