



## GRANT INFORMATION GUIDE

# Next Generation Scholars of Maryland

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**Maryland State Department of Education**

200 West Baltimore Street  
Baltimore, Maryland 21201

**Deadline**

July 14, 2023

No later than 5:00 p.m. EDT

## MARYLAND STATE DEPARTMENT OF EDUCATION

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## Program Description

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The Next Generation Scholars of Maryland (NGS) Program is a college access program established by the Maryland General Assembly in 2016 that supports low-income students in high poverty school systems by providing access to postsecondary educational opportunities. NGS programs provide a cohort-based model of support, mentoring, and college guidance for first generation students. Cohorts are identified as early as 7th grade and receive support through high school graduation and into college.

### Authorization

[HB 1403](#) Next Generation Scholars of Maryland

### GRANT OVERVIEW

#### Name of Grant Program

Next Generation Scholars of Maryland

#### Purpose

Next Generation Scholars of Maryland Fiscal Year 2024 grant funds will be awarded to nonprofit organizations to provide guidance and services to cohort students who pre-qualify for the Guaranteed Access Grant and students who qualify to receive free or reduced-price lunch in eligible school districts. Students are expected to successfully transition to college and continue to receive support in their first year of college.

#### Dissemination

This Grant Information Guide (GIG) was released on June 14, 2023.

#### Deadline

Proposals are due no later than 5 p.m. on July 14, 2023

#### Grant Period

July 1, 2023 – June 30, 2024

#### Funding Amount Available

\$5,000,000

#### Estimated Number of Grants

15

### Grant Amount

Funding will be awarded based on available funding, number of students served, applicant's narrative, budget narrative, and alignment to program requirements.

### Submission Instructions

Grant applications must be submitted by 5:00 p.m. on July 14, 2023, via email to [susan.spinnato@maryland.gov](mailto:susan.spinnato@maryland.gov).

### State Responsibilities

MSDE will provide information and technical assistance to facilitate the grantee's implementation of the NGS program. MSDE will monitor grantee progress through statewide meetings, project updates, financial reports, and monitoring visits.

### Program Contact

#### Susan Spinnato

Program Manager for Teaching and Learning  
410-767-0349

[susan.spinnato@maryland.gov](mailto:susan.spinnato@maryland.gov)

### Eligibility

Nonprofits must support grade 7-12 students in one or more of the following school systems:

- Allegany County Public Schools
- Baltimore City Public Schools
- Caroline County Public Schools
- Dorchester County Public Schools
- Kent County Public Schools
- Prince George's County Public Schools
- Somerset County Public Schools
- Wicomico County Public Schools

As required by the statute, priority will be given to applications from Maryland-based nonprofit organizations and those that include business and institutions of higher education partners.

## Use of Funds

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Funds may be used for:

- Salaries;
- Stipends;
- Paid student internships
- Student transportation
- Materials and supplies;
- Travel;
- Equipment; and
- Other costs approved by MSDE.

Funds may not be used for:

- Supplanting of existing funds;
- Capital improvements; or
- Costs incurred prior to the grant award.

## Program Requirements

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As required by statute, proposals for funding must detail plans to develop **all** of the following to ensure that eligible participating students enter and succeed in post-secondary education:

- A high school graduation plan;
- Summer work or internship opportunities;
- Financial aid literacy assistance;
- Career interest assessments;
- Mentorship and one-on-one counseling;
- Visits to college campuses and workplaces;
- An intensive summer bridge program for students entering an institution of higher education directly from high school; and
- A plan to matriculate and graduate from an institution of higher education.

The program may continue to provide services to students when they attend an institution of higher education. Priority will be given to proposals that include the following:

- Collaboration with local education agencies to align program activities to Pillar 3 of the Blueprint for Maryland's Future, focusing on equitable access to college and career pathways for the Next Generation Scholars of Maryland student participants.
- Identification and implementation of additional high leverage strategies backed by research that will increase the number of low-income students who are prepared to enter and succeed in post-secondary education.

# Application Requirements

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## COVER PAGE

The cover page will collect contact information for the applicant organization along with other basic details regarding the overall proposal and scope of the project.

## PROJECT ABSTRACT (1 PAGE)

The project abstract introduces the project. It should be factual, brief, and focused on the organization's efforts. Do not assume the reader is familiar with the proposed project. The project abstract should cover the core aspects of the proposed project, such as the populations served, brief description of the goals, strategies to meet them, and the roles of the partner(s).

