MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

GRANT INFORMATION GUIDE

Bard High School Early College Baltimore Fiscal Year 2024

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

Deadline
February 24, 2024
No later than 5:00 p.m. EDT

MARYLAND STATE DEPARTMENT OF EDUCATION

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Program Description

House Bill 150 (Amendment 46) of 2017 provides an annual appropriation of $300,000 to the Bard High School Early College Baltimore (Bard Baltimore), which the Maryland State Department of Education administers. Bard Baltimore provides high school-age students, particularly those from low-income and historically underrepresented communities, a tuition-free college program of study in the liberal arts and sciences. Bard Baltimore is part of a national Bard Early College campus network that serves approximately 3,000 students in New York, Newark, Cleveland, New Orleans, Baltimore, and Washington, D.C.

AUTHORIZATION

House Bill 150 (Amendment 46) (2017)

GRANT OVERVIEW

Name of Grant Program

Bard High School Early College Baltimore Grant

Purpose

The purpose of this grant is to support Bard High School Early College Baltimore (Bard Baltimore). This four-year, freestanding early college high school allows students to earn 60 transferable college credits, a tuition-free Associate of Arts degree from Bard College, and a high school diploma.

Dissemination

This Grant Information Guide was released on January 24, 2024.

Deadline

Proposals are due no later than 5:00 p.m. on February 24, 2024. The Office of College and Career Pathways will begin reviewing applications on a rolling basis starting January 24, 2024.

Grant Period

July 1, 2023 – June 30, 2024

Funding Amount Available

$300,000

Estimated Number of Grants

1

Submission Instructions

The Bard Baltimore FY24 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 Bard Baltimore SharePoint folder by 5:00 p.m. on February 24, 2024. The Office of College and Career Pathways will begin reviewing applications on a rolling basis starting January 24, 2024.

State Responsibilities

The State is responsible for providing the required information, documentation, and test data to facilitate the grantee's work performance. It will provide such additional assistance and services as is expressly set forth.

Program Contacts

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

Tiffany DeJesus
Director of Operations, Accountability and Strategy
(410) 767-0518
tiffany.dejesus@maryland.gov

Eligibility

This funding opportunity is designed for and is open to Bard High School Early College Baltimore (Bard Baltimore).

Use of Funds

The following are allowable expenditures in the Bard High School Early College Baltimore grant:

- Salaries (including fringe benefits)
    - Funds may be used to hire, recruit, and train staff to support implementing the Bard High School Early College Baltimore early college program.
- Materials of instruction
    - 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
- Costs related to required travel (e.g., mileage, airline, accommodations)
    - 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 should not exceed 5% of the grant amount.

Getting Started

LEARN

- Read this document as it provides a comprehensive overview of the application process, the grant program timeline, and various opportunities to participate.

CONSIDER

- What metrics will determine if the wrap-around services provided to students are sufficient in scope and range?

COLLABORATE

- Identify the primary point of contact and critical collaborators responsible for submitting the application.
- Build opportunities to gather input from educators, industry leaders, and other stakeholders.

APPLY

- Attend one Customer Service Support Session. (Required)
- Submit the online grant application by the application deadline with all required appendices. (Required)

Program Requirements

The application for funding must support one or more of the following strategies:

1. Strategic Recruiting: Recruitment strategies include recruiting students from under-resourced middle schools targeted to students committed to early college education and representing Baltimore City's diversity.

2. Student Support and Guidance: Student support and guidance services address student challenges and needs that may prevent them from fully engaging in their schoolwork and the services that help students develop the skills and mindset to succeed in early college.

3. Preparation for College: Preparation for college strategies that help students determine a postsecondary pathway toward completing a two-year degree and a four-year degree.

Application Requirements

COVER PAGE

Applications must include the Proposal Cover Page provided in the application for participation, which includes a project statement. The project statement should briefly describe the project outcome(s) and strategies (i.e., what the project will do and how it will be accomplished). Do not exceed the 100-word limit. The Proposal Cover Page should be printed and signed by the Bard Baltimore Coordinator/Director for the secondary school and the local education agency representative.

PROJECT ABSTRACT

In the Project Abstract, introduce the project to the reader. The abstract should be factual, brief, and focused on the organization's efforts. The project abstract should cover the core aspects of the proposed project, such as the populations served, a brief description of FY24 goals, the strategies to meet them, and the roles of the partners.

PROJECT NARRATIVE

Applications must include an analysis of current outcomes and student needs of the Bard High School Early College Baltimore and the key strategies to address student needs and achieve specific goals. Applicants must identify their activities to address specific Bard Baltimore core principles. The project narrative consists of the following sections, scored by reviewers:

- Extent of Need

- Goals, Measurable Outcomes and Milestones

- Plan of Operation, Key Personnel, and Timeline

- Evaluation and Evidence of Impact

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.

