



MSAR #515

COLLEGE PREPARATION INTERVENTION PROGRAM

FY 2012 ANNUAL REPORT

Martin O'Malley, Governor
Anthony G. Brown, Lt. Governor

Anwer Hasan, Chairman
Danette G. Howard, Secretary

MARYLAND HIGHER EDUCATION COMMISSION
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Report submitted pursuant to Education Article § 11-704.
FY 2012

COLLEGE PREPARATION INTERVENTION PROGRAM (CPIP)

ANNUAL REPORT FY 2012

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EXECUTIVE SUMMARY

Background

The purpose of the State funded, College Preparation Intervention Program (CPIP) is defined by statute (Annotated Code of Maryland, Education Article, §§11-701-705). This competitive grant program solicits applications from higher education institutions that will work with high need school districts to improve the academic preparation of economically and environmentally disadvantaged students and impart instrumental skills and knowledge necessary to enroll in and succeed in college. The CPIP has also been used to provide state matching funds for federal grants. The Maryland Higher Education Commission (MHEC) has leveraged the CPIP to gain additional funding through federal grant programs such as the College Access Challenge Grant (CACG), and the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) to support best practices and encourage innovative and promising new practices that promote college preparedness, college awareness, and academic preparedness of economically and environmentally disadvantaged students.

The mission of CPIP dovetails nicely with the College Access Challenge Grant Program (CACG), which is designed to foster partnerships among federal, state, and local governments and philanthropic organizations to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Beginning in FY 2011, CPIP has provided matching funds for the CACG. Since FY 2011, \$4.5 million in CACG federal funds have been obtained to support MHEC's college readiness, college outreach, and college retention initiatives for low income and other underrepresented students. An additional \$1.5 million in federal funding is anticipated through FY 2015, provided that the State continues to provide sufficient matching funds (\$750,000) and meets certain fiscal maintenance of effort requirements as spelled out in the grant's federal authorizing language.

In FY 2006 Maryland received a GEAR UP grant; this was a six-year grant for \$10.4 million to serve six counties (hereafter referred to as GEAR UP II). CPIP funds were again part of the required match. The Maryland State Department of Education (MSDE) selected the sites to be served and followed a cohort approach. MHEC engaged higher education institutions in the college preparation and awareness work of the grant. That cohort graduated from high school in June 2011.

In FY 2000, the state CPIP appropriation was used as part of the match required for a Federal GEAR UP state grant. This match helped Maryland secure a six-year, \$15.8 million grant that served nine GEAR UP sites (hereafter, GEAR UP I). MSDE served as the fiscal agent for Maryland GEAR UP and followed a cohort approach to provide services. The GEAR UP I cohort completed high school in June 2006. Students in this GEAR UP I cohort also received federal college scholarship support administered by MHEC; scholarship funding will end this year (FY 2013). CPIP contributed approximately \$4.5 million to the State GEAR UP I grant project through the support of college partnership activities.

FY 2012 CPIP Grant Activities

In FY 2012, through a competitive grant process, CPIP funded ten higher education institutions' initiatives to support goals common to both CPIP and CACG. The FY 2012 grants served over 1,400 students in four school districts. While each CPIP grant funded project is different and tailored to the needs of the high need school district (s) and students served, grant projects provided a mix of activities to help more students be prepared for, enroll in, and graduate from college.

The grant projects include the following:

- direct instruction, both for enrichment and remediation;
- tutoring, in-school and on-campus;
- professional development activities for teachers;
- workshops to augment students' and families' knowledge of college admissions and financial aid processes;
- dual/parallel enrollment opportunities;
- student internships;
- evening and weekend parent programs to increase families' involvement in their children's education;
- parent-focused newsletters to keep families apprised of pertinent events;
- career awareness activities and course/career information; and
- other campus-based experiences to help familiarize students with the benefits of a college education.

The Outreach and Grants Management staff provides technical assistance to CPIP grantees, which includes, but is not limited to, the following types of activities:

- technical assistance meetings to prepare prospective grantees to write an application for a CPIP grant;
- project advising through phone, email and site visits;
- assisting grantees to develop alternative initiatives when formative data shows activities are not succeeding or there is project staff turnover; and
- facilitating the coordination and sharing of information about activities outcomes across multiple projects.

BACKGROUND OF CPIP

CPIP and GEAR UP

From 1989 through 1997, the **College Preparation Intervention Program (CPIP)** supported early intervention projects that prepared disadvantaged children for postsecondary education and careers. It was re-established by the 1999 Maryland General Assembly with passage of Senate Bill 862 and codified as §§11-701 through 11-705 of the *Annotated Code of Maryland, Education Article*. **Its purpose is “to raise the level of academic preparedness of economically and environmentally disadvantaged students to enable them to attend and succeed in college” (§11-702).**

The mission of CPIP aligns with the Federal grant program Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), as well as that of its predecessor, the National Early Intervention and Scholarship Program (NEISP), for which CPIP funds had also been used as State match for a Federal grant. By law, both CPIP and GEAR UP focus specifically on college preparation and success rather than on postsecondary career training of any kind. In FY 2000, the CPIP appropriation and funding from the former Retention Grant program were used as part of the match for a successful application offered by the Maryland State Department of Education (MSDE) and the Maryland Higher Education Commission (MHEC) to obtain a GEAR UP grant. Authorized under Title IV of the Higher Education Act of 1965, as amended in 1998 (Public Law 105-244), the GEAR UP program supports community-based partnership efforts to encourage more young people—especially low-income students from poor communities—to aim higher, study harder, and take the courses required for college admission and success.

