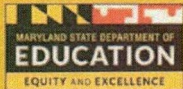


Report of the
**HIGH SCHOOL
PILOT PROGRAM**

*Submitted to the Maryland General
Assembly and Governor
December 1, 2020*



Report of the Adult High School Pilot Program

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Executive Summary

The Adult High School Pilot Program in Maryland was signed into law in 2017 during the Maryland General Assembly session through House Bill 1381/Senate Bill 866 establishing an alternative method for an adult who has not graduated 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 need of the adult learner. A high school diploma often serves as a prerequisite requirement for individuals to attain both independence and self-sufficiency. However, according to the U.S. Census Bureau's 2019 American Community Survey 1-Year Estimate Data Profile for Maryland, 10% of the population over the age of 18 do not have a high school diploma¹ despite being able to earn one by graduating from a traditional high school program, passing the GED® tests, or completing the National External Diploma Program (NEDP®).

An adult may attain a high school level of education in Maryland by either preparing for and passing the GED® tests or by completing the National External Diploma Program (NEDP®). Both programs offer a Maryland High School Diploma jointly awarded by the Maryland Department of Labor (MD Labor) and the Maryland State Department of Education (MSDE). A Maryland High School Diploma is a vital credential for adults seeking to obtain and retain employment or to enter postsecondary education or training. The need for an additional pathway such as an adult high school to earn a high school diploma is evident.

Under the authority of the MSDE and MD Labor, the Adult High School Pilot Program (the Program) was implemented utilizing existing staff from the Division of Curriculum, Instructional Improvement, and Professional Learning at MSDE and Adult Education and Literacy Services at MD Labor. The law allows the Departments to approve a maximum of six pilot schools. One pilot school must be approved to be established in a rural area for each two pilot schools approved in urban areas to promote geographic diversity.

Two proposals were received and approved to establish adult high schools in Maryland. Both operators plan to open their respective schools in Baltimore City. Since the approval of the proposals, funding challenges have slowed progress towards the opening and operating of the respective schools. Furthermore, the COVID-19 pandemic has significantly

¹ U.S. Census, 2019 ACS 1-Year Estimate Subject Table, Education Attainment
<https://data.census.gov/cedsci/table?q=S1501&t=Educational%20Attainment&g=0400000US24&tid=ACSS1Y2019.S1501&hidePreview=true>

slowed progress in establishing the schools, which has resulted in significant delays and increasing challenges to securing funding.

The disproportionate negative economic impact the COVID-19 pandemic has had on adults in need of adult literacy, high school diplomas, and employment in Maryland underscores the imperative to protect and promote access to adult education resources such as those provided through the Program. Adult learners are struggling with the loss of employment and income, insecurity regarding food, housing and resources, health risks as essential employees, homeschooling, and limited or non-existing digital literacy and/or technology. However, adult learners' desire to pursue a better quality of life through adult education and career pathway programs has not waned.

Summary Report of the Task Force to Study the Adult High School Concept in Maryland

In order to provide additional options for receiving a high school diploma, House Bill 1406 established the *Task Force to Study the Adult High School Concept (the Task Force)*. The bill was sponsored by Delegates Clippinger, Anderson, Branch, Carter, Conaway, Glenn, Hammen, Hayes, Haynes, Lierman, McCray, McIntosh, Oaks, B. Robinson, Rosenberg, and M. Washington during the 2016 General Assembly Legislative Session and was codified in Chapter 244, Acts of 2016.

The charge of the Task Force was to examine the idea and feasibility of establishing adult high schools and to share recommendations for their implementation in Maryland. Members of the Task Force included representatives from education, government, business, and community groups from around the state.

Task Force members worked in committees to focus on the following specific key areas:

- 1) Eligibility requirements, financial stability, and capacity standards for adult high school operators;
- 2) Accreditation of adult high school operators, teachers, and instructors, including the appropriate accrediting agencies, standards for accreditation, and compliance and enforcement of standards;
- 3) Adult high school operator reporting requirements and data collection, including effectiveness criteria that consider matriculation rates, degree attainment, types of credit, certification, degrees awarded, alternative high school diplomas, GED®, the NEDP®, and job placement;
- 4) Matriculation requirements, including admission criteria and identification of the entity that will certify successful completion of an adult high school program, an admission policy, student residency requirements, student transfers from the secondary education system, and a process for recruiting and selecting students;
- 5) Curriculum content and requirements, including graduation credits and requirements, identification of the curriculum development entity, programs of study, course length and intensity requirements, the appropriate provision of adult learner and skills services and services to underserved special needs populations and English language learners, and standards for flexibility and innovation; and

- 6) Funding requirements and options, including various models and model sustainability, public funding options, tuition-based models, and financial aid options.

The Task Force believed that Maryland must do more to address the needs of adult learners by providing a variety of options, including adult high schools, for those who do not have a high school diploma. The opportunity provided through adult high schools would promote the success of the adult learners, maximize their human potential, and help them lead productive lives as members of the community by providing fulfilling academic and career experiences.

The Task Force developed several recommendations based on the group's in-depth discussions and research that are listed below.

Task Force Recommendations:

- 1) Continue to conduct research promising practices-based or evidence-based practices in developing adult high schools and consult with the Maryland Association for Adult, Community, and Continuing Education (MAACCE) in determining and sharing such practices.
- 2) Explore regulatory and/or statutory changes that need to be made in order to effectively implement adult high schools.
- 3) Explore funding structures and streams to develop and sustain adult high schools in Maryland.
- 4) Encourage adult high school operators to deliver instruction through multiple pathways such as face-to-face instruction, hybrid instruction, and online courses as appropriate to meet the needs of the distinct communities they intend to serve.
- 5) Require potential adult high school operators to explain how their program will prepare students to transition to employment or postsecondary education using contextual learning, career pathways, and integrated education and training, which would lead to an industry-recognized certificate or another method for successful transition.
- 6) Provide high school credit recovery options within the adult high school for adult learners who were a few credits short of a high school diploma.
- 7) Explore opportunities to leverage and blend Maryland's current strong adult education programs with adult high school programming to customize learning for students.
- 8) Encourage postsecondary institutions in Maryland to develop a post-baccalaureate adult education certification as a part of the Master of Education in adult learning program.
- 9) Require adult high school operators to have a data infrastructure that consists of a robust management information system.

10) Ensure that participants in adult high schools in Maryland are also residents of Maryland.

The Task Force concluded that establishing adult high schools in Maryland would serve as an important supplement to existing programs for the GED® and NEDP® by offering another pathway for adult learners to attain a high school diploma. Adult high schools should in no way replace or limit the current programs or funding for GED® and NEPD®. While the Task Force completed its charge, the members agreed that there is still a need for continued research and partnership to engage community stakeholders, educational institutions, businesses and workforce entities, and state agencies in considering the recommendations and implementing the Adult High School Pilot Program.

The Task Force provided input on House Bill 1381 (sponsored by Delegates Clippinger, Lisanti, Carey and Buckel) and Senate Bill 866 (sponsored by Senators Klausmeier and Ferguson). The two bills were introduced during the 2017 General Assembly Legislative Session and were successfully passed to establish the Adult High School Pilot Program. The legislation created an additional alternative method for adults who had not previously graduated from high school to earn a high school diploma. House Bill 1381/Senate Bill 866, (hereafter referred to as 'the law') codified in Chapters 608 and 609, Acts of 2017, outlines the requirements and provisions of establishing and operating an Adult High School Pilot School.

Introduction of the Adult High School Pilot Program

Adult high schools are designed with the specific needs of the adult learner in mind. They are designed to provide a pathway for adults without a high school diploma to continue their education and work toward earning a secondary degree. Adult high schools offer instruction, workforce development, wraparound programs, and other services. Andragogy and approaches that support adult learning are utilized to enhance the teaching and learning process for students enrolled in adult high schools.

Adult education serves as a cornerstone for workforce development, career advancement, and postsecondary attainment by providing secondary education, high school credentialing, English language acquisition, and a strong foundation in competencies promoting successful transitions to employment and postsecondary education and training.

According to the 2019 U.S. Census American Community Survey one-year estimate of education attainment, 464,781 Marylanders 18 years or older did not have a high school diploma.² Adults who lack a high school credential are two times more likely to be unemployed, three times more likely to live in poverty, four times more likely to be in poor health and eight times more likely to be incarcerated.³ The barriers faced by adults with low education and skill levels can be overcome with investments in quality secondary education programs that offer access to higher education and pathways to sustainable careers. Postsecondary education and training have an essential role in preparing an effective 21st-century workforce.

The Program will help adult learners' gain the necessary skills to meet their academic and career aspirations and improve their quality of life. Furthermore, the Program will enhance the Maryland workforce system's capacity to provide access to education, skills training and credentials. This is achieved by providing adults with the opportunity to earn a high school diploma, postsecondary education credits and an industry recognized credential.

The Adult High School Program is the third pathway for an adult to earn a high school diploma in Maryland. MSDE and MD Labor have jointly collaborated since the inception of the law to bring the Program to fruition. Both agencies have dedicated staff to move the initiative forward. The Program resides in MSDE's Division of Curriculum, Instructional Improvement, and Professional Learning under the direction of Susan Spinnato, Director of Instructional Programs, and ESSA English Learner Title III Specialist Young-chan Han.

At MD Labor, the Program resides alongside the other two diploma pathways for adults—GED® Testing and the NEDP®—within the Division of Workforce Development and Adult Learning under the Director of Adult Education and Literacy Programs, Terry Gilleland, Jr. MD Labor is committed to successfully implementing the Program, which offers Marylander adult learners with an additional option for earning a Maryland High School Diploma. Using existing state funds, Mr. Gilleland allocated funds and created the full-time position of Chief of Adult High School Program. This position is responsible for implementing, directing, advancing, and monitoring the Program as established by law and for executing strategic planning and coordination of the Program in conjunction with MSDE. In addition, a full-time administrative position at MD Labor was created to support the Program utilizing existing state funds.

² U.S. Census, 2019 ACS 1-Year Estimate Subject Table, Education Attainment
<https://data.census.gov/cedsci/table?q=S1501&t=Educational%20Attainment&g=0400000US24&tid=ACSS1Y2019.S1501&hidePreview=true>

³ National Association of State Directors of Adult Education, www.nasdae.org

The Task Force recommended that MSDE and MD Labor continue to conduct research regarding promising practices-based or evidence-based practices in developing the adult high school program and work with MAACCE to determine and share such practices. The agencies have continued to research promising practices by gathering information from states with adult high schools or similar diploma option pathways and determining how discovered best practices could benefit the Maryland initiative. This included visiting three adult public charter schools in Washington, D.C.—Carlos Rosario International, Academy of Hope, and The Excel Center. Collecting and analyzing evidence-based practices will continue into order to strengthen the program and provide adult learners with a solid education pathway to earning a Maryland High School Diploma.

MD Labor delivered presentations on the progress of the Program at the 2018 and 2019 MAACCE annual conferences. Furthermore, at the 2019 annual conference, Elev8, Baltimore City Community College (BCCC) and the Cherry Hill Development Corporation joined the presentation to discuss their South Baltimore Adult High School and how BCCC, as a Workforce Innovation and Opportunity Act (WIOA) Title II program, plan to offer multiple adult education pathways simultaneously.

Once the Program became law, the agencies immediately began working on a Solicitation for Proposals to establish adult high schools in Maryland. MSDE and MD Labor have worked collaboratively to implement the Program as stated in law since its inception on July 1, 2017.

Establishing the Adult High School Pilot Program

Solicitation for Proposals

The first Solicitation for Proposals was drafted jointly by MSDE and MD Labor immediately after the passage of House Bill 1381 and was released to the public on July 10, 2017. The requirements to establish an adult high school in the solicitation were aligned with the stipulations in the law. To be eligible to establish an adult high school, an organization must:

- Be a private nonprofit organization;
- Be registered as a nonprofit organization in the State;
- Have previous experience and measured success in providing education services, including industry certification and job placement services to adult learners;

- Have previous experience providing education services or workforce development services to adult learners who have been limited by educational disadvantages, a disability, a criminal record, or similar barriers to employment opportunities; and
- Hire appropriately trained instructional personnel.

Potential applicants were informed that public funding to develop, open, and operate the adult high school was not available. An adult high school established under the Program is not a public school for public financing purposes under Title V of the Education Article. The operator of the adult school must secure financing to develop or have the capacity to secure financing for the development of a physical site for the pilot.

Each solicitation was posted on both the MSDE and MD Labor websites. Stakeholder groups (Maryland Adult Learning Advisory Council, Task Force to Study the Adult High School Concept, and WIOA Adult Education Program providers) were informed of the release of each solicitation. Applicants were directed to send their completed proposal to MD Labor in both paper and electronic formats. Once received, copies of the proposal were forwarded to MSDE.

Two letters of intent to apply were received for the first solicitation, one from Goodwill Industries of the Chesapeake and the other from Elev8 (with partners Baltimore City Community College and Cherry Hill Development Corporation). Both organizations submitted a proposal in response to the solicitation to establish an adult high school.

A second Solicitation for Proposals was released on August 30, 2018 to expand the number of approved proposals to establish adult high schools. The law stipulates that for every two adult high schools established in an urban area, one school must be established in a rural area. A maximum of six (6) adult high schools can be approved to open. Although three organizations submitted a letter of intent to apply, no proposals were received from the second solicitation. One organization was not eligible as it was not an organization registered in Maryland.

The third solicitation was released on June 3, 2019. One letter of intent to apply was received, and an email inquiry of interest from western Maryland was received as a result of this solicitation. However, organizations decided not to apply, citing the lack of public funding attached to the initiative and the concern that the State may not support the established schools in the future.

Technical Assistance Briefings

A technical assistance briefing was held approximately one month after the release of each solicitation. The briefings were conducted online via Zoom or Google Meets. The date of each briefing was included in the respective Solicitations for Proposals as well as posted on the MSDE and MD Labor websites. Prior to the date of the technical assistance briefing, access information was posted on both agencies' website. Access information for the technical assistance briefing was emailed to organizations that provided an email address on their Letter of Intent. Failure to submit a letter of intent to apply did not disqualify an applicant from submitting a proposal.