## PROJECT NARRATIVE

The project narrative consists of the following sections. These sections will be scored by reviewers.

- Extent of Need (20 points)
- Evidence of Impact (15 points)
- Goals, Measurable Outcomes and Milestones (20 points)
- Plan of Operation, Key Personnel, and Timeline (20 points)
- Evaluation (15 points)

## EXTENT OF NEED

Based on an evaluation of the current program implementation, identify a clearly defined problem and discuss the impact of the proposed Next Generation Scholars program. Include cohort-specific needs for the final program year.

## EVIDENCE OF IMPACT

Describe how the proposed plan and strategies are evidence-based and will lead to the desired impact. Please include a description of the organization's experience in terms of effective practices (research-based strategies) leading to desired outcomes.

## GOALS, MEASURABLE OUTCOMES AND MILESTONES

Eligible nonprofit organizations are expected to clearly identify a series of goals, outcomes, and milestones that align with all requirements of the Next Generation Scholars legislation. Goals should address the main problems and issues identified when assessing the needs of the target low-income student population. Goals must be developed in consultation with the students' LEA(s).

The goals should be clear, and objectives must be specific, measurable, achievable, realistic, and timely (S.M.A.R.T). Applicants are encouraged to include additional high leverage strategies that address college access for low-income students.



Further, applicants must align goals to Pillar 3 of the Blueprint for Maryland's Future, *College and Career Readiness*, preparing graduates for success in college and the workforce by ensuring they have the knowledge and skills to complete entry-level credit-bearing college courses and work in high-wage and high-demand industries.

The Next Generation Scholars program mandates measurable outcomes, including prequalification for the Guaranteed Access Grant, other financial aid awards, high school graduation, institution of higher education matriculation, retention rates, and graduation. Additional measurable outcomes specific to the nonprofit organization's program must be directly aligned to the legislation and the Blueprint for Maryland's Future.

The legislation requires ongoing evaluation and reporting. As some goals and outcomes for students in a cohort are not evaluated until the end of the Next Generation Scholars program, milestones must be established to measure progress during the year. Milestones should be evaluated during the year, either quarterly or semiannually.

### **PLAN OF OPERATION, KEY PERSONNEL AND TIMELINE**

It is critical that Next Generation Scholars Programs meet all requirements and deadlines established by the Maryland Higher Education Commission (MHEC) to ensure that students prequalify for and receive the Guaranteed Access Grant and other financial aid. In the Plan of Operation, design the program and discuss the activities to be used to meet requirements and accomplish the objectives for each goal. Include the specific activities designed to accomplish the project objectives and involve direct service to students and parents. Examples include specific parent nights and mentoring sessions. They may take place on a single date (e.g., a field trip) or over a period of time (e.g., the use of an innovative career exploration tool). Identify who will be serviced and how many by each activity.

Actions outlined in the management plan, such as purchasing equipment or conducting steering committee meetings, are not activities for the purposes of the Plan of Operation. Do not address the elements of the management plan in this section.

Submit a detailed and time-specific management plan with pre-assigned responsibilities. In this section, present a clear discussion of partners, respective roles in the project, the benefits each expects to receive, and the specific contributions each will make to the project (financial, equipment, personnel, or other resources).

List the staff or personnel involved in the project's implementation. What are their individual qualifications? Append résumés of key personnel. How much of the Project Director's time is devoted to this project? Are there sufficient staff hours devoted to the project to ensure proper implementation? What plans are in place to ensure the project will continue if there are problems with staff turnover?

Applicants will be asked to complete the following management plan chart as part of the proposal.

**Management Plan Worksheet**

Action	Title/Partner Organization Responsible	Dates

*\*Add more rows if necessary*

A project timeline tells the reader when key activities will take place during the grant period. Applicants should consider all the key tasks or activities that need to be conducted to implement the program successfully, whether each task can realistically begin and end in the proposed time frame, and how long each task will take to complete. It should contain three sections: management, implementation, and evaluation.

**EVALUATION**

Grantees are required to submit annual evaluation reports and quarterly progress reports that are consistent with the project’s goal and objective(s). An effective ongoing evaluation plan should evaluate milestones quarterly and allow for making informed decisions about needed changes to achieve project goals.

**Performance Measures**

Each grantee must evaluate the project and provide a detailed description of measures and instruments used to evaluate program implementation. For each project goal, provide at least one performance measure.