Maryland was successful in obtaining a GEAR UP grant. MSDE was selected by the Governor to administer the \$15.8 million in federal funds. MHEC oversaw the higher education components of the program, including the scholarship component (\$3.6 million). Hereafter, this first Maryland GEAR UP grant, which ended in 2006, will be referred to as GEAR UP I. During GEAR UP I, CPIP contributed approximately \$4.5 million in match through support of higher education partners who provided services to GEAR UP students and schools. College partners also contributed some additional in-kind match to the GEAR UP I grant project, and some waived college application fees to all GEAR UP students.

GEAR UP requires student services to be provided beginning no later than seventh grade and continue through high school graduation. Schools selected for participation in GEAR UP must have a seventh grade with at least 50% of students eligible for the Free and Reduced Meals Program (FARM) and a relatively low percentage of students who go on to college. Maryland GEAR UP school programs have been administered by a local site coordinator, who may oversee operations at more than one school in an area. Site coordinators are in turn managed by a State coordinator at MSDE. For most of GEAR UP I, there was also a State CPIP college coordinator at MHEC to provide

technical assistance and oversight to college partners awarded CPIP grants to work with the GEAR UP sites.

The Federal GEAR UP initiative requires each site to have a partnership with at least one institution of higher education. To help fulfill that requirement, MHEC uses the CPIP to form and expand partnerships with project schools and to provide other services to GEAR UP students. CPIP funds support higher education partnerships that offer numerous services for students, their families and schools. The higher education partners offer students a wide range of academic enrichment and college preparation activities. CPIP projects are designed to:

- increase the academic achievement of GEAR UP students by providing direct instructional services to students and, in some instances, to their teachers;
- increase GEAR UP students' and their families' knowledge of the relationship between and among career goals, high school courses, graduation and postsecondary education choices;
- increase each student's acceptance of greater academic challenges, wherever the student is on a performance continuum; and
- increase the number of students that enroll in college and apply for financial aid.

In 2005, as the first Maryland GEAR UP grant (GEAR UP I) was entering its last year, the State submitted a successful application for **a second grant (GEAR UP II)**. This grant provides approximately \$10.4 million in Federal funds over six years, beginning in FY 2006. The current cohort is in the tenth grade. GEAR UP I had a scholarship component; GEAR UP II did not.

CPIP AND College Access Challenge Grant (CACG)

In FY 2011, after the GEAR UP II grant ended, the Maryland Higher Education Commission began to use CPIP grant funds as matching funds for the Maryland College Access Challenge Grant Program application. The CPIP grant complements the CACG by improving diagnosis of basic skill deficiencies of high school students to enhance their preparedness for college, providing information to students and families regarding postsecondary education and career preparation, promoting financial literacy, conducting outreach and other activities to encourage both college access and success, and assisting students in completing the Free Application for Federal Student Aid (FAFSA).

Working to meet statewide higher education goals, CPIP provided three types of activities. The activities include academic services for high school students, student and family college and career preparation services, and professional development for teachers, counselors, principals and other staff. The target Maryland schools were in districts that had $\geq 50\%$ Free and Reduced Meals (FARM) in feeder middle schools and two or more 10th grade FARM HSA scores (Algebra, Biology and Reading) $\leq 70\%$. These identified schools also had college remediation rates of high school graduates by place of residence $> 50\%$, and high school graduation and bachelor's degrees among persons age 25+ are $\leq 30\%$. High schools serviced were in the following local education

agencies (LEAs): Baltimore City, Allegany, Dorchester, Prince George's, Somerset and Wicomico Counties.

COLLEGE PREPARATION INTERVENTION PROGRAM

The state CPIP grant program supports best practices that promote college preparedness. The CPIP preparation projects offer activities that are designed to enable economically and environmentally disadvantaged students to attend and succeed in college. To meet its statutory purpose of "raising the level of academic preparedness of economically and environmentally disadvantaged students to enable them to attend and succeed in college," CPIP grants support Maryland CACG by providing academically enriched programming, and by developing college and financial aid awareness material. With grant funds from Maryland CACG, the Commission provides technical assistance to the statewide CPIP college partnership grant projects serving high need LEAs, and coordinates and sometimes delivers workshops on financial assistance to school sites. The CPIP Grant Manager is a member of MHEC's Outreach and Grants Management Office, which develops college and financial aid awareness materials.

Coordinating College Partnerships

The Office of Outreach and Grants Management actively solicits participation in the CPIP from colleges around the state by issuing Requests for Applications (RFA) and providing technical assistance to help higher education faculty and staff prepare grant applications. The CPIP grants are awarded on a competitive basis. The Office of Outreach and Grants Management appoints a review panel to review and score applications. MHEC staff consults one-on-one with project directors when the review panel grants conditional awards that require project revisions prior to funding.