Prior to the technical assistance briefing, potential applicants were allowed to submit questions to MD Labor to be answered during the briefing. Where possible, the questions and responses were included within the presentation. In addition, technical assistance briefing attendees were able to use the chat function to submit questions that were responded to during the presentation. The information was conveyed using a slide presentation and addressed each aspect of the solicitation and proposal elements.

Response to the Solicitation for Proposals

The first Solicitation for Proposals, released in July 2017, netted two proposals by the October 1, 2017 deadline. One proposal, from Goodwill Industries of the Chesapeake, proposed to open The Excel Center adult school in Baltimore City. The second, from a partnership between Elev8, Baltimore City Community College, and Cherry Hill Development Corporation, proposed to open the South Baltimore Adult High School in the Cherry Hill neighborhood of Baltimore City.

A printed copy of the completed proposal and an electronic copy of the proposal on a flash drive were received from each applicant as directed in the solicitation. MD Labor received the proposals, as directed in the Solicitation. All proposal documents were uploaded to a Google Drive folder that was accessible to both MD Labor and MSDE staff. MSDE also received a hard copy of each proposal.

The second and third solicitations generated interest; however, organizations decided not to apply, citing lack of public funding as a disincentive.

Scoring Rubric Development

A rubric to evaluate proposals was drafted prior to the deadline of the first solicitation so that each proposal could be scored uniformly. Using several established grant rubrics from

the MSDE and MD Labor as guides, a weighted rubric was created using the following criteria:

- Provision of a compelling rationale for establishing an Adult High School in the selected region of the state;
- Demonstration of measurable methods for assessing the effectiveness of the school and student outcomes;
- Demonstration that qualified instructional personnel would be hired;
- Demonstration of opportunities for increased student learning'
- Demonstration of financial stability to meet the goals and objectives of the proposed school; and
- Demonstration of substantial value and impact on the target population for the school.

Each of the criteria had a maximum possible score of five. Specific sections were weighted due to the critical importance of the elements and to balance the elements evaluated. The Program Description section has 11 elements to evaluate and some with subsections. This section was not weighted, and maximum points possible were 55. In the Performance Standards and Measurements section, applicants addressed the data systems to measure student performance, alignment to the Maryland College and Career Readiness Standards, and measurements for student success and school success. The four items in this section were weighted with possible maximum points of 60. This allowed critical elements addressed by the applicant to receive detailed attention. The rubric can be viewed in Appendix E.

Review of the Proposed School Curriculum

According to the law, the proposed curriculum must be reviewed within 60 days of receipt of the proposal. During this time, MSDE, in consultation with MD Labor, must approve or disapprove the proposed curriculum. A team of MSDE subject-matter curriculum reviewers was assembled prior to receiving proposals. The core MSDE curriculum reviewers are listed below; other content area specialists were included when needed.

- Reading and English Language Arts Specialist
- Secondary Mathematics Specialist
- Technology Specialist
- Social Studies Coordinator
- Science Coordinator

Reviewers of the curriculum read portions relevant to their area of expertise only and determined if the proposed curriculum area met the Maryland High School Graduation Requirements. Once the review was completed, the applicant received the detailed review of the curriculum that stated what areas were approved and what aspects were not approved. Specific details were provided regarding the areas of the curriculum that were deficient. Applicants were able to address the deficiencies and submit corrected or additional documentation to meet the requirements. Applicants did not have a deadline for submitting the corrected or additional documentation, as the applicant may have needed time to develop the curriculum items. This was an iterative process until the applicant was able to provide full documentation that their entire proposed curriculum was aligned to the Maryland High School Graduation Requirements. Both Goodwill Industries of the Chesapeake and Elev8 were able to provide a complete curriculum to be used in their respective adult school that satisfied the graduation requirements.

Review of Proposed School Plan Narrative

Once the curriculum was approved, the narrative sections of the proposal were reviewed, addressed and approved or disapproved as stated in the law. Reviewers of the proposal narrative consisted of a combination of MSDE and MD Labor staff. The four MD Labor reviewers were selected for their broad expertise in adult education, literacy, grant and program management. The panel of reviewers consisted of the following staff members:

- Director of Instructional Programs, MSDE
- Assistant State Superintendent, MSDE
- Section Chief, Students Services and School Counseling, MSDE
- Chief, Adult High School Program, MD Labor
- Two Adult Education Program Specialists, MD Labor
- New Americans Coordinator, MD Labor

A pre-review meeting was convened on February 13, 2018 to discuss the initiative, purpose, expectations, and rubric and to clarify any questions the reviewers may have had.

Each reviewer was provided with an electronic or paper copy of each proposal, an electronic copy of the scoring rubric, and an electronic copy of the Solicitation for Proposal. Reviewers were given two weeks to review both proposals. Along with a score for each element, reviewers were asked to provide detailed explanations for an exemplary or poor score, including references from the proposal to support such score. Reviewers uploaded their completed rubric to each applicant's folder created on Google Drive. All rubrics were

received by the date requested. The reviewers' comments were compiled for each proposal. All comments were examined and considered for further explanation.

Applicants received a letter summarizing the areas of the proposal that were deemed insufficient and in need of further clarification or additional documentation. Once the applicant submitted additional information to satisfy the requirements documented in the solicitation for proposal, the proposal was approved.

Approval of Proposals and Notification

Applicants were formally notified of approval of their proposal in writing. The Maryland State Superintendent of Schools and the Maryland Secretary of Labor signed the letter jointly. As requested, each applicant accepted the approval by submitting a written statement to MSDE and MD Labor.

Proposals Approved to Establish an Adult High School

The Excel Center

On October 2, 2017, Goodwill Industries of the Chesapeake (GIC) submitted a proposal to establish The Excel Center in Baltimore City. According to their proposal, the mission of The Excel Center "is to *provide adults the opportunity and support to earn a high school diploma, and begin post-secondary education, or access training or other programs that lead to career pathways in sectors of the local economy that offer employment and growth in middle skill occupations.*" Their plan included offering year-round weekday and evening classes and "individual learning plans based upon [each student's] unique interests and abilities."

GIC received approval in June 2018 to establish The Excel Center pending approval of their waiver request of the student service requirement by the Maryland State Board of Education. GIC requested a waiver of the service-learning requirement stating that it would be a barrier to the target population given the diverse roles and responsibilities adult students already have. The request of the waiver was in line with the provision in the law that states, "the State board shall grant the pilot a waiver from any regulation that conflicts with the purpose and goals of the pilot's plan approved by the Department, including the student service requirement." The Maryland State Board of Education approved the waiver request at the July 24, 2018 meeting.

At the time of approval, GIC did not have a specific target date when The Excel Center would open but anticipated opening The Excel Center early in 2019. Their immediate focus was securing funding from the philanthropic community. GIC plan to operate the adult high school at their headquarters in downtown Baltimore City by renovating space to accommodate their academic plan and support services such as onsite childcare.

The Excel Center model was designed and implemented by Goodwill Industries of Indianapolis. Every Excel Center that has been established follows the structure, governance, curriculum and guidelines set forth by the flagship school. GIC has received continuous technical assistance from the flagship school to establish the Baltimore school. The Excel Center has shown success in other states and it is expected that the Baltimore school would be successful also. Since the school has not opened and learners have not been enrolled in the school, demographic and academic data are not available for this reporting.

The GIC board has committed to contribute significant funding to open and operate the school in its first year with the intent of raising additional funds to continue operation in successive years. GIC reported that philanthropic organizations in Baltimore City embraced the concept of the additional pathway to a Maryland High School Diploma but were hesitant to provide funding for the initiative because it was not supported with public dollars. Furthermore, due to the closure of Goodwill retail stores and layoffs due to the COVID-19 shutdown orders, GIC will not be able to follow through with opening the Excel Center this year. They have not fully determined the economic impact but know that it is significant and will greatly affect their academic plans. They plan to conduct a full evaluation to determine if they are able to move forward to open the school in 2021.

Notes of Goodwill Industries of the Chesapeake to establish The Excel Center Adult High School

When	What	Who
October 2, 2017	GIC proposal to establish an adult high school in Maryland received via mail	MD LABOR
October 3, 2017	MSDE curriculum reviewers' briefing	MSDE, MD LABOR
October 3 – 12, 2017	Proposal curriculum documents reviewed by MSDE curriculum specialists	MSDE
October 26, 2017	Letter to GIC reporting the outcome of the review of curriculum documents and requesting additional documentation to support curriculum	MSDE
November 22, 2017	Additional curriculum documentation received from GIC	MSDE
November 29, 2017	New curriculum documentation under review by MSDE curriculum specialists	MSDE
December 20, 2017	Letter to GIC reporting outcome of review of new curriculum documents. Some sections of the curriculum approved.	MSDE

When	What	Who
	Letter sent requesting missing documentation supporting the proposed curriculum information on sections not approved.	
December 22, 2017	Goodwill Industries requested a conference call with curriculum reviewers to clarify what additional documentation is needed.	MSDE, GIC,
January 3, 2018	Conference call to discuss and clarify what additional curriculum information is needed to make the requirements align with the Maryland High School Graduation requirements.	MSDE, MD LABOR, GIC, Goodwill Education Initiatives
January 26, 2018	New curriculum documentation received from GIC. Forwarded to MSDE on January 30, 2018.	MD LABOR
January 30 – February	New curriculum documentation under review by MSDE curriculum specialists	MSDE
February 13, 2018	Briefing of the reviewers for the narrative sections of the proposal convened. Expectations and directions provided.	MSDE, MD LABOR
March 2, 2018	Completed rubrics due from reviewers	MSDE, MD LABOR
March 6, 2018	Completed rubrics reviewed by MSDE and MD LABOR both the section scores, overall score and comments. The next step is to compile comments in a Word document by section. Scores varied from "Needs Improvement" to "Exemplary." The lower scores were based on the need to elaborate or clarify items in the narrative.	MSDE, MD LABOR
March 12, 2018	MSDE sent an update of current curriculum review status: Seven curriculum areas approved. Three areas not approved yet and need further clarification or information.	MSDE
March 26, 2018	Curriculum maps for Physical Education submitted	GIC
April 3, 2018	Full curriculum approved by MSDE	MSDE
April 23, 2018	Narrative review meeting convened with GIC to discuss and clarify questions based on reviewers' feedback. Goodwill was asked to send updated proposal based on discussion outcome	MSDE, MD LABOR, GIC
April 27, 2018	GIC provided the initial updated proposal that addressed the missing information based on the narrative review	GIC
May 15, 2018	GIC provided the second revised proposal along with a full curriculum. All items addressed by GIC except the Service requirement.	GIC
June 1, 2018	GIC submitted an updated proposal including a statement that GIC is applying for a waiver of the Service Requirement hours. A letter from the president of GIC addressed to Susan Spinnato stating that they are applying for the waiver	GIC
June 8, 2018	The applicant's request for a waiver of the Student requirement hours for graduation is scheduled for discussion at the July meeting of the Maryland State Board of Education.	MSDE
June 12, 2018	The draft approval letter of GIC's proposal has been updated by MSDE to "pending approval" based on the outcome of the Maryland State Board of Education decision regarding the Service requirement waiver request.	MSDE
June 18, 2018	Letter signed by the MD LABOR Secretary. Obtaining the signature of the State Superintendent of Schools in process.	MSDE
June 28, 2018	Letter of conditional approval mailed to Goodwill. The proposal is	MSDE, MD LABOR

When	What	Who
	approved pending the outcome of the State board decision on Goodwill's request to waive service learning requirement.	
July 24, 2018	State Board of Education meeting. Goodwill's request to waive the service requirement is approved.	GIC, MD LABOR, MSDE
July 24, 2018	Goodwill expects to open the school in early 2019, pending funding.	GIC
October 11, 2018	Goodwill amended the estimated time of the opening of the school to spring 2019.	GIC
December 10, 2018	At this time, GIC does not have a date or estimated timeline when The Excel Center will open. GIC is requesting funds from the State to open and operate the school.	GIC
February 2019	MD LABOR learned that the position of the GIC contact for school is vacant.	
July 30, 2019	Ryan Smith, VP of Mission Advancement and Workforce, is leading the Excel Center initiative for GIC. GIC is moving forward with plans to open the school at the downtown GIC building. They are currently seeking funding to open and operate the school. At this point, they do not have a specific date to open the school. They proposed legislation to have Maryland sales tax that was collected through Goodwill sales outlets refunded. The refund would help pay for the school. The legislation did not pass. They will propose it again in the upcoming session.	GIC
September 6, 2019	In moving forward to open The Excel Center, GIC reported it would revise the number of learners served from 350 to 150. This will reduce the amount of funding needed to open the school.	GIC, MSDE and MD Labor
October 10, 2019	GIC is in the beginning phase of opening, which includes preparing for enrollment of learners and using the Excel Center brand marketing materials.	
November 7, 2019	Visit to the Washington, D. C. Excel Center School	GIC, MSDE, MD Labor,
December 6, 2019	Moving forward with seeking and securing sustainable funding from State and philanthropic foundations.	GIC
February 11, 2020	GIC met with Labor and MSDE to discuss State funding possibilities.	GIC, MD Labor, MSDE
May 1, 2020	As a result of the economic impact of COVID-19, GIC will not be able to open the Excel Center this year. If the State recommends continuing the program, GIC will move forward to determine if opening in 2021 is feasible.	GIC, MSDE, MD Labor

The South Baltimore Adult High School

Elev8, Baltimore City Community College, and the Cherry Hill Development Corporation partnered to establish the South Baltimore Adult High School under the Program. The adult high school will reside in the Cherry Hill neighborhood of Baltimore City, which has a large population of adults in need of adult education and literacy services. Elev8 is a nonprofit, community-based organization providing middle school students with in-school and out-of-school resources and support to the students' families. Elev8 is serving as the school operator, fiscal agent and wraparound services coordinator. Baltimore City Community College will provide the instructional and academic services. In addition, BCCC has proposed to leverage their current adult basic education program to support potential adult school learners who are deficient in basic skills. The Cherry Hill Development Corporation is considered a strategic partner that connects the school to the Cherry Hill community and community resources.