GOALS, MEASURABLE OUTCOMES, AND MILESTONES

Goals

State the overall goal of the project. The goal should address the main problem identified in the needs assessment. While there should be at least one goal, it is possible to have multiple goals. Identify the anticipated outcomes to be accomplished for each goal. The outcomes should identify the target activity and result from specific actions in the Plan of Operation.

Measurable Outcomes

Measurable outcomes are the anticipated outcomes to be accomplished for each project year 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. Outcomes must be established for every target population the project will affect. For example, if the project seeks to increase student achievement by training teachers, there must be student and teacher outcomes.

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 achievable 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 assessed during the year, either quarterly or semi-annually.

Since milestones indicate progress toward an outcome, each must be related to a stated result. Remember that milestones are progress indicators 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 achievable.

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 critical 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 school's principal where the program will be implemented, and any other personnel involved. Indicate names, titles, affiliations, roles, and responsibilities.

EVALUATION AND EVIDENCE OF IMPACT

- How will this project assist the Local Education Agency reach 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 the Bard Baltimore 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 transparent about evaluation standards and identifying improvement.

Budget and Budget Narrative

The project's budget should detail all related Bard Baltimore FY24 expenses in a separate itemized budget. It should demonstrate the extent to which the budget is reasonably cost-effective and integrates other funding sources (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 the project activities and the budget line items.

If applicable, show each line item's requested funds and in-kind contributions. 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.

Add up the cost in your table $ Enter the Amount.

- What is the Indirect Cost rate?

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

- Calculate your costs using the 'Table Tools Layout formula functions.' In the "Total" column, use this formula to multiply each row: **=PRODUCT(LEFT).** To get your final amount, use this formula in the last cell of the "Total" column: **=SUM(ABOVE).**

Item/Description	Quantity	Unit Cost	Total

Please Refer to the Use of Funds section of the Grant Information Guide for allowable expenses. **Submit the budget on the MSDE C-1-25 Budget Form (Appendix C).**

Appendices

The following appendices must be included in the funding proposal 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

Bard Baltimore Scoring Rubric

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Extent of Need	The Extent of Need is thoroughly described. Data points are used to explain the extent of need.	The Extent of Need includes specific data points.	The Extent of Need is limited and includes few specific data points.
Goals, Measurable Outcomes, and Milestones	Identifies multiple measurable goals, outcomes, and milestones and includes a clear narrative to achieve these goals. Outcome statements clearly show how the project's target population would improve.	Identifies goals, outcomes, and milestones. Provides outcomes and measures progress towards the goal. Outcomes are specific to the needs assessment.	The application identifies a goal(s) but lacks outcomes to measure progress towards the goal(s). The goal(s) is vague and not measurable. Goal(s) are misaligned to the problem.
Plan of Operation, Key Personnel, and Timeline	Proposed activities are innovative, evidence-based, and likely to transform Bard Baltimore for students. A timeline is established for each program phase 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 proposed activities are evidence-based and meet the requirements for the selected strategy. There is a timeline for all key activities. Key personnel who have relevant experience in the field are selected. The names and titles of personnel are provided, as well as the percentage of time they will dedicate to this program.	Proposed activities 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.

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Evidence of Impact	All requirements listed under the meets criteria are met. In addition, it is clear how the program will lead to increased and stronger pathways to college and career readiness. There is a plan to capture data on the education and employment status of students who graduated from the program and track their progress.	The applicant provides measures of success for prior work completed in career and technology education and describes how the proposed strategies are research-based. There is data on how students in the program have progressed in prior years and a description of the intended impact of the proposed activities on this population.	No evidence exists that the proposed program would lead to the intended impact.
Evaluation and Dissemination	An evaluation plan includes clear questions, a description of proposed data instruments, collection processes, and analytic methods aligned to the goals. The applicant is explicit about who is assigned to this task and the timeline to complete it. There is a plan for disseminating formative and summative results to stakeholders.	There is a plan for how the applicant will measure the program's success per selected strategy. Evaluation measures align to the extent of need and the stated goals. A plan details the timeline responsible to individuals for disseminating results and data to stakeholders, e.g., students, parents, school officials, MSDE, and the public.	The evaluation plan does not measure the program's success and is disconnected from the goals and plan of operation. There is not a plan for disseminating results to stakeholders.