Once grants are awarded, MHEC provides project oversight to the grantees. The CPIP Grant Manager spends a significant amount of time serving as a resource for CPIP project directors who need technical assistance throughout program implementation, coordinating project efforts between college partners and high school site coordinators, and making site visits. During program implementation, project coordinators often seek advice from the CPIP Grant Manager for suggestions on how to revise their academic programming or how to increase student participation. The CPIP Grant Manager actively conducts monitoring visits to every site, attends events sponsored by CPIP project directors and reviews interim and final narrative and fiscal reports from grantees. Through telephone conversations, e-mails, and in-person meetings, MHEC's staff shares academic and administrative best practices with CPIP project directors.

To ensure accountability and sound fiscal management, the Office of Outreach and Grants Management requires grantees to submit an interim report and a final report outlining grant activities and budget expenditures. The interim report is submitted approximately six months after the start of the grant cycle and provides preliminary information about the project activities. Final reports address items on the interim report

but for the full term of the grant. This report also includes the evaluation of the grant project, which follows the evaluation plan components described in the accepted (and sometimes revised) application. The evaluation discusses how the project outcomes compare to the targets noted in the application and the evaluation instrument(s) used. Final reports also include a participation chart for the full term of the grant, and a budget form that shows the proposed budget as compared to the funds actually expended. All reports are reviewed and, if necessary, followed up with grantees for additional information.

In FY 2012, nine grants (see Figure 1 and Table 1) were awarded to institutions of higher education to serve over 1,500 students in four school districts. These grants will end on January 31, 2013. Interim reports were due June 30, 2012, with final reports due April 1, 2013.

While each CPIP grant project is different and tailored to the needs of its school(s) and students, all grant projects provide a mix of activities to help more students prepare for, enroll in, and graduate from college. These activities include the following:

- direct instruction, both for enrichment and remediation, conducted through summer academic camps, after school programs, and Saturday academies, involving hands-on exercises in mathematics and science tied to the school curriculum;
- tutoring, in-class, after school, or on the college campus, by certified teachers or qualified college students;
- administer Accuplacer testing for high school juniors to determine college preparedness and inform teachers, students and parents;
- SAT preparation;
- student and teacher mentoring sessions;
- student internships;
- concurrent/dual enrollment opportunities;
- college and career planning advisors established in schools to support students;
- professional development activities based on the Common Core Math and English Standards for teachers, including teacher observations
- workshops to augment students' and families' knowledge of college admissions and financial aid;
- information sessions for the purpose of increasing parents' involvement in their children's education - these included helping parents understand the importance of a college education, high school course options, academic preparation required for college admission, and financial planning;
- parent-focused newsletters to keep families apprised of pertinent events affiliated with CPIP programs;
- career awareness and exploratory activities, such as paid internships; and
- other campus-based experiences to help familiarize students with the benefits of a college education.

Maryland college partners' involvement through CPIP is a critical part of the support that the State has committed to Maryland CACG. College partners continue to provide academic enrichment, as well as college and financial aid awareness activities. College

partners will continue to work cooperatively with schools and their surrounding communities to increase families' involvement in their children's education and to inform parents about college and financial aid opportunities.

College Access Outreach Materials

The Office of Outreach and Grants Management addresses CPIP goals through the cost-effective development and distribution of financial aid and other materials ([/www.mhec.state.md.us/financialAid/advisor_tools.asp](http://www.mhec.state.md.us/financialAid/advisor_tools.asp)). With the assistance of CACG federal funds provided to MHEC, the Office of Outreach and Grants Management produces financial aid information brochures and conducts live financial aid and college preparation presentations (www.mhec.state.md.us/higherEd/about/Meetings/EventCalendar.asp).

While these brochures and presentations are produced with a wider statewide audience in mind, CPIP students are also direct beneficiaries.

In FY 2011, Maryland's students continued using the www.MDgo4it.org site as a resource to help them prepare and plan for postsecondary education. Although CPIP/GEAR UP students graduated in June 2011, it is clear they and other students continued to utilize the website post-graduation in their postsecondary pursuits.

In FY 2012, MHEC created a flyer to inform Maryland students about the www.MDgo4it.org site and encourage its use. Distribution of the flyer and incorporating the website into outreach presentations has maintained a steady rate of daily hits. The website averaged 1,550 daily hits during this time period. During February, the website peaked at an average 2,369 hits daily. MHEC has plans to promote the MDgo4it website with Facebook and Twitter during FY 2013 to increase daily hits.