The proposal to establish the South Baltimore Adult High School was approved in January 2019. BCCC went through staff changes that delayed necessary revisions to the proposal. Once staff was in place, submission of requested documentation was swift. The partnership set the initial school enrollment to begin in for 2019. However, that target was dependent upon funding. Since the Program was not equipped to provide funding, the partnership intended to contact the philanthropic community for seed and ongoing fiduciary support. The executive director of Elev8 stated that it was difficult obtaining funding from the philanthropic organizations in Baltimore City because funding organizations wanted to know that the project was sustainable and because they did not feel confident the school would thrive or survive without public funding.

A former Baltimore City Public Schools building in Cherry Hill was obtained to house the adult high school. The building required renovations to provide an environment sustainable for adult learning. A temporary school location in Cherry Hill was identified as a location for classes to be held in until the renovations of the permanent building were completed.

At the beginning to 2020, Ms. Warrick, Executive Director of Elev8 stated that she expected learner intake to begin during the summer in the hope of securing funding in time for classes to begin during the fall. However, due to COVID-19, Elev8 has turned attention to helping the Baltimore city students they support transition to virtual learning. Ms. Warrick hoped that they could quickly pivot and implement virtual intake (and possibly virtual classes) for the adult high school in July 2020. Virtual services and classes are consistent with the recommendation of The Task Force to Study the Adult High School Concept in Maryland. The Task Force recommended that adult high school operators deliver

instruction through multiple pathways such as face-to-face, hybrid, and online instruction as appropriate to meet the needs of the learners they intend to serve.

Notes of the Elev8, Baltimore City Community College & Cherry Hill Development Corp to establish The South Baltimore Adult High School

When	What	Who
October 3, 2017	Curriculum reviewers' briefing meeting	MSDE & MD LABOR
October 4, 2017	Proposal received to establish South Baltimore Adult HS	MD LABOR
October 10 – 26, 2017	Curriculum documents reviewed by MSDE curriculum specialist	MSDE
October 31, 2017	Letter to applicant requesting additional curriculum information	MSDE
January 17, 2018	Additional curriculum documentation received from applicant	MD LABOR
January 18, 2018 – current	Additional curriculum documentation under review by MSDE curriculum specialist	MSDE
January 29, 2018	Letter to applicant approving State-approved online courses and requesting additional information for other curriculum items.	MSDE
February 19, 2018	Applicant sent their proposed Food and Beverage Management course.	Elev8/BCCC
April 2, 2018	MSDE responded to the applicant. The Food and Beverage Management course looks complete.	MSDE
April 3, 2018	Applicant stated that responses to the remainder of questions would be forthcoming in a few days.	Elev8/BCCC
April 30, 2018	Progress check email was sent to the applicant asking if MSDE/MD LABOR could be of assistance. Response from email sent on January 29, 2018 not received yet.	MSDE/MD LABOR
April 30, 2018	Applicant responded stating that they expect to have curriculum updates in a week.	Elev8/BCCC
July 26, 2018	Progress email sent to applicant. Curriculum updates mentioned in the April 30, 2018 email not received.	MSDE
	Laura Hook, contact for the pilot program at MSDE, left the agency. Replacement to be named.	
August 10, 2018	Curriculum items received from BCCC.	BCCC
September 13, 2018	Email received from Pat Mikos. She is the new point of contact for curriculum items at BCCC. She inquired about what curriculum items were outstanding.	BCCC
September 18, 2018	Susan Spinnato (MSDE) sent Pat Mikos an email stating the updates and changes needed regarding the curriculum.	MSDE
October 19, 2018	Susan Spinnato sent an email inquiring about the curriculum updates referenced on September 18, 2018	MSDE
October 30, 2018	In-person meeting between MSDE, MD LABOR, Elev8	MSDE, MD LABOR,

When	What	Who
	and BCCC to discuss the narrative and updates needed.	BCCC, Elev8
December 10, 2018	Updates to narrative received	Elev8
December 11, 2018	Updates received and reviewed. Additional information needed.	MD LABOR
December 14, 2018	Additional narrative updates sent to Elev8	MD LABOR
December 18, 2018	Updates to narrative received	Elev8
December 19, 2018	Additional narrative updates needed from BCCC in relation to the AEFLA grant enrollment of learners.	MD LABOR
December 19, 2018	Updates reviewed and accepted	MD LABOR/MSDE
January 17, 2019	Letter approving the establishment of the South Baltimore Adult High School mailed via U.S. Postal Service and emailed to Elev8, lead applicant.	MSDE/MD LABOR
February 2019	Elev8, BCCC, Cherry Hill Dev Corp, and MD LABOR applied to present the SBAHS and the AHS program at the annual MAACCE conference in May. This would be of interest to the audience since BCCC is a WIOA Title II provider.	MD LABOR/South Baltimore Adult HS operators
May 9, 2019	At the annual Maryland Association of Adult, Community and Continuing Education (MAACCE), Alex Warrick, Pat Mikos, and Michael Middleton presented their adult school model conference and Perketer Tucker presented an overview about the Adult High School Program.	MD LABOR/South Baltimore Adult HS operators
August 12, 2019	Alex Warrick and Mike Middleton met with Erin Roth, Perketer Tucker, and Dr. Steve Czinn, Chair of UM School of Medicine Pediatrics Department about a partnership between pediatrics and Elev8 to address health care needs of children in Cherry Hill. This falls in line with wraparound services provided to the adult learner and family.	MD Labor, Elev8, CHDC, UMMS - Pediatrics
August 12, 2019	Alex Warrick said the opening of the school has been postponed to January 2020. She said that they are having difficulty raising substantial funds from the philanthropic organizations to fully support the operation of the school.	Elev8
October 10, 2019	Elev8 has a meeting with the Abell Foundation scheduled in November. If funds are secured through Abell, Ms. Warrick expects it will be enough to open the school. Still planning a January 2020 launch. Currently have 20 pre-registered learners. The school building renovations are occurring with cleaning and wi-fi installation.	Elev8
December 9, 2019	Ms. Warrick stated they are postponing opening the school to summer 2020 because funding was not secured. According to Ms. Warrick, the last foundation approached stated that they are hesitant to provide funding because state funds are not being allocated to	Elev8

When	What	Who
	ensure the operation of the initiative. She brought to light that Elev8 is seeking funding to implement their partner responsibilities of the school and BCCC is responsible for securing funds for the academic component.	
February 21, 2020	Second meeting with Elev8 and University of Maryland Pediatrics about providing medical services to the children of learners enrolled in the HS. The law states that wraparound services can be for family members also.	MD Labor, Elev8, UM Pediatrics
February 25, 2020	Ms. Warrick said they are on track to conduct intake this summer. She is working on becoming a workforce placement site for DSS. They will submit a letter of intent to a south Baltimore organization for funds and plan to hire a Baltimore Corp fellow this summer. She is beginning to establish a steering committee that can work to make the school a success. She agreed that a monthly call between the South Baltimore Adult HS operators, MD Labor and MSDE is a good idea.	Elev8/MD Labor
March 23, 2020	Due to COVID-19, Elev8 has turned attention to helping the public school students they support transition to virtual learning.	Elev8/MD Labor
May 15, 2020	Ms. Warrick hoped they can quickly pivot and implement virtual intake in July 2020 (and possibly began virtual classes later in the year).	Elev8/MD Labor

Recommendation to the Governor and the Maryland General Assembly

It is the recommendation of the Maryland State Department of Education and the Maryland Department of Labor that the Adult High School Pilot Program established by House Bill 1381/Senate Bill 866 (2017) be approved to continue with the expectation of expanding the current number of adult high schools. Since the passage of the initiative, both agencies have worked in collaboration toward improving the lives of the approximately half million Marylanders who lack a high school diploma but, who have a deep desire to fulfill their academic and career aspirations. Underscored by the tremendous impact of COVID-19, multiple pathways to obtain a secondary education are critically needed to successfully meet the needs of adults who lack a high school diploma and who need upskilling or reskilling to successfully participate in the 21st-century workplace.

The school operators reported difficulty in securing funding from the philanthropic community. Funders embraced the concept of the additional pathway to a Maryland High School Diploma but were hesitant to provide funding for the initiative if it was not supported with public dollars. The philanthropic funding organizations wanted to be assured that the schools were sustainable and questioned if the schools would thrive without such funding. Although the current school operators experienced a slow start because of the lack of outside funding, they have committed staff and organizational resources towards implementing their respective school. However, the resources identified are inadequate to continue operation of the school after initial start-up.

This program has the potential to provide high-quality secondary education and access to career training to some of the roughly 500,000 adults without a high school diploma in Maryland. Goodwill Industries of the Chesapeake and Elev8 have developed a curriculum that meets the high school graduation standards set forth by MSDE, an academic program suitable for adult learners, and identified critical wraparound services to eradicate the myriad challenges adult learners face. As the pioneers of this young initiative, these two operators have the strong foundation to carry the vision of their adult high school to fruition. It is the expectation that their successful pathway leads to a future expansion of the program and additional adult high school operators.

Appendix A: Goodwill Industries of the Chesapeake Letter of Support



7/27/2020

Secretary Tiffany P. Robinson, Esq.,
Office of the Secretary
Maryland Department of Labor
500 North Calvert Street,
Baltimore, Maryland 21202

Dear Secretary Robinson:

During the 2017 Legislative Session the Maryland General Assembly passed HB1381/SB866, allowing nonprofit organizations to open up to six adult high schools as a part of a pilot program. Goodwill Industries of the Chesapeake, Inc. applied in 2018 to open the Excel Center, an adult high school model in Baltimore City. Goodwill was selected as one of the organizations to participate in this pilot.

Since 2018, Goodwill Industries of the Chesapeake, Inc. has made operationalizing The Excel Center in Baltimore City a priority. In partnership with Goodwill Educational Initiatives, our national affiliate that oversees 28 adult high schools throughout the country, we developed a curriculum and program model that will connect students to post-secondary education and skills training opportunities that lead to career pathways in growth industry sectors with occupations that pay a family sustaining wage. Additionally, the program addresses critical supportive services for non-academic barriers to employment opportunities, such as transportation, child care, reliable housing, mental and physical health. Students in The Excel Center will develop supportive relationships with staff and fellow students to encourage their progress and academic engagement.

In addition to investing a great deal of effort creating a strong program model, Goodwill Industries of the Chesapeake, Inc. also engaged the philanthropic community to raise funding to support the operational cost of The Excel Center. These fundraising efforts proved to be the most challenging part to operationalizing The Excel Center. Many of the funders want to see long-term sustainable funding before investing in The Excel Center. Goodwill Industries of the Chesapeake's Board of Directors unanimously voted to invest a million dollars of the organizations own funds to operationalizing the first year of the Excel Center in 2020. However, like many organizations around the country and state, we have been greatly impacted by COVID-19, and are not able to invest that funding without reinsurance of long-term funding from the state to sustain adult high schools in Maryland moving forward.

An adult high school in Baltimore City is greatly needed, as it will be the first step on a career pathway for Baltimore's most economically isolated residents, especially those without a high school diploma or GED. For this reason, we fully support the extension of HB1381/SB866, allowing for adult high schools to operationalize in Maryland. Additionally, as the legislation is being reviewed, we request that the language of the legislation be amended to incorporate operational funding for the approved entities. This will allow for the approved organizations to garner additional funding streams from local philanthropic entities to better support the launch and sustainability of the schools.

Thank you for your consideration, and please contact me if you have any questions.

Sincerely,

Lisa Ruszymik
President & CEO

222 East Reelwood Street/Baltimore, MD 21202
410.837.1800 (phone) / 410.837.8930 (fax)
www.goodwillches.org

Appendix B: Letters of Approval



June 28, 2018

Goodwill Industries of the Chesapeake, Inc.
Lisa Rusyniak, CEO and President
222 East Redwood Street
Baltimore, MD 21202

Reference: Proposal for The Excel Center Adult High School in Baltimore City

Dear Ms. Rusyniak:


Thank you for submitting a proposal under the Solicitation for Proposals for the Adult High School Pilot Program. The Maryland State Department of Education (MSDE) and the Maryland Department of Labor, Licensing and Regulation (DLLR) are pleased to inform you that your application to open The Excel Center in Baltimore City has been approved pending approval of your waiver of the service learning requirement by the State Board of Education at its July meeting.

The purpose of the program is to establish an alternative method for adults who did not graduate from high school to earn a high school diploma and potentially earn postsecondary education credits and industry-recognized certification in an environment that meets the needs of the adult learner. MSDE and DLLR are jointly responsible for oversight and monitoring of the Program.

As a pilot school, you are required to submit an annual report, which is due to MSDE and DLLR by October 1 of each year beginning in 2019. The report will detail specific outcomes for the previous fiscal year. Additionally, by December 2020, MSDE and DLLR will submit a report to the Governor and General Assembly evaluating each pilot school and a recommendation to expand, continue, modify, or terminate the program.

Please contact both Susan Spinato (susan.spinato@maryland.gov) and Perleter Tucker (perleter.tucker@maryland.gov) to accept the approval of the adult high school and move forward with its operation.

