

Application for Federal Assistance SF-424

| | | | | | |
|---|--|---|--|--|--|
| * 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application | | * 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision | | * If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/> | |
| * 3. Date Received: <input type="text"/> Completed by Grants.gov upon submission. | | 4. Applicant Identifier: <input type="text"/> | | | |
| 5a. Federal Entity Identifier: <input type="text"/> | | | 5b. Federal Award Identifier: <input type="text"/> | | |
| State Use Only: | | | | | |
| 6. Date Received by State: <input type="text"/> | | 7. State Application Identifier: MD | | | |
| 8. APPLICANT INFORMATION: | | | | | |
| * a. Legal Name: University of Maryland, Baltimore County | | | | | |
| * b. Employer/Taxpayer Identification Number (EIN/TIN): 52-6002033 | | | * c. UEI: RNKYWXURFRL5 | | |
| d. Address: | | | | | |
| * Street1: | | 1000 Hilltop Circle, MP007 | | | |
| Street2: | | <input type="text"/> | | | |
| * City: | | Baltimore | | | |
| County/Parish: | | MD | | | |
| * State: | | MD: Maryland | | | |
| Province: | | <input type="text"/> | | | |
| * Country: | | USA: UNITED STATES | | | |
| * Zip / Postal Code: | | 21250-0001 | | | |
| e. Organizational Unit: | | | | | |
| Department Name: Academic Opportunity Programs | | | Division Name: Undergraduate Academic Affairs | | |
| f. Name and contact information of person to be contacted on matters involving this application: | | | | | |
| Prefix: | | * First Name: Corris | | | |
| Middle Name: | | <input type="text"/> | | | |
| * Last Name: | | Davis | | | |
| Suffix: | | Ph.D. | | | |
| Title: | | Senior Director | | | |
| Organizational Affiliation: University of Maryland, Baltimore County | | | | | |
| * Telephone Number: | | 4104552814 | | Fax Number: <input type="text"/> | |
| * Email: | | cdavis4@umbc.edu | | | |

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Office of Postsecondary Education

11. Assistance Listing Number:

84.044

Assistance Listing Title:

TRIO Talent Search

* 12. Funding Opportunity Number:

ED-GRANT-26-022

* Title:

Talent Search Program

13. Competition Identification Number:

ED-GRANT-26-022

Title:

Talent Search Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

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* 15. Descriptive Title of Applicant's Project:

UMBC Talent Search Project - Lansdowne Community

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

| | | | |
|--|---|--|---|
| Application for Federal Assistance SF-424 | | | |
| 16. Congressional Districts Of: | | | |
| * a. Applicant | <input type="text" value="MD-007"/> | * b. Program/Project | <input type="text" value="MD-007"/> |
| Attach an additional list of Program/Project Congressional Districts if needed. | | | |
| <input type="text"/> | <input type="button" value="Add Attachment"/> | <input type="button" value="Delete Attachment"/> | <input type="button" value="View Attachment"/> |
| 17. Proposed Project: | | | |
| * a. Start Date: | <input type="text" value="08/01/2026"/> | * b. End Date: | <input type="text" value="08/31/2031"/> |
| 18. Estimated Funding (\$): | | | |
| * a. Federal | <input type="text" value="290,000.00"/> | | |
| * b. Applicant | <input type="text" value="0.00"/> | | |
| * c. State | <input type="text" value="0.00"/> | | |
| * d. Local | <input type="text" value="0.00"/> | | |
| * e. Other | <input type="text" value="0.00"/> | | |
| * f. Program Income | <input type="text" value="0.00"/> | | |
| * g. TOTAL | <input type="text" value="290,000.00"/> | | |
| * 19. Is Application Subject to Review By State Under Executive Order 12372 Process? | | | |
| <input checked="" type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on | | <input type="text" value="05/01/2026"/> | |
| <input type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review. | | | |
| <input type="checkbox"/> c. Program is not covered by E.O. 12372. | | | |
| * 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.) | | | |
| <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | | |
| If "Yes", provide explanation and attach | | | |
| <input type="text"/> | <input type="button" value="Add Attachment"/> | <input type="button" value="Delete Attachment"/> | <input type="button" value="View Attachment"/> |
| 21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001) | | | |
| <input checked="" type="checkbox"/> ** I AGREE | | | |
| ** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions. | | | |
| Authorized Representative: | | | |
| Prefix: | <input type="text"/> | * First Name: | <input type="text" value="Cameron"/> |
| Middle Name: | <input type="text"/> | | |
| * Last Name: | <input type="text" value="McAdams"/> | | |
| Suffix: | <input type="text"/> | | |
| * Title: | <input type="text" value="Assistant Director, OSP"/> | | |
| * Telephone Number: | <input type="text" value="4104553187"/> | Fax Number: | <input type="text"/> |
| * Email: | <input type="text" value="cameron2@umbc.edu"/> | | |
| * Signature of Authorized Representative: | <input type="text" value="Completed by Grants.gov upon submission."/> | * Date Signed: | <input type="text" value="Completed by Grants.gov upon submission."/> |