Figure 1: FY 2012 CPIP/CACGP Partnerships

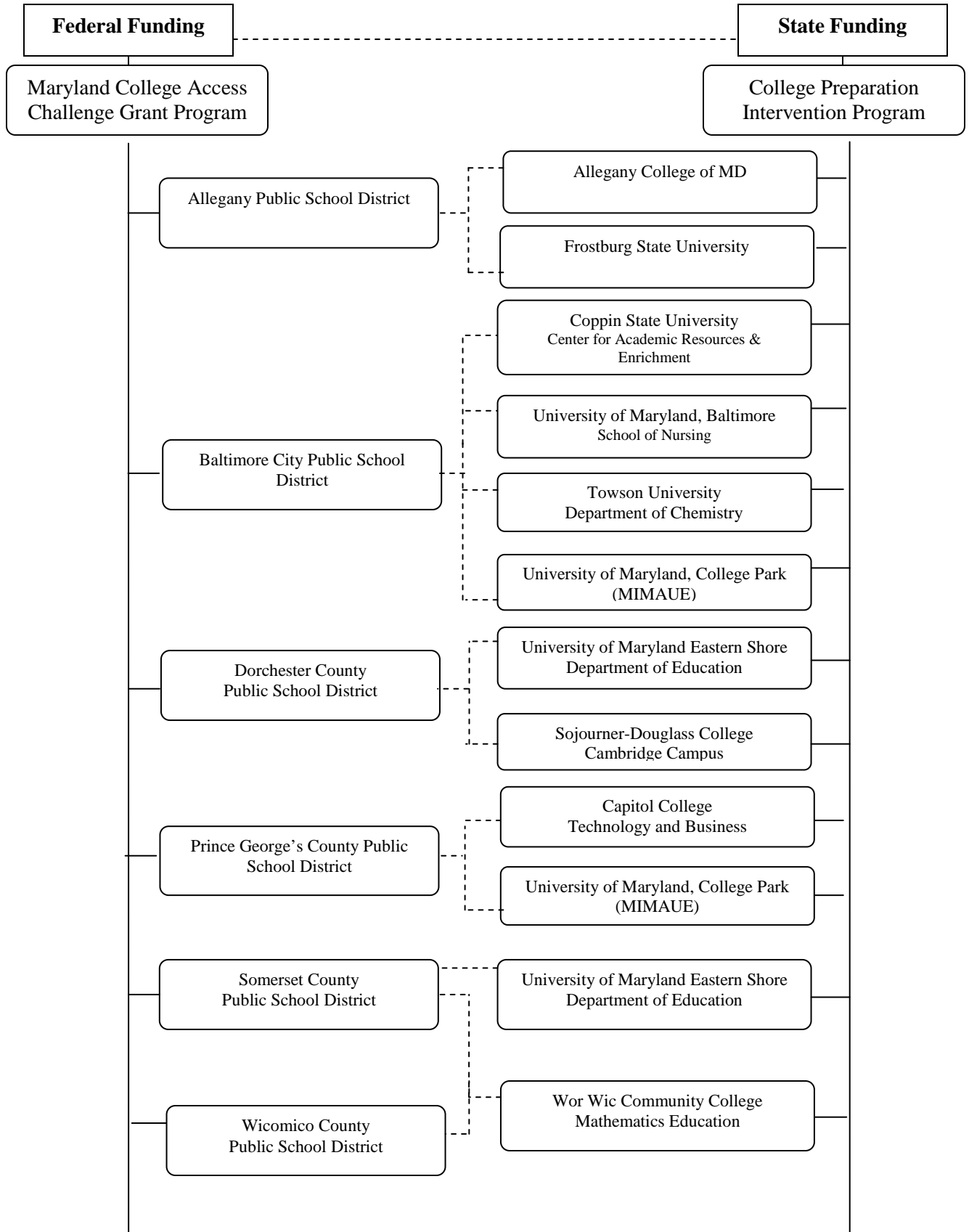


Table 1: FY 2012 CPIP Grant Awards

Institution	Project Name	School Site Served	Award
Allegany Community College	Project Succeed through A ³	Allegany County (Allegany, Fort Hill, Mountain Ridge, and Center for Career Technology Education HS)	\$140,822.58
Capitol College	Roadmap to Success	Prince George's County (High Point & Potomac HS)	\$53,500.00
Coppin University	Pathways to College Success	Baltimore City (Frederick Douglass HS)	\$105,165.28
Frostburg University	Pathways to Success	Allegany County (Allegany, Fort Hill, Mountain Ridge, and Center for Career Technology Education HS)	\$39,983.68
Sojourner Douglass College	Operation Youth Impact	Dorchester County (South Dorchester and North Dorchester HS)	\$122,024.29
Towson University	Enhancement of College Preparation Skills	Baltimore City (W.E.B. DuBois HS)	\$110,994.84
University of Maryland, College Park (MIMAUE)	College Awareness Through Career Exploration (CACE)	Prince George's County (Suitland & Bladensburg HS) Baltimore City (Forest Park HS)	\$119,282.76
University of Maryland Eastern Shore	College Access Program (CAP)	Dorchester County (Cambridge, North Dorchester and South Dorchester HS) Somerset County (Washington and Crisfield HS)	\$139,446.36
University of Maryland School of Nursing	Pathways to Professional Nursing	Baltimore City (Edmondson-Westside Skills Center)	\$40,583.68
Wor-Wic Community College	College Experience and Career Exploration	Somerset County (Washington HS, Crisfield HS) Wicomico County (Wicomico HS)	\$8,296.00
TOTAL			\$880,117.47

CPIP Grant Project Abstracts

FY 2012 Awards

Allegany College of Maryland

Project Title: Project Succeed through A Cubed (Attitude, Aptitude, and Achievement)

Project Directors: Connie Clifton
College of Education

Award: \$140,822.58

Project Abstract:

The primary goal of Project Succeed is to raise the level of academic preparedness of economically and environmentally disadvantaged students to increase their enrollment in and ensure their success in higher education. This project is designed to provide our disadvantaged youth in public high schools in Allegany County with the academic preparation and support to enable their success in postsecondary education.