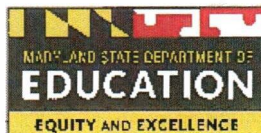
Sincerely,


Kelly M. Schulz
Secretary of Labor, Licensing
and Regulation


Karen B. Salmon, Ph.D.
State Superintendent of Schools

DLLR • 1100 North Eustaw Street • Baltimore, MD 21201 • www.dllr.maryland.gov

MSDE • 200 West Baltimore Street • Baltimore, MD 21201 • msde.maryland.gov



January 17, 2019

Elev8
Alex Warrick Adams, Director
1701 North Gay Street
Baltimore, MD 21213

Reference: Proposal for the South Baltimore Adult High School in Baltimore City

Dear Ms. Adams:

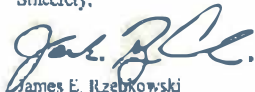
Thank you for submitting a proposal under the Solicitation for Proposals for the Adult High School Pilot Program. The Maryland State Department of Education (MSDE) and the Maryland Department of Labor, Licensing and Regulation (DLLR) are pleased to inform you that your application to open the South Baltimore Adult High School in Baltimore City has been approved.

The purpose of the program is to establish alternatives for adults who did not graduate from high school. They will have the opportunity to earn a high school diploma and potentially earn postsecondary education credits and industry-recognized certification in an environment that meets the needs of the adult learner. MSDE and DLLR are jointly responsible for oversight and monitoring of the Program.

As a pilot school, you are required to submit an annual report, which is due to MSDE and DLLR by October 1 of each year beginning in 2020. The report will detail specific outcomes for the previous fiscal year. Additionally, by December 2020, MSDE and DLLR will submit a report to the Governor and General Assembly evaluating each pilot school and a recommendation to expand, continue, modify, or terminate the program.

Please contact both Susan Spinnato (susan.spinnato@maryland.gov) and Perkester Tucker (perkester.tucker@maryland.gov) to accept the approval of the adult high school and move forward with its operation.

Sincerely,


James E. Rzekowski
Acting Secretary of Labor, Licensing
and Regulation


Karen B. Salmon, Ph.D.
State Superintendent of Schools

cc: T. Ciffield, P. Mikos, S. Spinnato, P. Tucker

DLLR • 1100 North Eutaw Street • Baltimore, MD 21201 • www.dllr.maryland.gov

MSDE • 200 West Baltimore Street • Baltimore, MD 21201 • msde.maryland.gov

Appendix C: Maryland House Bill 1381 (Senate Bill 866), Chapter 608

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Chapter 608
(House Bill 1381)

AN ACT concerning

Adult High School Pilot Program

FOR the purpose of establishing an Adult High School Pilot Program; providing for the purpose of the Program; providing that the Program is under the authority and supervision of the State Department of Education and the Department of Labor, Licensing, and Regulation; authorizing the Department, in consultation with the Department of Labor, Licensing, and Regulation, to approve up to a certain number of pilots; establishing requirements for a pilot under the Program; requiring the Department and the Department of Labor, Licensing, and Regulation to consider certain items when considering whether to approve a certain pilot; providing that a certain pilot is not a public school for certain purposes; requiring an applicant to submit a certain plan to the Department and the Department of Labor, Licensing, and Regulation that includes certain information; requiring the Department, in consultation with the Department of Labor, Licensing, and Regulation, to approve or disapprove certain items within a certain period of time; requiring the State Board of Education to grant a certain pilot a waiver from certain regulations; prohibiting the State Board from granting a waiver of a certain assessment requirement in a certain regulation; requiring a pilot to be subject to the requirements of a certain federal law and provide certain accommodations; requiring the Department and the Department of Labor, Licensing, and Regulation to establish qualifications for operators of pilots under the Program; providing for the minimum content of certain qualifications; requiring certain operators to adopt certain written standards; requiring certain standards to be submitted to the Department and Department of Labor, Licensing, and Regulation for approval; authorizing an operator to partner with certain entities; requiring an Advisory Board to govern a pilot; providing for the membership, appointments, officers, and filling of vacancies for an Advisory Board; authorizing the operator or the Advisory Board to apply for and accept certain funding from certain entities; requiring an operator to conduct a certain evaluation each year; requiring an operator, after receiving certain approval from the Advisory Board, to submit a certain evaluation report to certain departments; requiring, beginning on a certain date, a certain operator to submit certain information to certain departments; requiring the Department and the Department of Labor, Licensing, and Regulation to jointly submit to the Governor and the General Assembly a certain report on or before a certain date; requiring the Department and the Department of Labor, Licensing, and Regulation to send a certain written notice to certain pilots under certain circumstances; requiring the Department and the Department of Labor, Licensing, and Regulation to jointly adopt certain regulations; defining certain terms; and generally relating to the Adult High School Pilot Program.

BY adding to
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Article - Education Section 9.7-101 through 9.7-110 to be under the new title "Title 9.7. Adult High School Pilot Program" Annotated Code of Maryland (2014 Replacement Volume and 2016 Supplement)

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Laws of Maryland read as follows:

Article - Education

TITLE 9.7. ADULT HIGH SCHOOL PILOT PROGRAM.

9.7-101.

(A) IN THIS TITLE THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

(B) "OPERATOR" MEANS A PRIVATE NONPROFIT ENTITY THAT ESTABLISHES A PILOT UNDER THE PROGRAM.

(C) "PILOT" MEANS AN ADULT HIGH SCHOOL ESTABLISHED BY AN OPERATOR UNDER THE PROGRAM.

(D) "PROGRAM" MEANS THE ADULT HIGH SCHOOL PILOT PROGRAM.

(E) (1) "WRAPAROUND SERVICES" MEANS INDIVIDUALIZED SERVICES, EXCLUDING REGULAR SCHOOL PROGRAMS AND SERVICES, THAT ARE PROVIDED TO THE STUDENT AND THE STUDENT'S FAMILY.

(2) "WRAPAROUND SERVICES" INCLUDES:

(I) CHILD CARE;

(II) TRANSPORTATION;

(III) HOUSING REFERRALS;

(IV) MENTAL HEALTH;

(V) CRISIS INTERVENTION;

(VI) SUBSTANCE ABUSE PREVENTION OR TREATMENT; AND

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(VII) LEGAL AID.

9.7-102.

(A) THERE IS AN ADULT HIGH SCHOOL PILOT PROGRAM.

(B) THE GENERAL PURPOSE OF THE PROGRAM 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.

(C) THE PROGRAM IS UNDER THE AUTHORITY AND SUPERVISION OF THE DEPARTMENT AND THE DEPARTMENT OF LABOR, LICENSING, AND REGULATION.

9.7-103.

(A) THE DEPARTMENT, IN CONSULTATION WITH THE DEPARTMENT OF LABOR, LICENSING, AND REGULATION, MAY APPROVE UP TO SIX PILOTS.

(B) A PILOT ESTABLISHED UNDER THE PROGRAM SHALL:

(1) OPERATE FROM A FIXED PHYSICAL LOCATION;

(2) ENROLL STUDENTS WHO:

(I) ARE 21 YEARS OLD OR OLDER;

(II) DO NOT HAVE A HIGH SCHOOL DIPLOMA; AND

(III) DID NOT COMPLETE THE REQUIREMENTS FOR HIGH SCHOOL GRADUATION THROUGH GED TESTING OR A NATIONAL EXTERNAL DIPLOMA PROGRAM;

(3) ENROLL A MAXIMUM OF 350 STUDENTS;

(4) OFFER WRAPAROUND SERVICES NECESSARY FOR THE ADULT LEARNER; AND

(5) GRANT A MARYLAND HIGH SCHOOL DIPLOMA ON COMPLETION OF THE REQUIRED COURSE OF STUDY.

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(C) WHEN CONSIDERING WHETHER TO APPROVE A PILOT UNDER THIS SECTION, THE DEPARTMENT AND THE DEPARTMENT OF LABOR, LICENSING, AND REGULATION SHALL:

(1) GIVE PRIORITY TO A PILOT LOCATED IN A COUNTY OR GEOGRAPHIC AREA LOCATED WITHIN A COUNTY THAT HAS A HIGH SCHOOL ATTAINMENT RATE THAT IS LOWER THAN THE STATE AVERAGE HIGH SCHOOL ATTAINMENT RATE;

(2) CONSIDER GEOGRAPHIC DIVERSITY IN LOCATIONS FOR THE PILOTS; AND

(3) APPROVE ONE PILOT IN A RURAL AREA FOR EACH TWO PILOTS APPROVED IN URBAN AREAS.

(D) A PILOT ESTABLISHED UNDER THE PROGRAM IS NOT A PUBLIC SCHOOL FOR PUBLIC FINANCING PURPOSES UNDER TITLE 5 OF THIS ARTICLE.

9.7-104.

(A) (1) TO ESTABLISH A PILOT UNDER THE PROGRAM, AN APPLICANT SHALL SUBMIT TO THE DEPARTMENT AND THE DEPARTMENT OF LABOR, LICENSING, AND REGULATION A PLAN THAT DESCRIBES IN DETAIL THE PILOT OPERATOR, THE PILOT PROGRAM DESCRIPTION, THE PROPOSED CURRICULUM, ASSESSMENT PROCEDURES, PERFORMANCE STANDARDS, WRAPAROUND SERVICES, THE BUDGET, AND THE PROPOSED BYLAWS ADOPTED BY THE PILOT'S ADVISORY BOARD.

(2) THE PLAN UNDER PARAGRAPH (1) OF THIS SUBSECTION SHALL INCLUDE:

(I) THE PROPOSED CURRICULUM AND PERFORMANCE STANDARDS THAT ALIGN WITH THE MARYLAND COLLEGE AND CAREER READY STANDARDS;

(II) INITIAL STUDENT INTAKE ASSESSMENT PROCEDURES;

(III) PLANS FOR THE PROVISION OF REMEDIAL INSTRUCTION TO PREPARE STUDENTS FOR SECONDARY-LEVEL ACADEMIC INSTRUCTION, IF NECESSARY;

(IV) PLANS FOR WORKING WITH STUDENTS WITH DISABILITIES;

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(V) A DESCRIPTION OF ASSESSMENT INSTRUMENTS FOR MEASURING STUDENT PROGRESS AND COLLEGE AND CAREER READINESS;

(VI) A DESCRIPTION OF ANY PROGRAMS OR PARTNERSHIPS WITH ORGANIZATIONS OR BUSINESSES FOR PROVIDING JOB SKILLS, INDUSTRY CERTIFICATIONS, OR HIGHER EDUCATION CREDITS;

(VII) THE WRAPAROUND SERVICES OFFERED;

(VIII) A DESCRIPTION OF THE ADVISORY AND COACHING SERVICES THAT PROVIDE SUPPORT FOR STUDENTS TO:

1. ESTABLISH CAREER PATHWAYS IN HIGH NEED AND GROWTH INDUSTRY SECTORS;
AND

2. MAKE EFFECTIVE TRANSITIONS INTO POSTSECONDARY EDUCATION AND INDUSTRY
CREDENTIALING OPPORTUNITIES;

(IX) THE PILOT'S GOVERNANCE PLAN; AND

(X) A DETAILED BUDGET FOR THE INITIAL 3-YEAR OPERATING PERIOD THAT
DEMONSTRATES THE PILOT'S FINANCIAL SELF-SUFFICIENCY; AND

(XI) PLANS FOR WORKING WITH ENGLISH LANGUAGE LEARNERS.

(B) WITHIN 60 DAYS OF THE DATE OF RECEIPT OF A PLAN SUBMITTED UNDER
SUBSECTION (A) OF THIS SECTION:

(1) THE DEPARTMENT, IN CONSULTATION WITH THE DEPARTMENT OF LABOR,
LICENSING, AND REGULATION, SHALL APPROVE OR DISAPPROVE THE PILOT'S
CURRICULUM; AND

(2) IF THE DEPARTMENT APPROVES THE PILOT'S CURRICULUM UNDER ITEM (1) OF
THIS SUBSECTION, THE DEPARTMENT, IN CONSULTATION WITH THE DEPARTMENT OF
LABOR, LICENSING, AND REGULATION, SHALL APPROVE OR DISAPPROVE THE
APPLICANT'S PLAN AND PILOT.

(C) (1) EXCEPT AS PROVIDED IN PARAGRAPH (2) OF THIS SUBSECTION, WITHIN 30 DAYS
OF THE DATE OF APPROVAL OF THE PLAN AND PILOT UNDER SUBSECTION (B)(2) OF
THIS SECTION AND IN ACCORDANCE WITH THE AUTHORITY OF THE STATE BOARD
UNDER § 2-205 OF THIS ARTICLE TO GRANT WAIVERS FROM REGULATIONS ADOPTED
BY THE STATE BOARD, THE STATE BOARD SHALL GRANT THE PILOT A WAIVER FROM
ANY REGULATION THAT CONFLICTS WITH THE PURPOSE
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AND GOALS OF THE PILOT'S PLAN APPROVED BY THE DEPARTMENT, INCLUDING THE
STUDENT SERVICE REQUIREMENT IN COMAR 13A.03.02.05.

(2) A WAIVER REQUIRED UNDER PARAGRAPH (1) OF THIS SUBSECTION MAY NOT BE
GRANTED RELATED TO ASSESSMENT REQUIREMENTS IN COMAR 13A.03.02.06.

(D) A PILOT SHALL BE:

(1) BE SUBJECT TO THE REQUIREMENTS OF § 504 OF THE REHABILITATION ACT OF
1973; AND

(2) SHALL PROVIDE ACCOMMODATIONS EQUAL TO THOSE A STUDENT WOULD QUALIFY FOR UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT IF A STUDENT HAS A DISABILITY WITH AN EDUCATIONAL IMPACT.

9.7-105.

(A) (1) THE DEPARTMENT AND THE DEPARTMENT OF LABOR, LICENSING, AND REGULATION SHALL ESTABLISH QUALIFICATIONS FOR OPERATORS OF PILOTS UNDER THE PROGRAM.