Example:

Goal: The program will provide an effective summer bridge program for students entering an institution of higher education.

Performance measure: 100% of program participants are prepared to enter their freshman year of post-secondary education. Data: Feedback from student evaluation survey, 1st semester grades.

Data: The type of data and method of data collection will depend upon the nature of the program, the questions, and the evaluation strategy. What measurement instruments will be used? How will the baseline be established? There should be a combination of quantitative and qualitative data identified. How will project staff collect data from the various sites and organizations involved in the project? When considering data collection techniques, ensure that the resources are sufficient to use the proposed data collection techniques. Include information on how the following data will be used and collected:

- the number and percentage of students in each cohort;
- the number and percentage of students who have completed the FAFSA;

- the number and percentage of students participating in services;
- the number and percentage of students earning a 2.5 or better GPA;
- the number and percentage of students who have participated in rigorous college preparatory coursework (AP, IB, Honors level courses);
- the number and percentage of students earning CCR status by the end of grade 10; and
- the number and percentage of students who have been accepted to college.

## Budget and Budget Narrative

The project's budget (10 points) should be submitted on MSDE's C-1-25 form. The budget narrative should detail all related project expenses in a separate itemized budget. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget for that year.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. There is no page limit for the budget, so be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item if applicable. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable with current market prices. Show how the expenses were calculated for each line item. Reviewers will use this information to determine if the budget is reasonable and cost-effective. See a sample budget below:

### 1. Salaries & wages (list separately for each position)

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

### 2. Contracted Services

Line item	Calculation	Requested	In-Kind	Total
4 LEA Distinguished Teachers to co-develop PD session 1	\$1,500 stipends x 4 Distinguished Teachers	\$6,000	0	\$6,000
4 IHE Faculty members to co-develop PD session 1	\$1,500 stipends x 4 faculty members	\$6,000	0	\$6,000
2 LEA Distinguished Teachers to co-facilitate PD session 1	\$1,000 stipends x 2 Distinguished Teachers	\$2,000	0	\$2,000
20 LEA teacher participants to attend PD session 1	\$125/session x 20 participants	\$2,500	0	\$2,500
20 teacher candidate stipends during 21 <sup>st</sup> century practicum	\$10,000 per full year practicum x 20 candidates	\$150,000	\$50,000	\$200,000
Total for contracted services:		\$166,500	\$50,000	\$216,500

## Appendices

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The following Appendices must be included in the proposal for funding, but do not apply to the page limit of the Project Narrative:

- Appendix A: Resumes of key personnel.
- Appendix B: Evidence of status of a [non-profit 501\(c\)\(3\) organization](#)
- Appendix C: [A signed secondary \(C-125 MSDE budget form\)](#)
- Appendix D: A [signed recipient assurances page](#)

## The Review Process

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The review committee will evaluate applications using the scoring rubric and confirm that the proposal includes all required components.

### REVIEW COMMITTEE

The committee will be composed of representatives from MSDE and the Maryland Higher Education Commission (MHEC) and will assign numerical scores to each proposal based on the criteria on the scoring rubric.

## Next Generation Scholars of Maryland Grant Fund Scoring Rubric

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<b>Extent of Need</b> (20 points)	<p>A needs assessment or existing program evaluation was conducted that identifies multiple related problems. Multiple data sources are used, including both quantitative and qualitative data. These data are presented and clearly identify areas of growth that connect to clear implementation strategies.</p>	<p>There is a clear description of the extent of need. Problems are identified that the grant funds will be used to address.</p>	<p>The extent of need is not clearly identified.</p>
<b>Evidence of Impact</b> (15 points)	<p>The application describes how the proposed program implementation will lead to the desired goals. The application includes a detailed description of the program's experience in implementing an effective college access program and the impact the proposed activities are likely to have on the target population. The application goes further, citing data and research specific to high impact strategies to like planned programming to a likely impact on student success in post-secondary education.</p>	<p>There is a summary of the efficacy of the program. Proposed outcomes are supported by research data and/or previous program data.</p>	<p>The evidence of impact or efficacy is not clearly defined or identified.</p>