As part of this project, the level of academic college preparedness of all high school juniors will be assessed with up to 360 eligible project students receiving college preparation instruction in mathematics or language arts to increase their college readiness. The results of this data will be shared with the Allegany Public School District. Because of this instruction and other college preparation services, the project expects 25% of students to enroll in the Early College Program in Fall 2012. To further assist project students, 100% will receive information about college options and the importance of planning for their academic futures. Information will be provided regarding college application, required courses for specific academic programs as well as information about available financial aid and how to apply for it. To help families support their children in making these decisions, at least two enrichment activities will be scheduled for parents and students covering issues relating to preparing students for college and personal enrichment activities related to postsecondary education.

Capitol College

Project Title: 2012 Career Awareness and College Preparation Program

Project Directors: Dianne Veenstra
Technology and Business

Award: \$53,500.00

Project Abstract:

Capitol College will offer a Career Awareness and College Preparation Program to Prince George's GEAR UP Grant seniors and their parents/guardians at High Point and Potomac High School. The program will provide interactive workshops, college preparatory resources, and hands-on activities in order to enhance students' and families' knowledge, awareness, and expectations of college education and careers as well as improving overall college preparedness and success. Roadmap to Success will build on Prince George's County Public School's STEPS GEAR UP program that strives to develop and implement a college readiness program designed to increase the number of students prepared to enter and persist through college. The program was developed based on input from partnering schools and parents.

The program will begin in January 2012 with a "Kick-Off" event for all students and parents and will be followed by a series of eight high-impact workshops (each workshop occurring twice in order to accommodate students and parents from two partnering high schools). Workshop topics include career exploration, financial aid identification and management, "soft skills" enhancement, public speaking, and security clearance education.

In assessing the needs of the students, Capitol met with David Eagle, Coordinating Supervisor of College Career Ready Office and Edrika Hall, Prince George's County STEPS GEAR UP Program Director. Capitol College's team determined that the targeted students for this program will benefit from proposed workshop discussions and activities. In addition, students will benefit from hands-on experiences such as mock admissions interviews with feedback from admissions counselors, and from personal interaction with college faculty, staff, students, and organizational partners.

Coppin State University

Project Title: Pathways to College Success

Project Directors: Juanita Gilliam
Center for Academic Resources and Enrichment

Award: \$105,165.28

Project Abstract:

Since its founding in 1900, the mission of Coppin State University (CSU) has been to provide academic excellence and service to the community. In upholding Coppin's mission, the Center for Academic Resources and Enrichment (CARE) plans to initiate the Pathways to College Success College Preparation Intervention Grant project for Baltimore City Public School students. In supporting achievement of academic and career goals, this project builds confidence and success for 9th -12th graders at Frederick Douglass High School. To better equip the selected student population, the Pathways to College Success project enhances academic, career, technical skills and provides holistic support for high school degree attainment and college preparation including test preparation and college admissions.

The Pathways to College Success project goals are to:

- Increase academic performance and preparation through cultural awareness and social and personal development and
- Increase student and parental awareness of academic performance and financial opportunities offered to college students.

The program engages students weekly with three tutorial sessions, two at Frederick Douglass High School and one four hour Saturday Academy at CSU. Content instructors in the areas of math, reading, writing and science assist CARE staff and trained tutors. Throughout the term of the grant, workshops, career fairs, mentoring, and field trips will be held for students and parents. Additionally, the project contains a summer component that provides student experiences of living on a university campus. The evaluation plan that will be shared with the Baltimore City Public School administration includes both quantitative and qualitative measures and examines specific methods with appropriate baseline data for program outcomes.

Frostburg University

Project Title: Pathways to Success

Project Directors: Cindy Herzog
Educational Development

Award: \$39,983.68

Project Abstract:

Due to the high poverty rate and low percentage of college graduates in Allegany County, and in order to build a skilled workforce in the region, it has become a critical need to prepare and encourage students to attend college. Frostburg State University will collaborate with Allegany County Public Schools to provide enrichment activities for college-ready students amongst the class of 2013. The target group will be students who pass the early college placement test but who are also economically disadvantaged and require support and encouragement to attend college. Frostburg will communicate the data results to the Allegany school administration at each school.

The objective is to expose students to the range of career options available through postsecondary education via campus tours, hands-on activities, workshops and panel discussions conducted in the schools and during a summer research internship program with FSU faculty mentors on campus. In addition, the project will provide tools and resources for the students and their parents to complete the college admission and financial aid application processes. Through all of these activities, the immediate goal will be to increase by 25% the number of students enrolling in early college courses in the Fall of 2012; the secondary measure of success will be to increase the rate of student applications to higher education institutions from the participating cohort.