(2) THE QUALIFICATIONS SHALL, AT A MINIMUM, REQUIRE AN OPERATOR TO:

(I) BE REGISTERED AS A NONPROFIT ORGANIZATION IN THE STATE;

(II) HAVE PREVIOUS EXPERIENCE AND MEASURED SUCCESS IN PROVIDING EDUCATION SERVICES TO ADULT LEARNERS, INCLUDING INDUSTRY CERTIFICATION AND JOB PLACEMENT SERVICES;

(III) HAVE PREVIOUS EXPERIENCE PROVIDING EDUCATION SERVICES OR WORKFORCE DEVELOPMENT SERVICES TO ADULT LEARNERS WHO HAVE BEEN LIMITED BY EDUCATIONAL DISADVANTAGES, A DISABILITY, A CRIMINAL RECORD, OR SIMILAR BARRIERS TO EMPLOYMENT OPPORTUNITIES; AND

(IV) HAVE SECURED FINANCING TO DEVELOP OR THE CAPABILITY TO SECURE FINANCING FOR THE DEVELOPMENT OF A PHYSICAL SITE FOR THE PILOT; AND

(V) HIRE APPROPRIATELY TRAINED INSTRUCTIONAL PERSONNEL.
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(3) AN OPERATOR MAY BE A PARTNERSHIP OF TWO OR MORE PERSONS THAT MEET THE QUALIFICATIONS REQUIRED UNDER THIS SUBSECTION.

(B) (1) THE OPERATOR SHALL ADOPT WRITTEN STANDARDS FOR THE ADMISSION AND DISMISSAL OF STUDENTS.

(2) THE STANDARDS AND ANY AMENDMENTS SHALL BE SUBMITTED TO THE DEPARTMENT AND THE DEPARTMENT OF LABOR, LICENSING, AND REGULATION FOR APPROVAL.

(C) THE OPERATOR MAY PARTNER WITH:

(1) A COUNTY BOARD OF EDUCATION; OR

(2) A PUBLIC INSTITUTION OF HIGHER EDUCATION IN THE STATE IF THE OPERATOR INTENDS TO PROVIDE COURSE WORK FOR COLLEGE CREDIT.

9.7-106.

(A) AN ADVISORY BOARD SHALL GOVERN A PILOT.

(B) (1) AN ADVISORY BOARD SHALL CONSIST OF AT LEAST 11 MEMBERS AND NOT MORE THAN 25 MEMBERS.

(2) OF THE ADVISORY BOARD MEMBERS:

(I) ONE SHALL BE APPOINTED BY THE DEPARTMENT;

(II) ONE SHALL BE APPOINTED BY THE DEPARTMENT OF LABOR, LICENSING, AND REGULATION; AND

(III) THE REMAINING MEMBERS SHALL BE SELECTED IN ACCORDANCE WITH THE BYLAWS OF THE PILOT.

(C) A VACANCY SHALL BE FILLED IN THE SAME MANNER IN WHICH THE VACATING MEMBER WAS APPOINTED OR SELECTED.

(D) THE ADVISORY BOARD SHALL DETERMINE ITS OFFICERS.

9.7-107.

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THE OPERATOR OR ADVISORY BOARD OF A PILOT MAY APPLY FOR AND ACCEPT DONATIONS, GRANTS, OR OTHER FINANCIAL ASSISTANCE FROM A GOVERNMENTAL ENTITY OR ANY NONPROFIT OR OTHER PRIVATE ORGANIZATION.

9.7-108.

(A) AN OPERATOR SHALL CONDUCT AN EVALUATION OF THE PILOT EACH YEAR.

(B) THE OPERATOR, AFTER RECEIVING APPROVAL OF THE ADVISORY BOARD, SHALL SUBMIT TO THE DEPARTMENT AND THE DEPARTMENT OF LABOR, LICENSING, AND REGULATION AN EVALUATION REPORT FOR THE PRIOR FISCAL YEAR THAT INCLUDES:

(1) THE ACADEMIC AND CAREER PROGRESS OF EACH STUDENT ENROLLED IN THE PILOT; AND

(2) THE PILOT'S FISCAL YEAR FINANCIAL REPORT.

9.7-109.

(A) BEGINNING OCTOBER 1, 2018, AND ON OR BEFORE OCTOBER 1 EACH YEAR THEREAFTER, THE OPERATOR OF A PILOT SHALL SUBMIT TO THE DEPARTMENT AND THE DEPARTMENT OF LABOR, LICENSING, AND REGULATION THE FOLLOWING INFORMATION FOR THE PRIOR FISCAL YEAR:

(1) WHETHER STUDENTS ENROLLED IN THE PILOT ARE ON TRACK FOR COMPLETION IN A TIME DETERMINED TO BE REASONABLE BY THE ADVISORY BOARD OF THE PILOT;

(2) THE ACADEMIC LEVELS OF THE STUDENTS AT THE TIME OF ENROLLMENT IN THE PILOT;

(3) THE NUMBER OF:

(I) CREDITS STUDENTS COMPLETED; AND

(II) STUDENTS WHO COMPLETED AND GRADUATED FROM THE PILOT;

(4) THE ACADEMIC PROGRESS OF THE STUDENTS AS MEASURED BY THE STUDENT INTAKE ASSESSMENT INSTRUMENT AND THE ASSESSMENT INSTRUMENT USED;

LAWRENCE J. HOGAN, JR., Governor Ch. 608

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(5) THE GRADUATION RATE;

(6) THE NUMBER OF POSTSECONDARY EDUCATION CREDITS EARNED AND THE TYPES OF CREDITS SOUGHT;

(7) THE NUMBER OF INDUSTRY CREDENTIALS EARNED AND THE TYPES OF INDUSTRY CREDENTIALS; AND

(8) ANY REPORTED POSTGRADUATION EMPLOYMENT.

(B) ON OR BEFORE DECEMBER 1, 2020, THE DEPARTMENT AND THE DEPARTMENT OF LABOR, LICENSING, AND REGULATION SHALL JOINTLY SUBMIT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY A REPORT THAT INCLUDES:

(1) AN EVALUATION OF EACH PILOT APPROVED UNDER THIS SUBTITLE;

(2) A RECOMMENDATION AS TO EXPANSION, CONTINUATION, MODIFICATIONS TO, OR TERMINATION OF THE PROGRAM;

(3) DEMOGRAPHIC INFORMATION ON STUDENT ENROLLMENT UNDER THE PROGRAM; AND

(4) THE FISCAL SOLVENCY OF THE PROGRAM.

9.7-110.

(A) IF THE DEPARTMENT AND THE DEPARTMENT OF LABOR, LICENSING, AND REGULATION AGREE THAT THE PROGRAM IS NOT EFFECTIVE, THE DEPARTMENT AND DEPARTMENT OF LABOR, LICENSING, AND REGULATION SHALL SEND WRITTEN NOTICE TO THE PILOTS THAT THE PROGRAM HAS BEEN DISCONTINUED.

(B) THE DEPARTMENT AND THE DEPARTMENT OF LABOR, LICENSING, AND REGULATION SHALL JOINTLY ADOPT REGULATIONS TO IMPLEMENT THE PROGRAM.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2017.

Approved by the Governor, May 25, 2017.

Appendix D: Solicitation for Proposals

First Release

Solicitation for Proposals

ADULT HIGH SCHOOL PILOT

Issue Date: July 10, 2017

Notice of Intent to Apply Deadline: August 1, 2017

Technical Assistance Briefing: August 8, 2017

Proposal Submission Deadline: October 1, 2017

Maryland Department of Labor, Licensing
and Regulation (DLLR)
1100 N. Eutaw Street
Baltimore, Maryland 21201

Maryland State Department of
Education (MSDE)
200 West Baltimore Street
Baltimore, Maryland 21201

Program Description

Purpose of Adult High School Pilot:

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.

Authorization:

House Bill 1381 (2017) *Adult High School Pilot* Program, Article – Education 16, Section 9.7–101 through 9.7–110, Annotated Code of Maryland

Number of Pilots: Up to six pilots may be approved.

Priority:

Absolute priorities:

- A pilot located in a county or geographic area location within a county that has a high school attainment rate that is lower than the state average high school attainment rate
- One pilot in a rural area for each two pilots approved in urban areas

Priority considerations: Geographic diversity

Eligible Applicants:

A private nonprofit entity that establishes a pilot is required to:

- Be registered as a nonprofit organization in the State.
- Have previous experience and measured success in providing education services, including industry certification and job placement services, to adult learners.
- Have previous experience providing education services or workforce development services to adult learners who have been limited by educational disadvantages, a disability, a criminal record, or similar barriers to employment opportunities.
- Hire appropriately trained instructional personnel.

Funding: (Public funding is not provided for the pilot)

A pilot established under the program is not a public school for public financing purposes under Title 5 of the Education Article.

The operator must secure financing to develop or the capacity to secure financing for the development of a physical site for the pilot.

The operator or advisory board of a pilot may apply for and accept donations, grants or other financial assistance from a governmental entity or any nonprofit or other private organization.

Summary of Dates

Dissemination of Solicitation for Proposal: July 10, 2017
Notice of Intent to Apply Deadline: August 1, 2017
Technical Assistance Briefing: August 8, 2017
Proposal Submission Deadline: October 1, 2017
Award Notification: 60 days after submission

If six pilots are not awarded as a result of this solicitation, a second solicitation may be posted.

Notice of Intent to Apply

All organizations that plan to submit a proposal for an Adult High School Pilot are requested to complete and return to the Maryland Department of Labor, Licensing and Regulation (DLLR) and the Maryland State Department of Education (MSDE) the [Notice of Intent to Apply Form](#) by August 1, 2017. Submit the form by emailing it to Lynnette Demby at Lynnette.demby@maryland.gov.

Proposal Submission Requirements

Proposals must contain the following information. Clearly label each section. Use 12-point font and 1.5 line spacing. Each page must contain a header with the lead organization's name. Include page numbers in the bottom right corner of the footer. *Incomplete proposals will not be reviewed.*

Adult High School Pilot Proposal Cover Sheet

- Every proposal must have an Adult High School Pilot Proposal Cover Sheet. No other page may cover the proposal cover sheet. The subsequent information must be clearly stated in the following order:
 - Name of applicant
 - Title of proposal
 - The words "Adult High School Pilot"
 - Name of contact person
 - Telephone and email address of contact person

Table of Contents

[Proposal Applicant Information Form](#)

Executive Summary

- A clear and concise outline of the proposal that should not exceed one page

Adult High School Pilot Proposal

Section 1: Pilot Operator

- 1.1 Profile of lead operator and founding group
- 1.2 Explanation of the operator's mission, years in operation, legal structure, and how the organization is financed

Section 2: Pilot Program Description

- 2.1 Pilot's mission and philosophy
- 2.2 Pilot's goals
- 2.3 Pilot's governance plan
 - 2.3.1 Administrative structure
 - 2.3.2 Profile of school leadership
 - 2.3.3 Pilot management
 - 2.3.4 Advisory board
- 2.4 Pilot's key personnel
 - 2.4.1 Staffing plan
 - 2.4.2 Teacher quality
- 2.5 Pilot's plan for student recruitment and retention
- 2.6 Pilot's plans for remedial instruction to prepare students for secondary-level academic instruction, if necessary
- 2.7 Pilot's plans for working with students with disabilities
- 2.8 Pilot's plans for working with English learners
- 2.9 Pilot's description of the advisory and coaching services that provide support for students to
 - Establish career pathways in high-need and growth-industry sectors and
 - Make effective transitions into postsecondary education and industry credentialing opportunities
- 2.10 Pilot's description of any programs or partnerships with organizations or businesses for providing job skills, industry certifications, or higher education credits

Section 3: Pilot's Curriculum

- 3.1 Detailed description of curriculum for each content area in COMAR 13A.03.02 *Graduation Requirements for Public High Schools in Maryland* aligned to Maryland College and Career Ready Standards
- 3.2 Description of curriculum for other content areas offered in the pilot
- 3.3 Scope and sequence, graduation plans, and/or sample student schedules

Section 4: Pilot's Performance Standards and Measurement

- 4.1 Detailed description of data systems to measure student performance standards aligned to Maryland College and Career Ready Standards
- 4.2 Description of measures to determine if students are on track for completion
- 4.3 Description of other measures to determine pilot's success

Section 5: Pilot's Student Assessment Procedures

- 5.1 Initial student intake assessment procedures
- 5.2 Description of assessment instruments for measuring student progress and college and career readiness

Section 6: Pilot's Wraparound Services Offered

- 6.1 Individualized services provided, such as child care, transportation, housing referrals, mental health care, crisis intervention, substance abuse prevention or treatment, and legal aid

Section 7: Budget

- 7.1 Detailed budget for the initial three-year operating period that demonstrates the pilot's financial self-sufficiency
 - 7.1.1. Facilities
 - 7.1.2. Finance
 - 7.1.3. Budget workbook

Section 8: Proposed Bylaws Adopted by the Pilot's Advisory Board

Section 9: Additional Supporting Documents

Proposal Submission Procedure

Applicants must submit:

- One original with signatures and **four (4) copies of the proposal should be submitted in hard copy**. Standard-sized (8½" x 11") paper of regular weight should be used.
- One electronic copy of the proposal should be submitted on a USB flash drive. To the extent possible, please provide standalone electronic files for each section. The budget workbook should be submitted in Excel.
- Send proposals to the following location to be collaboratively reviewed by the Maryland Department of Labor, Licensing and Regulation and Maryland State Department of Education:

Maryland Department of Labor, Licensing and Regulation (DLLR)
Office of Adult Education & Literacy Services
Adult High School Pilot
Attn: Lynnette Demby
1100 N. Eutaw Street
Baltimore, MD 21201

Notice of Intent to Apply Form

Organizations are requested to complete and return this form by August 1, 2017.

The organization named below intends to respond to the 2017 Solicitation for Proposals for an Adult High School Pilot.