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<b>Goals, Measurable Outcomes, and Milestones</b> (20 points)	<p>The application contains more than one goal and objective that aligns with the requirements of the Next Generation Scholars Program. The goals are clear, and objectives are specific, measurable, achievable, realistic, and timely (S.M.A.R.T) The application goes further, including goal(s) aligned to Pillar 3 of the Blueprint for Maryland’s Future and additional high leverage strategies.</p>	<p>A complete list of goals, outcomes and milestones are included. The goals and outcomes are aligned to the extent of need and program requirements.</p>	<p>The goals, outcomes, and milestones are not clearly identified, not measurable, and/or not aligned to the requirements of the Next Generation Scholars Program.</p>
<b>Plan of Operation, Key Personnel, and Project Timeline</b> (20 points)	<p>In addition to meeting all previously mentioned criteria, the submission provides a detailed operational plan that anticipates potential challenges and offers contingency plans. The roles and qualifications of key personnel are comprehensively described, demonstrating how their unique skills and experiences will contribute to the project's success. The project timeline is detailed, realistic, and accounts for potential delays, indicating thoughtful planning. The submission also includes a risk management plan and outlines strategies for monitoring progress and</p>	<p>A detailed plan of operation is included that addresses all items identified in the statement of need. Key personnel are listed along with % FTE and summary of their experience with grant management and program specific knowledge. Project timeline is detailed and lists who is assigned to complete each phase of the project.</p>	<p>The plan of operation provided does not address the items identified in the statement of need.</p>



Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
	<p>making necessary adjustments, showing a commitment to effective project management and continuous improvement.</p>		
<p><b>Evaluation (15 points)</b></p>	<p>In addition to meeting all previously mentioned criteria, the application identifies advanced metrics and utilizes sophisticated data analysis methods. The methodology for data collection, evaluation, and reporting is in-depth, innovative, and ensures effective use of data. The data dissemination plan is extensive, ensuring that all stakeholders can access and understand the data. The application also outlines a clear process for using data and feedback to continually refine and improve the program. The application provides a plan for program evaluation to ensure continuous improvement and inform future decisions.</p>	<p>The application provides a plan for program evaluation to ensure continuous improvement and inform future decisions. The plan identifies data and instruments, and the method that will be used to collect, evaluate, and report on the data.</p>	<p>The application does not include a clear plan for the program and continuous improvement. There is a limited plan to report on outcomes.</p>

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<b>Budget and Budget Narrative (10 points)</b>	All the requirements in meets criteria are satisfied. The applicant provides additional information and justification related to costs in each budget category and how they will support program goals and student success.	The application includes MSDE's C-1-25 budget, and a detailed budget narrative. The budget narrative lists budget items showing how the cost of each item was calculated, there are no errors, and all line-item costs are justified. The budget narrative aligns with the proposed activities.	The application includes budget expenses with limited justification and/or does not align with the prescribed categories or the proposed activities. Cost may not be reasonable or allowable. Budget contains errors and/or missing calculations.

**AWARD NOTIFICATION**

Notification of approval will be sent by email within 30 days of the deadline to submit proposals. Approved proposals may begin implementing the program as soon as the award notification letter is received. The Notice of Grant Award (NOGA) will be forthcoming within 3 weeks of the approval letter.

## Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements
October 15, 2023 January 15, 2024 April 15, 2024	Scheduled quarterly project updates are due.
Within 60 days of the end of the grant period and no later than September 30, 2024	Final program report, annual financial report, and an annual evaluation report must be submitted.

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

Date	Grant Timeline
June 14, 2023	The Grant Information Guide and the application for participating are released
June 21 & July 28, 2023	MSDE will hold virtual customer service support sessions for interested applicants
July 14, 2023	The grant application period closes
July 18, 2023	MSDE begins reviewing applications for completeness and minimum requirements
July 31, 2023	MSDE Review Committee will evaluate proposals
July 1, 2023	The grant period begins
June 30, 2024	The grant period ends

## Non-Discrimination Statement

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

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

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

410-767-0123 - voice

410-767-0431 - fax

410-333-6442 - TTY/TDD

## **The General Education Provisions Act (GEPA)**

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

## Customer Service Support Sessions

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

### Customer Service Support Session 1

Wednesday, June 21, 2023

1:00 p.m. – 2:00 p.m.

### Customer Service Support Session 2

Wednesday, June 28, 2023

1:00 p.m. – 2:00 p.m.

MSDE staff will also be available to provide technical assistance throughout the grant application process. Contact Susan Spinnato at [susan.spinnato@maryland.gov](mailto:susan.spinnato@maryland.gov) with questions related to the Next Generation Scholars of Maryland Grant Program.

### Attachment

Next Generation Scholars of Maryland Grant Application for funding.