Sojourner-Douglass College

Project Title: Operation: Youth Impact (OYI)

Project Directors: Jeffrey Diggs
Cambridge Campus

Award: \$122,024.95

Project Abstract:

Sojourner-Douglass College's (SDC) vision for the 2012 College Preparation Intervention Program (CPIP) for Dorchester County is designed to impact the lives of at least eighty (80) high school juniors who qualify for free and reduced meals (FARM) and their families by providing academic support services through tutoring/enrichment and increasing awareness, preparedness and access to higher education through Operation: Youth Impact (OYI). In collaboration with Dorchester County Public Schools (DCPS) and the Dorchester County Office of Economic Development (DCOED) program participants will be provided:

- a) targeted academic interventions to help those FARMS high school juniors who have not yet passed the algebra and/or the English high school assessments (HSA); b) academic tutoring to assist OYI participants in increasing their academic performance in English and algebra classes; c) academic tutoring will further assist OYI participants to demonstrate growth on the Accuplacer exam, which will hopefully lessen the need for remedial courses once accepted into a college or university;

OYI participants will visit various Maryland colleges and universities, both public and private. As a means of increasing families' awareness of college and career readiness, families will be provided a series of parental workshops through Pathways to a Promising Future. OYI participants and parents will be able to enroll in two ten week career exploration courses at the Dorchester Career and Technology Center (DCTC) and receive a certificate of completion at the end. The skills acquired as a result of these career exploration courses OYI participants will benefit from greater employability skills. OYI parents will be encouraged to enroll in a college or university to complete a degree program as well.

Towson University

Project Title: Enhancement of College Preparation Skills

Project Directors: Sonali Raje
Dept. of Chemistry

Award: \$110,994.84

Project Abstract:

This CPIP grant is a partnership between Towson University's Department of Chemistry, College of Professional Studies, Department of Mathematics and W.E.B. DuBois HS. The target audiences are students enrolled in 10th, 11th and 12th grades, their guardians, and STEM teachers at the school. Towson proposes to provide the following services:

1. Prepare college bound students to take the Algebra/Data Analysis and Biology HSA;
2. Enhance academic preparation of students by counseling them about preparatory high school courses and have students perform hands-on scientific inquiry experiments at TU to make academic work relevant to real-life problems;
3. Design, implement, monitor, evaluate, and adjust differentiated professional development to support high quality student centered classrooms that engage students and increase student understanding while maintaining a collaborative professional learning community in the Mathematics and Science Departments. This will help teachers to prepare all students for STEM HSAs;
4. Guide students in writing competitive college application essays and provide support to complete college applications and;
5. Provide parents with information on financial aid applications, financial literacy scholarship applications and FAFSA.

The professional development activities will serve 12 STEM teachers. The STEM and college preparation activities will serve 340 students of the school. The financial literacy services will be open to all interested students and their guardians. All activities will be conducted based on the needs assessments of the school as determined by the school principal.

University of Maryland, Baltimore

Project Title: Pathways to Professional Nursing

Project Directors: Vanessa Fahie
School of Nursing

Award: \$40,583.68

Project Abstract:

The University of Maryland School of Nursing (UMSON) will be establishing collaboration with Baltimore City Public Schools to provide services to Edmondson-Westside High School Career Technology Program (nursing assistant and surgical technician) students and their families.

This project will foster: (1) increased academic performance in mathematics, biology and English; (2) career awareness and exploration; (3) college readiness; (4) increased parental involvement and; (5) diverse collegiate experiences to overcome the disparity in educational attainment and postsecondary matriculation at an educational institution of their choice among low income students.

The University of Maryland School of Nursing and Baltimore City Public Schools are entering into a partnership that combines resources creatively to develop a model program that will reduce the obstacles to college enrollment faced by high school graduates, particularly African American students, interested in nursing as a career. This partnership will afford students opportunities to increase communication between parents, teachers and administrators; identify career goals; interview individuals from a variety of health professions including nursing specialties; hone academic skills needed for college admission and success; develop portfolios with timelines; complete college and financial aid applications; and interact with faculty and students on culturally diverse college campuses.

University of Maryland, College Park

Project Title: College Awareness through Career Exploration (CACE) – A Partnership with Baltimore City and Prince George’s County School Systems

Project Directors: Stephanie Timmons-Brown
School of Education

Award: \$119,282.76

Project Abstract:

The Maryland Institute for Minority Achievement and Urban Education (MIMAUE) will implement in collaboration with Forest Park High School (Baltimore City Public Schools), Bladensburg and Suitland High Schools (Prince George’s County Public Schools) the College Awareness through Career Exploration (CACE) program. CACE will provide a platform for 100 students to make the connection between college attendance and career choice through a mini conference series and internship. The mini conference series will provide students with skills that will be used to prepare the students for their internship, their college career, and ultimately their future professional career. Two mini conferences will be held throughout the project (one in the spring and one in the fall). The spring mini conference will focus on career exploration while the fall conference will focus on college awareness. The fall conference will also provide a platform for parents to attend and gain valuable resources.

Of the 100 students participating in the CACE program, 20 students will be given an opportunity to participate in a competitive paid internship experience. Through an intense application and interview process 20 students will be selected to participate in a 2-4 week (time commitment is at the discretion of the internship host) summer internship opportunity. Students participating in the internship component will journal about their experience and complete a college and career plan which they will share with their peers during the fall conference. By providing internships, students will receive real life experience in professional settings and this will expose students to major corporations and companies. The internship will help bring to light for students the importance of early career training and the development of soft skills. Through the internships, students will learn about how a college education relates to a professional career. Through reflection in journals, students will make connections between their internship, their career aspirations, and college majors.