Organization Name: _____

Contact Person: _____

Address, Line 1: _____

Address, Line 2 (if applicable): _____

City/Town/State/Zip Code: _____

Telephone Number: _____

Fax Number: _____

Email Address: _____

Type of Organization: _____

Email Notice of Intent to Apply Form to:

Lynnette Demby at lynnette.demby@maryland.gov
Maryland Department of Labor, Licensing and Regulation (DLLR)

Proposal Applicant Information Form

Name of Proposed Adult High School Pilot: [Click here to enter text.](#)

Affiliated Lead Organization (if applicable): [Click here to enter text.](#)

Contact Person: [Click here to enter text.](#)

Address: [Click here to enter text.](#)

Telephone: [Click here to enter text.](#)

Email: [Click here to enter text.](#)

Names of all members of the founding group⁴, including their affiliation with the proposed school:

[Click here to enter text.](#)

[Click here to enter text.](#)

[Click here to enter text.](#)

[Click here to enter text.](#)

Proposed first year of academic operation: [Click here to enter text.](#)

Relationship between the school and its employees:

Contract

At will

Applicants are invited to provide more information about this under Section 2, Pilot Program Description.

Proposed location of school, if known (address or area(s) of city): [Click here to enter text.](#)

If applicable, list all schools that the lead organization currently operates, has been approved to operate, or is currently applying to open:

School	Location	Year Opened	Grades Served (now and at capacity)	Number of students (now and at capacity)

⁴ This list should include all core members of the applicant group.

Second Release

Solicitation for Proposals Second Release

ADULT HIGH SCHOOL PROGRAM

Issue Date: August 30, 2018

Notice of Intent to Apply Deadline: September 19, 2018

Technical Assistance Briefing: September 26, 2018

Proposal Submission Deadline: January 11, 2019

Maryland Department of Labor, Licensing
and Regulation (DLLR)
1100 N. Eutaw Street
Baltimore, Maryland 21201

Maryland State Department of
Education (MSDE)
200 West Baltimore Street
Baltimore, Maryland 21201

Introduction

Adult education serves as a cornerstone for workforce development, career advancement, and postsecondary attainment by providing secondary education, high school credentialing, English language acquisition, and a strong foundation of competencies promoting successful transitions to employment and postsecondary education and training.

According to the 2016 U.S. Census, 485,880 Maryland adult residents 18 years and older did not have a high school diploma. Furthermore, only 36% of the 2016 population had some college or earned a college degree.⁵ By 2020, 31% of jobs in Maryland will require a high school diploma or less whereas 69% of Maryland jobs will require some type of postsecondary education or training.⁶ Postsecondary education and training has an essential role in preparing an effective 21st century workforce.

Through successful completion of the GED® test and the National External Diploma Program, 6,967 adults earned a Maryland High School Diploma in 2016 and 2017 combined. However, an additional pathway to high school attainment is needed to accommodate the demand for adult secondary education. Furthermore, many adult learners face challenges in pursuing secondary education (as well as postsecondary education and training) that hinder or delay the achievement of their academic and/or career goals. As a result, learners may need intensive academic support and other intervention services to hurdle challenges in an environment that is conducive to success.

The Adult High School Program (AHSP) will contribute to addressing the needs of this population to improve their quality of life by providing

- Academic services that lead to a high school diploma;
- Postsecondary education and training opportunities;
- Industry recognized credentialing opportunities; and
- Wraparound services to address challenges to success

that will provide learners' with the necessary tools and skills to meet their current and future academic and career aspirations.

⁵ U.S. Census, American Community Survey, Education Attainment, 2012-2016 ACS 5-Year Estimate, <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

⁶ *Recovery: Job Growth and Education Requirements through 2020*. www.cew.georgetown.edu. Georgetown Center on Education and the Workforce, 2013

Definitions

For the purposes of the Solicitation for Proposals, the following abbreviations or terms have the meaning indicated below:

- a) **DLLR** – Maryland Department of Labor, Licensing and Regulation
- b) **Industry-recognized certification** – certifications developed or supported by businesses and industries to verify mastery of technical skills and competencies in an occupation area that is awarded by an approved provider
- c) **MSDE** – Maryland State Department of Education
- d) **Operator** – a private nonprofit entity that establishes a pilot under the Program
- e) **Pilot** – an adult high school established by an operator under the Program
- f) **Postsecondary education credit** – credit awarded by an accredited community college, 4-year college or university, or an approved private career school and other approved training providers
- g) **Program** – the Adult High School Program
- h) **Wraparound Services** – individualized services, excluding regular school programs and services, that are provided to the student and the student's family

Program Description

Purpose of Adult High School Program:

The purpose of this Solicitation for Proposals is to establish an alternative method for adults, 21 years and older, who did not graduate from high school to earn a high school diploma through credit-based courses based on the Maryland High School Graduation requirements. In addition, learners will potentially be able to earn postsecondary education credits and industry-recognized certification in an environment that meets the needs of the adult learner.

Authorization:

House Bill 1381 (2017) *Adult High School Pilot Program*, Article – Education 16, Section 9.7–101 through 9.7–110, Annotated Code of Maryland.

The Adult High School Program is under the authority of the Maryland State Department of Education and the Maryland Department of Labor, Licensing and Regulation.

Number of Pilots:

A maximum of five pilots may be approved through this solicitation. If the

maximum number of pilots allowed by law are not approved as a result of this solicitation, a third solicitation may be posted in the future.

Priority:

The absolute priorities considered:

- A pilot located in a county or geographic area location within a county that has a high school attainment rate that is lower than the state average high school attainment rate
- One pilot in a rural area for each two pilots approved in urban areas

A priority consideration:

- Geographic diversity

Eligible Applicants:

An eligible applicant is a private nonprofit entity and is required to:

- Be registered as a nonprofit organization in the state of Maryland.
- Have previous experience and measured success in providing education services, including industry certification and job placement services, to adult learners.
- Have previous experience providing education services or workforce development services to adult learners who have been limited by educational disadvantages, a disability, a criminal record, or similar barriers to employment opportunities.
- Employ appropriately trained instructional personnel.
- Operate from a physical location.

A partnership of two or more organizations that meet the above qualifications are eligible to submit a proposal.

Funding:

A pilot established under the program is not a public school for public financing purposes under Title 5 of the Education Article.

The operator must secure financing to develop or have the capacity to secure financing for the development of a physical site for the pilot. The applicant must present a detailed 3-year budget with the proposal to demonstrate financial sufficiency.

The operator or advisory board of a pilot may apply for and accept donations, grants or other financial assistance from a governmental entity, any nonprofit or other private organizations.

Reporting Requirements

The Pilot Operator must conduct an annual evaluation of the Pilot school to submit to MSDE and DLLR. Progress of the Pilot school will be measure against the outcomes and goals defined by the Operator in the proposal and the following items listed below.

- Demographic information on students enrolled in the Pilot school
- Academic and career progress of each student enrolled in the Pilot school
 - Academic levels of the students at the time of enrollment in the Pilot school
 - Students enrolled in the Pilot school are on track for completion.
 - Academic progress of students as measured by intake assessment
 - Number of credits students completed
 - Number of students who completed and graduated from the Pilot school
 - Graduation rate
 - Number of postsecondary education credits earned and the types of credits sought
 - Number of industry credential earned and the types of industry credentials
 - Post-graduation employment
- Fiscal year financial report

Summary of Dates

Dissemination of Solicitation for Proposal: August 30, 2018

Notice of Intent to Apply Deadline: September 19, 2018

Technical Assistance Briefing: September 26, 2018

Proposal Submission Deadline: Proposals must be received no later than **3 p.m. on January 11, 2019** in order to be considered.

Decision Notification: The applicant will be notified within 60 days after submission if the curriculum submitted is approved. If the curriculum is approved, the applicant will be notified within 60 days of the curriculum approval date the decision outcome of the narrative proposal.

Notice of Intent to Apply

All organizations that plan to submit a proposal to establish an Adult High School Pilot are requested to complete the electronic [Notice of Intent to Apply](#) form by **September 19, 2018**. Click on the link to access the [Notice of Intent to Apply](#) form.

Technical Assistance Briefing

The Technical Assistance Briefing will be a web conference on Wednesday, September 26, 2018. Access information and the time of the briefing will be posted on the Maryland State Department of Education and the Maryland Department of Labor, Licensing and Regulation websites.

Questions regarding the Adult High School Program and the Solicitation for Proposals will be accepted prior to the TA briefing. The responses to the questions will be provided during the TA briefing only and not before. Submit questions to Lynnette.Demby@maryland.gov with the subject line **FY19 AHS TA Briefing Questions**.

Proposal Approval Basis

Final approval for each proposal shall be determined by the Maryland State Superintendent of Schools and the Maryland Secretary of the Department of Labor, Licensing and Regulation, based on the recommendations of the Review Committee.

Proposal Submission Format

- All pages of the Proposal Narrative must use one-inch margins
- Each section of the Proposal Narrative must be clearly labelled.
- Proposal Narrative must use line spacing of at least 1.5 and 12-point font. Charts may use single spacing and 10-point font.
- Each page must contain a header with the lead organization's name. Include page numbers in the bottom right corner of the footer.
- The Cover Page must be the first page of the proposal.

Proposal Submission Procedure

Applicants must submit:

- One original with signatures and one **(1) copy of the proposal must be submitted in hard copy**. Standard-sized (8½" x 11") paper of regular weight should be used.
- Two (2) electronic copies of the proposal should be submitted on two separate USB flash drives. To the extent possible, please provide standalone electronic files for each section. The budget workbook should be submitted in Excel.
- Send proposals to the following location to be collaboratively reviewed by the Maryland Department of Labor, Licensing and Regulation and Maryland State

Department of Education:

Maryland Department of Labor, Licensing and Regulation (DLLR)
Office of Adult Education & Literacy Services
Adult High School Pilot Program
Attn: Lynnette Demby
1100 N. Eutaw Street, Room 120
Baltimore, MD 21201

Proposals must be received at the address above no later than **3 p.m. on January 11, 2019 in order to be considered.**

Comment [CAW1]: Is this supposed to be highlighted in the report?

Proposal Content Requirements

Respond to each item clearly and thoroughly. **Proposals must be detailed and contain all of the following information.** *Incomplete proposals will not be reviewed.*

Proposal Cover Sheet

- Every proposal must have an *Adult High School Program Proposal Cover Sheet*. No other page may cover the proposal cover sheet. Subsequent information must be clearly stated in the following order:
 - Name of applicant
 - Title of proposal
 - The words "Adult High School Program"
 - Name of contact person
 - Telephone and email address of contact person

Proposal Applicant Information Form (See page 13)

Table of Contents

- Include a table of contents

Executive Summary

- A clear and concise outline of the proposal that should not exceed one page.

Section 1: Pilot Operator

- 1.1 Profile of lead operator and founding group
- 1.2 Explanation of the operator's mission, years in operation, legal structure, and how the organization is financed

Section 2: Pilot Program Description

- 2.1 State the mission and philosophy that will guide the Pilot.
- 2.2 State the Pilot's measureable goals that are to be accomplished.
- 2.3 State the Pilot's governance plan, including

- 2.3.1 Administrative structure
- 2.3.2 Profile of school leadership
- 2.3.3 Pilot management
- 2.3.4 Advisory board (the Advisory Board must contain 11 – 25 members.
Note: Two members are appointed if the Pilot is approved. One member will be appointed by DLLR and one member will be appointed by MSDE)

2.4 Indicate all of the Pilot's key personnel, including

- 2.4.1 Staffing plan
- 2.4.2 Teacher quality and qualifications
(may also include position descriptions for key personnel and instructional staff)

2.5 Describe the Pilot's plan for professional learning for staff

2.6 Describe the Pilot's plan for student recruitment and retention

2.7 Describe the Pilot's plans for remedial instruction to prepare students for secondary-level academic instruction, if necessary

2.8 Describe how the Pilot will work with students with disabilities to ensure access

2.9 Describe how the Pilot will work with English learners to improve skills in English

2.10 Describe the Pilot's advisory and coaching services that provide support for students to

- Establish career pathways in high-need and growth-industry sectors and
- Make effective transitions into postsecondary education and industry credentialing opportunities

2.11 Describe the Pilot's programs or partnerships with organizations or businesses for providing job skills, industry certifications, or higher education credits

Section 3: Pilot's Curriculum

- 3.1 Provide the curriculum for each content area in COMAR 13A.03.02 *Graduation Requirements for Public High Schools in Maryland* aligned to Maryland College and Career Ready Standards
- 3.2 Provide the curriculum for other content areas offered in the pilot
- 3.3 Submit detailed scope and sequence, graduation plans, and/or sample student schedules
- 3.4 Describe how students will complete the student service requirement in COMAR 13A.03.02.05 *Graduation Requirements for Public High Schools in Maryland*

- 3.5 Describe how students will complete the program of instruction in personal financial literacy in COMAR 13A.04.06 *Program of Instruction in Personal Financial Literacy*

Section 4: Pilot's Performance Standards and Measurement

- 4.1 Describe in detail the data systems to measure and track student performance standards aligned to Maryland College and Career Ready Standards
- 4.2 Describe the measures to determine if students are on track for completion/graduation.
- 4.3 Describe of other measures that will be used determine pilot's success

Section 5: Pilot's Student Assessment Procedures

- 5.1 Describe the initial student intake assessment procedures
- 5.2 Describe the assessment instruments to be used for measuring student progress and college and career readiness

Section 6: Pilot's Wraparound Services Offered

- 6.1 Describe in detail the individualized services that will be provided, such as child care, transportation, housing referrals, mental health care, crisis intervention, substance abuse prevention or treatment, and legal aid

Section 7: Budget

- 7.1 Provide a detailed budget for the initial three-year operating period that demonstrates the pilot's financial self-sufficiency, including:
 - 7.1.1. Facilities description
 - 7.1.2. Finance
 - 7.1.3. Budget workbook

Section 8: Proposed Bylaws Adopted by the Pilot's Advisory Board

Provide the proposed bylaws that will govern the school

Section 9: Additional Supporting Documents

Provide any additional documentation that will support the proposal

Proposal Evaluation

All proposals will undergo an initial screening to ensure that submission requirements were met and all required sections were included. Proposals not meeting all screening requirements will not be reviewed. Preference will be given to proposals that offer geographic diversity.