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Alignment to the Blueprint for Maryland's Future	The application demonstrates a strong and clear connection between the Bard Baltimore course(s) being taught, student access and opportunity, and the Blueprint's goal; evidence of proactive measures to increase student enrollment in Bard Baltimore, particularly targeting underrepresented populations; comprehensive strategies to support students in completing apprenticeships or industry-recognized occupational credentials; and demonstrates potential to exceed 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, with measurable objectives and a clear plan for tracking progress.	The application shows alignment between the Bard Baltimore course(s) being taught, student access and opportunity, and the Blueprint's goal; includes a plan for increasing student enrollment in Bard Baltimore and promoting diversity among participants; strategies to support students in completing apprenticeships or industry-recognized occupational credentials are in place; and demonstrates the potential to meet 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, with measurable objectives and a plan for tracking progress.	The application does not demonstrate alignment between the Bard Baltimore course(s) being taught, student access and opportunity, and the Blueprint's goal; it lacks a concrete plan to increase student enrollment in Bard Baltimore or to promote diversity among participants; insufficient strategies to support students in completing apprenticeships or industry-recognized occupational credentials; and does not demonstrate the potential to meet or exceed 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, or lacks measurable objectives and a plan for tracking progress.

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Budget and Budget Narrative	**All requirements listed under the criteria are met.** In addition, the budget includes sufficient resources for successfully executing the proposed program. The application includes plans that thoughtfully braid funds from this grant program with existing, recurring funding from other programs – citing clear strategic alignment while avoiding supplantation.	The budget reflects all program activities per strategy and does not exceed the allowable aggregated grant amount. Justification is provided for all expenses. The costs are reasonable, allowable, and allocable. All line items contain the calculations used to derive the expected cost. There are no mathematical errors. No more than 5% of the overall budget's administrative cost (including indirect costs) has been taken. The application includes or makes general reference to plans for braiding funds without specific identification of fund source and the strategic alignment of the related program and its funding being used for braiding.	The budget does not reflect all program activities and/or exceeds the allowable amount per strategy. There may be missing calculations and mathematical errors. There is no reference to explicit and intentional planning associated with braiding existing, recurring funding with this grant program's proposed plans, activities, and funds.

AWARD NOTIFICATION

Approval letters will be sent to the recipient through email. Processing of the official Notice of Grant Awards (NOGA) will begin in February 2024.

Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements for Each Year
Ongoing	Fiscal and program monitoring
March 15, 2024	**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 a summary of progress to date.
July 31, 2024	**Final Progress Report (C-1-25 D)-** captures how the grant has achieved its goals and objectives and whether all grant funds have been spent or obligated throughout the grant funding period.
September 30, 2024	**Final Annual Financial Report (AFR)** –captures final liquidated encumbrances and a report of all activity, including an approved budget, cash received to date, and expenditures to date, from inception until the end of the grant.

Notes: Any requests for amendments must be submitted at least 45 days before the grant period ends and submitted using the C-1-25 B form found in the Grant Budget Forms Workbook on the MSDE grants website. Final invoices must be submitted no later than 60 days after the grant period ends.

Grant Timeline

Date	Program Milestone
January 24, 2024	MSDE disseminates the grant information guide and opens the application submission window
January 25, 2024	MSDE will hold one customer service support session to review grant application requirements: **Bard Baltimore Customer Support Session** Video call link: https://meet.google.com/xne-vnhx-uym Or dial: (US) +1 252-574-6306 PIN: 373 997 613# More phone numbers: https://tel.meet/xne-vnhx-uym?pin=3917385033994
February 24, 2024	The grant application period closes.
January 24, 2024	MSDE begins reviewing applications for completeness and minimum requirements.
Rolling basis	MSDE Review Committee will evaluate proposals
July 1, 2023	The grant period begins.
June 30, 2024	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 Operations

Maryland State Department of Education
200 W. Baltimore Street - 2nd Floor
Baltimore, Maryland 21201-2595

410-767-0123 - voice
410-767-0431 - fax
410-333-6442 - TTY/TDD

The General Education Provisions Act

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 one customer service support session for interested applicants. During the sessions, MSDE personnel will provide an application process overview. The session will be held on:

Thursday, January 25, 2024
1:00 pm – 2:00 pm
Video call link: https://meet.google.com/xne-vnhx-uym
Or dial: (US) +1 252-574-6306 PIN: 373 997 613#
More phone numbers: https://tel.meet/xne-vnhx-uym?pin=3917385033994

MSDE staff will also be available to provide technical assistance throughout the grant application process. Contact Kellise Williamson at kellise.williamson@maryland.gov with questions related to the BARD Baltimore Grant.

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

Attachment

Bard High School Early College Baltimore Fiscal Year 2024 Grant Application for Participation