University of Maryland Eastern Shore

Project Title: College Access Program (CAP)

Project Directors: Michael Nugent
Department of Education

Award: \$139,446.36

Project Abstract:

The College Access Program was an ongoing UMES project supporting GEAR UP students through phases I & II. In the current project, we are collaborating with students, parents, faculty, and school staff, to address the following established goals:

Goal 1: To increase LEA high school students' mathematics achievement and preparation in alignment with the Standard Core Curriculum: The UMES - CAP proposal is designed to address a portion of this goal by offering Pedagogy Implicit Professional Development workshops for math teachers from both counties. Total enrollment of teachers 40.

Goal 2: To enhance high school students' and their families' knowledge of academic expectations, awareness of postsecondary education, careers and postsecondary financial options: The UMES project addresses this goal by implementing the following programs: Distribute a quarterly newsletter for students and parents, keeping them abreast of services and opportunities offered through the UMES project, as well as information from outside sources supporting student achievement and access to higher education; Information sessions (financial aid, admissions, scholarship searches, and career searches) will be offered to students and parents at LEA sites. These 8 sessions (2 at each school) are being offered in an effort to engage and inform; Dual enrollment: 85 - 3 credit college classes will be offered giving students an opportunity to be dual enrolled. Students, from the LEAs, will be admitted to UMES and may enroll during the Spring 2012, Summer II, and /or Fall 2012 semesters. Classes and college credits will be transferable.

Goal 3: To improve preparedness for college by assisting with the communication and collaboration between higher education institutions, LEA and high school staff concerning the performance of high school graduates at the college level. Instill a belief that students will be accepted and welcomed into a college environment. This will be achieved by providing on-campus visits. These visits will be offered to students and parents from each of the partner schools. These guests will be invited to tour the campus, classrooms, dorms, and eat in the cafeteria. Students and parents will meet with financial aid and admissions representatives and complete their application for admission while on campus.

Wor-Wic Community College

Project Title: College Experience and Career Exploration

Project Directors: Mary Lou Townsend and Susan Twigg
Mathematics Department

Award: \$8,296.00

Project Abstract:

Wor-Wic Community College serves Maryland's lower Eastern Shore counties of Somerset, Wicomico and Worcester. Unemployment and poverty rates within the tri-county service area are generally higher than Maryland's averages, and educational attainment is low. In order to change the mindset of adolescents, the region's future workforce, students must be provided with early college experiences and information pertaining to the importance of higher education as it relates to securing well-paying, stable employment.

To provide students with information on the college experience and the role of core subjects in popular career fields, Wor-Wic will invite high school students from Crisfield High School and Academy (Somerset County), Washington High School and Academy (Somerset County), and Wicomico High School (Wicomico County) to participate in College Experience and Career Exploration Day at Wor-Wic Community College.

The college will offer two College Experience and Career Exploration Days, with one held during the spring and another in the fall. Approximately 60 – 80 students will participate each time. College experience activities will include informational sessions on college admissions and financial aid processes and campus tours. During the career exploration facet of the program, students will split into groups, based on interests, and will participate in mathematics-related activities in several of the college's academic departments, such as hotel/motel/restaurant management, criminal justice, and nursing departments.

Students are expected to demonstrate an understanding of the admissions and financial aid processes, and will be able to describe the importance of a core subject (mathematics) in at least one career field.

GEAR UP SCHOLARSHIPS

As part of the FY 2000 Federal GEAR UP grant, Maryland offers college scholarships to its eligible GEAR UP I students. Approximately \$3.6 million was put in a trust for scholarship use over the course of six years. MHEC was granted authority to continue the scholarship program additional years as needed until all funds are depleted. The Office of Student Financial Assistance administers the program with the Outreach and Grants Management Office. MHEC created and maintains a database of GEAR UP students who may be eligible for the scholarship. The database includes nearly 4,500 GEAR UP students who have participated in GEAR UP at some point over the grant period between the years 1999-2005 and who were scheduled to graduate from high school in 2006. Full-time and part-time scholarships were awarded in the first four years of the GEAR UP scholarship program. Part-time scholarships were awarded for eligible students for year 5 and beyond.

In FY 2001, the Maryland GEAR UP management team developed guidelines for the administration of the Maryland GEAR UP Scholarship Program, which were approved by MHEC. The guidelines for the GEAR UP scholarship program were revised in FY 2003. Changes included annually determining the amount to be awarded from the trust fund, capping the scholarship amount and changing the required participation in Maryland GEAR UP from three years to one year due to the unexpected mobility of the GEAR UP cohort.

The maximum scholarship award amount is based on the Expected Family Contribution (EFC) and is not to exceed the sum of the institutional cost of attendance (determined by an existing MHEC survey collected from the institutions) and a standard cost-of-living allowance. Students are encouraged to submit the GEAR UP scholarship application by May 1, after which the institution is required to provide certification information on each student so that an award amount can be determined. Students may apply for a GEAR UP scholarship later than May 1 although a delay in award announcement and/or payment may occur. As per Federal guidelines, the GEAR UP Scholarship award must be determined after all State, Federal, institutional, and private aid has been applied toward the total cost of attendance.