Proposals will be evaluated by a Review Committee established by MSDE and DLLR. The Review Committee will be composed of representative from MSDE and DLLR and may include reviewers from other State agencies. If necessary, an oral presentation of the proposal may be required.

Final approval for each proposal shall be determined by the Maryland State Superintendent of Schools and the Maryland Secretary of the Department of Labor, Licensing and Regulation, based on the recommendations of the Review Committee.

Resources

Research and Best Practices

Adult Learning Resource Center www.thecenterweb.org

Coalition on Adult Basic Education www.coabe.org

Framework for 21st Century Learning www.p21.org/about-us/p21-framework

International Society for Technology in Education <https://www.iste.org/standards>

Learning Disabilities Association of America <https://ldaamerica.org/>

Learning to Achieve <https://lincs.ed.gov/state-resources/federal-initiatives/learning-to-achieve>

Literacy Information and Communication System (LINCS) www.lincs.ed.gov

Maryland Higher Education Commission www.mhec.maryland.gov

National Coalition for Literacy www.national-coalition-literacy.org

National College Transition Network www.collegetransition.org

National Skills Coalition www.nationalskillscoalition.org

Office of Career, Technology and Adult Education www2.ed.gov

ProLiteracy www.proliteracy.org

TESOL International Association www.tesol.org

World Education <https://www.worlded.org/WElInternet/resources/index.cfm>

Data

American Fact Finder <https://factfinder.census.gov>

Maryland State Data Center <http://planning.maryland.gov/msdc>

National Center for Education Statistics www.nces.ed.gov/naal

U.S. Bureau of Labor Statistics www.bls.gov

U.S. Census www.census.gov

MSDE and DLLR Information

Maryland Department of Labor, Licensing and Regulation

Maryland High School Graduation Requirements

<http://www.marylandpublicschools.org/programs/Documents/Testing/GraduationsRequirements2018.pdf>

Maryland Report Card <http://reportcard.msde.maryland.gov/>

Maryland State Department of Education www.marylandpublicschools.org

Maryland State Department of Education - Division of Curriculum, Instructional Improvement, and Professional Learning

<http://marylandpublicschools.org/about/Pages/DCAA/index.aspx>

Third Release

Solicitation for Proposals Third Release

ADULT HIGH SCHOOL PROGRAM

Issue Date: June 3, 2019

Notice of Intent to Apply Deadline: June 21, 2019

Technical Assistance Briefing: June 27, 2019

Proposal Submission Deadline: September 9, 2019

Maryland Department of Labor
1100 N. Eutaw Street
Baltimore, Maryland 21201

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

Introduction

Adult education serves as a cornerstone for workforce development, career advancement, and postsecondary attainment by providing secondary education, high school credentialing, English language acquisition, and a strong foundation of competencies promoting successful transitions to employment and postsecondary education and training.

According to the 2016 U.S. Census, 485,880 Maryland adult residents 18 years and older did not have a high school diploma. Furthermore, only 36% of the 2016 population had some college or earned a college degree.⁷ By 2020, 31% of jobs in Maryland will require a high school diploma or less whereas 69% of Maryland jobs will require some type of postsecondary education or training.⁸ Postsecondary education and training has an essential role in preparing an effective 21st century workforce.

Through successful completion of the GED® test and the National External Diploma Program, 6,967 adults earned a Maryland High School Diploma in 2016 and 2017 combined. However, an additional pathway to high school attainment is needed to accommodate the demand for adult secondary education. Furthermore, many adult learners face challenges in pursuing secondary education (as well as postsecondary education and training) that hinder or delay the achievement of their academic and/or career goals. As a result, learners may need intensive academic support and other intervention services to hurdle challenges in an environment that is conducive to success.

The Adult High School Program (AHSP) will contribute to addressing the needs of this population to improve their quality of life by providing

- Academic services that lead to a high school diploma;
- Postsecondary education and training opportunities;
- Industry recognized credentialing opportunities; and
- Wraparound services to address challenges to success

that will provide learners' with the necessary tools and skills to meet their current and future academic and career aspirations.

Definitions

⁷ U.S. Census, American Community Survey, Education Attainment, 2012-2016 ACS 5-Year Estimate, <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

⁸ *Recovery: Job Growth and Education Requirements through 2020*. www.cew.georgetown.edu. Georgetown Center on Education and the Workforce, 2013

For the purposes of the Solicitation for Proposals, the following abbreviations or terms have the meaning indicated below:

- i) **Industry-recognized certification** – certifications developed or supported by businesses and industries to verify mastery of technical skills and competencies in an occupation area that is awarded by an approved provider
- j) **Operator** – a private nonprofit entity that establishes an Adult High School under the Program
- k) **Pilot** – an adult high school established by an operator under the Program
- l) **Postsecondary education credit** – credit awarded by an accredited community college, 4-year college or university, or an approved private career school and other approved training providers
- m) **Program** – the Adult High School Program
- n) **Wraparound Services** – individualized services, excluding regular school programs and services, that are provided to the student and the student’s family

Program Description

Purpose of Adult High School Program:

The purpose of this Solicitation for Proposals is to establish an alternative method for adults, 21 years and older, who did not graduate from high school to earn a high school diploma through credit-based courses based on the Maryland High School Graduation requirements. In addition, learners will potentially be able to earn postsecondary education credits and industry-recognized certification in an environment that meets the needs of the adult learner.

Authorization:

House Bill 1381 (2017) *Adult High School Pilot Program*, Article – Education 16, Section 9.7–101 through 9.7–110, Annotated Code of Maryland.

The Adult High School Program is under the authority of the Maryland State Department of Education and the Maryland Department of Labor.

Number of Schools:

A maximum of four adult high schools may be approved through this solicitation. If the maximum number of adult high schools allowed by law are not approved as a result of this solicitation, a third solicitation may be posted in the future.

Priority:

The absolute priorities considered:

- An adult high school located in a county or geographic area location

within a county that has a high school attainment rate that is lower than the state average high school attainment rate

- One adult high school in a rural area for each two schools approved in urban areas

A priority consideration:

- Geographic diversity

Eligible Applicants:

An eligible applicant is a private nonprofit entity and is required to:

- Be registered as a nonprofit organization in the state of Maryland.
- Have previous experience and measured success in providing education services, including industry certification and job placement services, to adult learners.
- Have previous experience providing education services or workforce development services to adult learners who have been limited by educational disadvantages, a disability, a criminal record, or similar barriers to employment opportunities.
- Employ appropriately trained instructional personnel.
- Operate from a physical location.

A partnership of two or more organizations that meet the above qualifications are eligible to submit a proposal.

Funding:

An adult high school established under the program is not a public school for public financing purposes under Title 5 of the Education Article.

The operator must secure financing to develop or have the capacity to secure financing for the development of a physical site for the adult high school. The applicant must present a detailed 3-year budget with the proposal to demonstrate financial sufficiency.

The operator or advisory board of the adult high school may apply for and accept donations, grants or other financial assistance from a governmental entity, any nonprofit or other private organizations.

Limited funding may be available in the future for adult high schools established in a Maryland Opportunity Zone. (See *Resources* for the link to Maryland Opportunity Zones)

Reporting Requirements

The Operator of the adult high school must conduct an annual evaluation of the school to submit to the Maryland State Department of Education and the Maryland Department of Labor. Progress of the school will be measure against the outcomes and goals defined by the Operator in the proposal and the following items listed below.

- Demographic information on students enrolled in the school
- Academic and career progress of each student enrolled in the school
 - Academic levels of the students at the time of enrollment in the school
 - Students enrolled in the school are on track for completion.
 - Academic progress of students as measured by intake assessment
 - Number of credits students completed
 - Number of students who completed and graduated from the school
 - Graduation rate
 - Number of postsecondary education credits earned, and the types of credits sought
 - Number of industry credential earned and the types of industry credentials
 - Post-graduation employment
- Fiscal year financial report

Summary of Dates

Dissemination of Solicitation for Proposal: June 3, 2019

Notice of Intent to Apply Deadline: June 21, 2019

Technical Assistance Briefing: June 27, 2019

Proposal Submission Deadline: Proposals must be received no later than **3 p.m. on September 9, 2019** in order to be considered.

Decision Notification: The applicant will be notified within 60 days after submission if the curriculum submitted is approved. If the curriculum is approved, the applicant will be notified within 60 days of the curriculum approval date the decision outcome of the narrative proposal.

Notice of Intent to Apply

All organizations that plan to submit a proposal to establish an Adult High School are requested to complete the electronic [Notice of Intent to Apply](#) form by **June 21, 2019**. Click on the link to access the [Notice of Intent to Apply](#) form.

Technical Assistance Briefing

The Technical Assistance Briefing will be a web conference on Thursday, June 27, 2019. Access information and the time of the briefing will be posted on the Maryland State Department of Education and the Maryland Department of Labor websites.

Questions regarding the Adult High School Program and the Solicitation for Proposals will be accepted prior to the TA briefing. The responses to the questions will be provided during the TA briefing only and not before. Submit questions to Lynnette.Demby@maryland.gov with the subject line **FY20 AHS TA Briefing Questions**.

Proposal Approval Basis

Final approval for each proposal shall be determined by the Maryland State Superintendent of Schools and the Maryland Secretary of the Department of Labor based on the recommendations of the Review Committee.

Proposal Submission Format

- All pages of the Proposal Narrative must use one-inch margins
- Each section of the Proposal Narrative must be clearly labelled.
- Proposal Narrative must use line spacing of at least 1.5 and 12-point font. Charts may use single spacing and 10-point font.
- Each page must contain a header with the lead organization's name. Include page numbers in the bottom right corner of the footer.
- The Cover Page must be the first page of the proposal.

Proposal Submission Procedure

Applicants must submit:

- One original with signatures and one **(1) copy of the proposal must be submitted in hard copy**. Standard-sized (8½" x 11") paper of regular weight should be used.
- Two (2) electronic copies of the proposal should be submitted on two separate USB flash drives. To the extent possible, please provide standalone electronic files for each section. The budget workbook should be submitted in Excel.
- Send proposals to the following location to be collaboratively reviewed by the Maryland Department of Labor and the Maryland State Department of Education:

Maryland Department of Labor
Office of Adult Education & Literacy Services
Adult High School Program
Attn: Lynnette Demby
1100 N. Eutaw Street, Room 120
Baltimore, MD 21201

Proposals must be received at the address above no later than **3 p.m. on September 9, 2019 in order to be considered.**

Comment [CAW2]: Highlighted in report

Proposal Content Requirements

Respond to each item clearly and thoroughly. **Proposals must be detailed and contain all of the following information.** *Incomplete proposals will not be reviewed.*

Proposal Cover Sheet

- Every proposal must have an *Adult High School Program Proposal Cover Sheet*. No other page may cover the proposal cover sheet. Subsequent information must be clearly stated in the following order:
 - Name of applicant
 - Title of proposal
 - The words "Adult High School Program"
 - Name of contact person
 - Telephone and email address of contact person

Proposal Applicant Information Form (See page 13)

Table of Contents

- Include a table of contents

Executive Summary

- A clear and concise outline of the proposal that should not exceed one page.

Section 1: School Operator

- 1.3 Profile of lead operator and founding group
- 1.4 Explanation of the operator's mission, years in operation, legal structure, and how the organization is financed

Section 2: School Program Description

- 2.12 State the mission and philosophy that will guide the School.
- 2.13 State the School's measurable goals that are to be accomplished.

- 2.14 State the School's governance plan, including
- 2.3.5 Administrative structure
 - 2.3.6 Profile of school leadership
 - 2.3.7 School management
 - 2.3.8 Advisory board (the Advisory Board must contain 11 – 25 members. Note: Two members are appointed if the School is approved. One member will be appointed by the Maryland Department of Labor and one member will be appointed by the Maryland State Department of Education)
- 2.15 Indicate all of the School's key personnel, including
- 2.4.3 Staffing plan
 - 2.4.4 Teacher quality and qualifications (may also include position descriptions for key personnel and instructional staff)
- 2.16 Describe the School's plan for professional learning for staff
- 2.17 Describe the School's plan for student recruitment and retention
- 2.18 Describe the School's plans for remedial instruction to prepare students for secondary-level academic instruction, if necessary
- 2.19 Describe how the School will work with students with disabilities to ensure access
- 2.20 Describe how the School will work with English learners to improve skills in English
- 2.21 Describe the School's advisory and coaching services that provide support for students to
- Establish career pathways in high-need and growth-industry sectors and
 - Make effective transitions into postsecondary education and industry credentialing opportunities
- 2.22 Describe the School's programs or partnerships with organizations or businesses for providing job skills, industry certifications, or higher education credits

Section 3: School's Curriculum

- 3.6 Provide the curriculum for each content area in COMAR 13A.03.02 *Graduation Requirements for Public High Schools in Maryland* aligned to Maryland College and Career Ready Standards
- 3.7 Provide the curriculum for other content areas offered in the school
- 3.8 Submit detailed scope and sequence, graduation plans, and/or sample student schedules

- 3.9 Describe how students will complete the student service requirement in COMAR 13A.03.02.05 *Graduation Requirements for Public High Schools in Maryland*
- 3.10 Describe how students will complete the program of instruction in personal financial literacy in COMAR 13A.04.06 *Program of Instruction in Personal Financial Literacy*

Section 4: School's Performance Standards and Measurement

- 4.4 Describe in detail the data systems to measure and track student performance standards aligned to Maryland College and Career Ready Standards
- 4.5 Describe the measures to determine if students are on track for completion/graduation.
- 4.6 Describe of other measures that will be used determine school's success

Section 5: School's Student Assessment Procedures

- 5.3 Describe the initial student intake assessment procedures
- 5.4 Describe the assessment instruments to be used for measuring student progress and college and career readiness

Section 6: School's Wraparound Services Offered

- 6.2 Describe in detail the individualized services that will be provided, such as child care, transportation, housing referrals, mental health care, crisis intervention, substance abuse prevention or treatment, and legal aid

Section 7: Budget

- 7.2 Provide a detailed budget for the initial three-year operating period that demonstrates the school's financial self-sufficiency, including:
 - 7.2.1. Facilities description
 - 7.2.2. Finance
 - 7.2.3. Budget workbook

Section 8: Proposed Bylaws Adopted by the School's Advisory Board

Provide the proposed bylaws that will govern the school

Section 9: Additional Supporting Documents

Provide any additional documentation that will support the proposal

Proposal Evaluation

All proposals will undergo an initial screening to ensure that submission requirements were met and all required sections were included. Proposals not meeting all screening requirements will not be reviewed. Preference will be given to proposals that offer geographic diversity.