To be eligible to participate in the GEAR UP Scholarship, an applicant must:

- have participated in a GEAR UP Program at least one year between the 1999-2000 academic year and the 2004-2005 academic year (see Table 2: GEAR UP I Scholarship Awards, page 24)
- be included in the GEAR UP I cohort;
- be a Maryland resident if an independent student, according to the institution's state residency policy. If a dependent student, both student and parent(s) or legal guardian(s) must be Maryland residents according to the institution's state residency policy;
- be less than 22 years of age at the time of the first scholarship award;
- have received a high school diploma or its recognized equivalent;

- file a Free Application for Federal Student Aid (FAFSA)—priority given to those who file by March 1st;
- be enrolled or accepted for enrollment part-time (at least 6 semester credit hours) in an accredited undergraduate institution of higher education that awards associate and/or baccalaureate degrees; and
- pledge to remain drug-free for the full term of the scholarship award (consistent with other State awards). Unlawful use of drugs and alcohol may endanger the enrollment in a college or university, as well as the GEAR UP Scholarship award.

Maryland GEAR UP I Scholarship Award Process

Twenty-four GEAR UP scholarship applications were received and processed for the 2012-2013 academic year. Only 13 students met the requirements and five students were awarded a GEAR UP Scholarship. All of the applications were from repeat applicants, and 38% of the applicants had applied all years of the program.

The students were awarded based on EFC and number of credits. Awards ranged from \$400 to \$3,000. MHEC has been authorized by the federal grantor to continue to issue scholarships until all funds are depleted regardless of the original six year award period in the original grant application to the US Department of Education. All scholarship funds are expected to be depleted for AY 2012-2013.

Approximately 131 Maryland GEAR UP I scholarship applications were received and processed for the 2011-2012 academic year. Based on available funds, applications were accepted from both full-time and part-time students in Year 6. All of the applications were from repeat applicants. Fifty GEAR UP scholarships were awarded for the 2011-12 academic year. The students were awarded based on EFC and number of credits. Awards ranged from \$250 to \$3,000. For the 2011-12 academic school year, \$122,663 was budgeted for GEAR UP awards. Awards totaling \$77,080 were offered and accepted by 50 students. Remaining GEAR UP scholarship funds of \$35,000 were used for the scholarship awards in 2012-2013.

Table 2 shows GEAR UP I Scholarship awards for 2008-2009, 2009-2010 and 2010-2011 and 2011-2012.

Table 2: GEAR UP I Scholarship Awards (Years 3, 4, 5 and 6 by Site)

	2008-2009	2009-2010	2010-2011	2011-2012	2008-2009	2009-2010	2010-2011	2011-2012	2008-2009	2009-2010	2010-2011	2011-2012
Site	Accepted Awards	Accepted Awards	Accepted Awards	Accepted Awards	Total Funds Awarded	Total Funds Awarded	Total Funds Awarded	Total Funds Awarded	Percent of Total Awards	Percent of Total Awards	Percent of Total Awards	Percent of Total Awards
ACE/GEAR UP	14	13	0	2	\$63,690	\$54,700	\$0	\$6,000	6.31%	6.42%	0.00%	7.64%
Baltimore City	35	34	2	13	\$139,905	\$146,100	\$3,600	\$18,580	13.87%	17.14%	48.65%	23.64%
Baltimore County	44	30	2	8	\$180,660	\$128,500	\$3,400	\$13,450	17.91%	15.08%	45.95%	17.12%
First Generation College Bound	25	22	0	2	\$128,800	\$101,500	\$0	\$4,500	12.77%	11.91%	0.00%	5.73%
Garrett County	38	40	1	11	\$111,140	\$117,750	\$400	\$18,800	11.02%	13.82%	5.41%	23.92%
Prince George's County	21	19	0	2	\$118,400	\$114,550	\$0	\$3,750	11.74%	13.44%	0.00%	4.77%
Somerset County	18	20	0	8	\$79,315	\$60,600	\$0	\$11,250	7.86%	7.11%	0.00%	14.32%
Southern Maryland	13	7	0	1	\$71,925	\$33,500	\$0	\$750	7.13%	3.93%	0.00%	0.95%
Western Maryland	32	25	0	3	\$114,895	\$95,000	\$0	\$1,500	11.39%	11.15%	0.00%	1.91%
TOTAL	240	210	5	50	\$1,008,730	\$852,200	\$7,400	\$78,580	100.00%	100.00%	100.00%	100.00%

Total Number of 2006-2007 Applications Received = 1,028 (43% of applicants received GEAR UP award)
 Total Number of 2007-2008 Applications Received = 548 (47% of applicants received GEAR UP award)
 Total Number of 2008-2009 Applications Received = 405 (59% of applicants received GEAR UP award)
 Total Number of 2009-2010 Applications Received = 350 (60% of applicants received GEAR UP award)
 Total Number of 2010-2011 Applications Received = 24 (21% of applicants received GEAR UP award)
 Total Number of 2011-2012 Applications Received = 131 (38% of applicants received GEAR UP award)