Proposals will be evaluated by a Review Committee established by the Maryland State Department of Education and the Maryland Department of Labor. The Review Committee will be composed of representatives from the Maryland State Department of Education and the Maryland Department of Labor and may include reviewers from other State or stakeholder agencies. If necessary, an oral presentation of the proposal may be required.

Final approval for each proposal shall be determined by the Maryland State Superintendent of Schools and the Maryland Secretary of the Department of Labor based on the recommendations of the Review Committee.

Resources

Research and Best Practices

Adult Learning Resource Center www.thecenterweb.org

Coalition on Adult Basic Education www.coabe.org

Framework for 21st Century Learning www.p21.org/about-us/p21-framework

International Society for Technology in Education <https://www.iste.org/standards>

Learning Disabilities Association of America <https://ldaamerica.org/>

Learning to Achieve <https://lincs.ed.gov/state-resources/federal-initiatives/learning-to-achieve>

Literacy Information and Communication System (LINCS) www.lincs.ed.gov

Maryland Higher Education Commission www.mhec.maryland.gov

National Coalition for Literacy www.national-coalition-literacy.org

National College Transition Network www.collegetransition.org

National Skills Coalition www.nationalskillscoalition.org

Office of Career, Technology and Adult Education www2.ed.gov

ProLiteracy www.proliteracy.org

TESOL International Association www.tesol.org

World Education <https://www.worlded.org/WEInternet/resources/index.cfm>

Data

American Fact Finder <https://factfinder.census.gov>

Maryland State Data Center <http://planning.maryland.gov/msdc>

National Center for Education Statistics www.nces.ed.gov/naal

U.S. Bureau of Labor Statistics www.bls.gov

U.S. Census www.census.gov

Maryland State Resources

Maryland High School Graduation Requirements

<http://www.marylandpublicschools.org/programs/Documents/Testing/GraduationsRequirements2018.pdf>

Maryland Opportunity Zones

<https://dhcd.maryland.gov/Pages/OZ/OpportunityZones.aspx>

Maryland Report Card <http://reportcard.msde.maryland.gov/>

Maryland State Department of Education www.marylandpublicschools.org

Maryland State Department of Education - Division of Curriculum, Instructional Improvement, and Professional Learning

<http://marylandpublicschools.org/about/Pages/DCAA/index.aspx>

Maryland Department of Labor www.dllr.maryland.gov

Appendix E: Proposals Scoring Rubric

Scoring Rubric

**FY20
ADULT HIGH SCHOOL PROGRAM
PROPOSAL
REVIEW**

**Overall Proposal Scoring
Total Points**

Exemplary	180 - 200
Satisfactorily	150 - 179
Adequate	118 - 148
Needs Improvement	< 118

Lead Operator/Applicant:

Partner Organizations, if applicable:

Name of Proposed School

Reviewer:

Signature:

Date:

<u>SCORE SUMMARY</u>		
Selection Criteria	Points Possible	Points Earned
Cover Items.....	N/A	N/A
Section 1: School Operator.....	10	
Section 2: Program Description.....	60	
Section 3: Curriculum.....	N/A	N/A
Section 4: Performance/Measurements.	60	
Section 5: Assessment Procedures.....	30	
Section 6: Wraparound Services.....	20	
Section 7: Budget.....	15	
Section 8: Bylaws.....	5	
Section 9		
TOTAL SCORE	200	

COMMENTS:

Scoring Criteria

Reviewers will determine how well the applicant's responses to each section:

- Provide a compelling rationale for establishing an Adult High School in the select region.
- Demonstrate measurable methods for assessing the school's effectiveness and student outcomes
- Describe the qualifications for instructional personnel
- Demonstrate opportunities for increased student learning which results in successful outcomes
- Demonstrate financial stability to meet the goals and objectives of the proposed school
- Demonstrate substantial value and impact on the targeted student population

Each item in each section will be rated on a scale from incomplete/unclear to exemplary, using the criteria below, relating to the item and program design that will meet the outcomes of the pilot program. Base the score on the overall clarity, completeness and strength of the response. Provide comments for each section informing the strengths and weaknesses of each section in relation to the program outcomes. Some sections have weighted scores therefore; each section has its own response values.

Use the criteria below to rate each item on the attached rubric.

Exemplary Response

- Provides clear and compelling response and thorough connected ideas
- Presents rationale and significance of proposed pilot program design
- Shares an excellent and highly innovated design with activities that are fully defined, fully explained and linked to the proposed program outcomes
- Provides a well thought out and thoroughly developed plan with an extremely high likelihood of success
- Outcomes are thoroughly defined, fully measurable and clearly connected to the pilot program design
- Provides financial details fully supports the proposed pilot program design

Satisfactory Response

- Provide clear and convincing responses and ideas
- Provide a well-conceived program plan with a likelihood of meeting success and proposed outcomes
- Present clear rationale of proposed pilot program design
- Share an innovative pilot program design and plan with activities that are explained and linked to the proposed program outcomes
- Include outcomes are clearly defined, measurable and connected to pilot program design
- Provide financial details support the proposed pilot program design

Adequate Response

- Provide sufficient response and ideas
- Present sufficient rationale of proposed pilot program design
- Share evidence of innovative pilot program design
- Provide an adequate program plan to indicate a good chance of success in meeting the proposed outcomes
- Include outcomes are defined and measurable
- Provide financial details are appropriate for the proposed pilot program design

Needs Improvement Response

- Provide partially developed ideas and some supportive evidence
- Present limited rationale of proposed pilot program design
- Provide a partial program plan that presents some potential for effectiveness and success
- Share some innovation in pilot design
- Include the need for additional work and clarification regards the plan and outcome
- Provide financial details are limited

Incomplete/Unclear Response

- Provide proposed ideas are vague and/or weak
- Present insufficient information for the rationale and program plan
- Share descriptions that lack detail and innovation
- Provide limited or no likelihood of success or potential success
- Provide financial details that do not support proposed program or lacks sufficient evidence to secure funding

1- Missing

- Item not addressed/missing

Overall Proposal Scoring Total Points

Exemplary	180 - 200
Satisfactory	150 - 179
Adequate	118 - 148
Needs Improvement	< 118

DIRECTIONS: Check if the following items are included in the proposal.

COVER ITEMS

The Cover Page is the first page of the proposal and contains all required information.

- ___ Proposal Cover Sheet
- ___ Proposal Applicant Information Form
- ___ Table of Contents
- ___ Executive Summary

COMMENTS:

(0 POINTS POSSIBLE) POINTS AWARDED <u>N/A</u>

SECTION 3: OVERALL CURRICULUM REVIEW

*This section is to be completed based on the curriculum reviewer's direction. **Narrative Reviewers: Skip to the next page***

Approved___	Approved pending changes___	Not approved as is. More information is needed___
-------------	-----------------------------	---

Review Criteria:

A complete curriculum is provided that meet each content area of the *Graduation Requirements for Public High Schools in Maryland*.

The curriculum is aligned to the *Maryland College and Career Readiness Standards*.

Scope and sequence, graduation plans and/or sample student schedules are provided.

COMMENTS:

(10 POINTS POSSIBLE)
**POINTS AWARDED
 FOR SECTION 1:**

SECTION 1: SCHOOL OPERATOR
*Complete overview of the school operator (and partner operators
 if applicable)*

Missing 0	Incomplete/Unclear * 1	Needs Improvement* 2	Adequate 3	Satisfactoril y 4	Exemplary 5
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Narrative Criteria:

Description of the lead operator and founding group is clearly documented.

Explanation of operator's mission, years in operation, legal structure and finance provided in detail.

Section 1 Total Score

COMMENTS: (Comments required for any item scored as *incomplete, unclear or needs improvement*. State specifically what is incomplete, unclear or needs improvement.)

(60 POINTS POSSIBLE)

**POINTS AWARDED
FOR SECTION 2:**

SECTION 2: PROGRAM DESCRIPTION

Complete description of the school mission, philosophy, goals, governance, personnel, structure and academic and career programming.

Missing 0	Incomplete/Unclear *	Needs Improvement*	Adequate 3	Satisfactoril y 4	Exemplary 5
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Narrative Criteria:

Mission and philosophy of the pilot school is clearly stated.

Stated goals are measurable and achievable.

Governance plan is sound and includes the administrative structure, profile of school leadership, management and advisory board. Advisory board must consist of 11-25 members, with one from LABOR and one from MSDE.

Staffing plan is documented and includes key personnel and qualifications of instructional staff.

Plan for professional learning is clearly documented.

Student recruitment and retention plan is clearly stated.

Plan for providing remedial instruction to prepare students for secondary level instruction is evident and sound.

Plan for providing instruction to students with disabilities is clearly stated.

Plan for providing English language instruction to English learners is clearly stated.

The description of the advisory and coaching services for career pathways is clearly stated.

The description of the advisory and coaching services for students to make effective transitions into postsecondary education and industry credentialing opportunities is clearly stated.

A clear description of programs or partnerships for providing job skills, industry certifications or higher education credits is provided.

Section 2 Total Score

COMMENTS: (Comments required for any item scored as *incomplete, unclear or needs improvement*. State specifically what is incomplete, unclear or needs improvement.)

(60 POINTS POSSIBLE)
**POINTS AWARDED
 FOR SECTION 4:**

**SECTION 4: PERFORMANCE STANDARDS AND
 MEASUREMENTS**

Data system(s) used to capture measure and track student performance and measures that will determine if students are on track for graduation.

Missing 0	Incomplete/Unclear * 3	Needs Improvement* 6	Adequate 9	Satisfactoril y 12	Exemplar y 15
---------------------	-------------------------------------	--------------------------------	----------------------	---------------------------------	----------------------------

Narrative Criteria:

Detailed description of the data system to measure and track student performance is evident.

Performance standards are aligned to Maryland College and Career Readiness Standards.

Clear description of measures to determine if students are on track for completion.

Description of other measures to determine the success of the pilot school is clearly stated.

Section 4 Total Score

COMMENTS: (Comments required for any item scored as *incomplete, unclear or needs improvement*. State specifically what is incomplete, unclear or needs improvement.)

(30 POINTS POSSIBLE)

**POINTS AWARDED
FOR SECTION 5:**

SECTION 5: STUDENT ASSESSMENT PROCEDURES

The initial student intake assessment procedures and the assessment instruments that will be used for measuring student progress and college and career readiness.

Missing 0	Incomplete/Unclear * 3	Needs Improvement* 6	Adequate 9	Satisfactoril y 12	Exemplar y 15
---------------------	-------------------------------------	--------------------------------	----------------------	---------------------------------	----------------------------

Narrative Criteria:

Description of initial student intake assessment procedures is clearly stated.

Description of assessment instruments for measuring student progress and college and career readiness is clearly stated.

Section 5 Total Score

COMMENTS: (Comments required for any item scored as *incomplete, unclear or needs improvement*. State specifically what is incomplete, unclear or needs improvement.)

(20 POINTS POSSIBLE)

**POINTS AWARDED
FOR SECTION 6:**

SECTION 6: WRAPAROUND SERVICES

Describe in detail the individualized services that will be provided such as childcare, transportation, housing referrals, mental health care, crisis intervention, substance abuse prevention/treatment and legal aid. Other services may be provided.

Missing 0	Incomplete/Unclear * 4	Needs Improvement* 8	Adequate 12	Satisfactoril y 16	Exemplar y 20
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Narrative Criteria:

Individualized wraparound services for students are clearly described.

Section 6 Total Score

COMMENTS: (Comments required for any item scored as *incomplete, unclear or needs improvement*. State specifically what is incomplete, unclear or needs improvement.) _____

(15 POINTS POSSIBLE) POINTS AWARDED FOR SECTION 7:	SECTION 7: BUDGET <i>Detailed 3-year budget in Excel that demonstrates the financial self-sufficiency of the school including facilities and finance.</i>
--	---

Missing 0	Incomplete/Unclear *	Needs Improvement*	Adequate 3	Satisfactoril y	Exemplar y
	1	2		4	5

Narrative Criteria:

Detailed 3-year budget that demonstrates the operator's financial self-sufficiency to operator the pilot school is included.

The facilities are described and included in the budget.

Clearly documented is how the pilot school will be financed and sustained.

Section 7 Total Score

COMMENTS: (Comments required for any item scored as *incomplete, unclear or needs improvement*. State specifically what is incomplete, unclear or needs improvement.) _____

(5 POINTS POSSIBLE) POINTS AWARDED FOR SECTION 8:	SECTION 8: BYLAWS <i>The proposed bylaws that will govern the school.</i>
---	---

Missing 0	Incomplete/Unclear *	Needs Improvement	Adequate 3	Satisfactoril y	Exemplar y
	1	2		4	5

Narrative Criteria:

The proposed bylaws adopted by the pilot school's advisory board are described and meets the minimum standard.

Section 8 Total Score

COMMENTS: (Comments required for any item scored as *incomplete, unclear or needs improvement*. State specifically what is incomplete, unclear or needs improvement.)

(0 POINTS POSSIBLE)
POINTS AWARDED

N/A

SECTION 9: ADDITIONAL SUPPORTING DOCUMENTATION

Documentation that may have been provided to support the applicant's proposal

List any additional documentation and state how the additional documentation supports the proposal.