U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

OMB Number: 1894-0007
Expiration Date: 04/30/2026

1. Project Director and Applicable Entity Identification Numbers:

| | | | | |
|----------------------|--------------------------------------|----------------------|--|----------------------|
| Prefix: | * First Name: | Middle Name: | * Last Name: | Suffix: |
| <input type="text"/> | <input type="text" value="Katrina"/> | <input type="text"/> | <input type="text" value="Concholar"/> | <input type="text"/> |

* Project Director Level of Effort (percentage of time devoted to grant):

Address:

| | |
|-------------|--|
| * Street1: | <input type="text" value="1000 Hilltop Circle"/> |
| Street2: | <input type="text" value="Math/Psychology 007"/> |
| * City: | <input type="text" value="Baltimore"/> |
| County: | <input type="text"/> |
| * State: | <input type="text" value="MD: Maryland"/> |
| * Zip Code: | <input type="text" value="21250-0001"/> |
| * Country: | <input type="text" value="USA: UNITED STATES"/> |

* Phone Number (give area code) Fax Number (give area code)

| | |
|---|----------------------|
| <input type="text" value="4104552814"/> | <input type="text"/> |
|---|----------------------|

* Email Address:

Alternate Email Address:

OPE ID(s) (if applicable)

NCES School ID(s) (if applicable)

NCES LEA/School District ID(s) (if applicable)

2. General Education Provision Act Section 427 Assurance:

☒ I assure that the proposed project complies with the requirements in section 427 of the General Education Provisions Act (20 U.S.C. 1228a). Compliance can be found on the following page(s) of the application:

3. New Potential Grantee:

☐ N/A. This item is not applicable because the program competition's notice inviting applications (NIA) does not include a definition "New Potential Grantee." This item is not applicable when the program competition's NIA does not include the definition.

For NIA's that include a definition of "New Potential Grantee," complete the following:

Are you a new potential grantee as defined in the program competition's NIA?

☐ Yes ☒ No

4. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #(s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☐ No Provide Federal Wide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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5. Infrastructure Programs and Build America, Buy America Act Applicability:

If the competition Notice Inviting Applications (NIA) in section III. 4. "Other" states that the program under which this application is submitted is subject to the Build America, Buy America Act (Pub. L. 117-58) (BABAA) domestic sourcing requirements, complete the following:

- ☒ This application does not include any infrastructure projects or activities and therefore **IS NOT** subject the BABAA domestic sourcing requirements.
- ☐ This application **IS** subject to the BABAA domestic sourcing requirements, because the proposed grant project described in this application includes the following infrastructure projects or activities:
- ☐ Construction
- ☐ Remodeling
- ☐ Broadband Infrastructure

If this application **IS** subject to the BABAA domestic sourcing requirements, please list the page numbers from within the application narrative where the proposed infrastructure project or activities are described:

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract.pdf

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Abstract

The University of Maryland, Baltimore County (UMBC) plans a Talent Search (TS) project serving 580 students in grades 6–12 in the Lansdowne Community. Goals of the project include: (1) 88% secondary school persistence; (2) 85% on-time graduation; (3) 75% completing a rigorous secondary program; (4) 65% enrolling in postsecondary education; and (5) 30% completing postsecondary education. These will be achieved via a tiered service model offering universal, targeted, and intensive supports based on student needs and grade levels.

The TS project will implement a tiered, developmentally sequenced service model. Core project activities include academic, financial, career, and personal counseling; high-impact tutoring; college and career exploration; assistance with college admissions and financial aid applications; preparation for college entrance exams; individualized pathway planning supported by LERs and digital portfolio artifacts; exposure to college campuses and workforce environments; mentoring; and family engagement workshops. The project will also implement a weekly TS Club at the high school to reinforce academic engagement, peer support, and college and career readiness.

The project addresses the Absolute and Invitational Priorities by enhancing counseling and creating a scalable advising system. It involves collaboration with partners like Baltimore County Public Schools, the Community College of Baltimore County, workforce agencies, employers, community organizations, and libraries. These partnerships will improve access to dual enrollment, CTE, apprenticeships, and work-based learning, aligning education and workforce systems. Through this comprehensive and integrated approach, the UMBC Talent Search project will improve educational attainment, expand access to multiple postsecondary pathways, and prepare participants for sustained success in college, careers, and the workforce.

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

Budget Narrative Lansdowne.pdf

Add Mandatory Budget Narrative

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To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

The following attachment is not included in the view since it is not a read-only PDF file.

Upon submission, this file will be transmitted to the Grantor without any data loss.

Budget Narrative Lansdowne.pdf

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

UMBC Talent Seach Lansdowne Narrative 2026 .pdf

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UNIVERSITY OF MARYLAND, BALTIMORE COUNTY
TALENT SEARCH PROGRAM PROPOSAL 2026-2031
LANSDOWNE COMMUNITY

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34 CFR 643.21(A) Need for the Project

The University of Maryland, Baltimore County (UMBC) proposes to host an Educational TS Program (TS) in the Lansdowne community of southeastern Baltimore County, beginning September 1, 2026. Lansdowne is a community that has seen no significant economic or business growth. The community is home to a strong workforce that supports key industries such as manufacturing, logistics, and healthcare. The low educational attainment of the target area makes it an excellent community in which to conduct a Talent Search program. These conditions heighten the need for a TS project that expands access to postsecondary pathways, including college, credential-bearing training, and apprenticeships, for low-income students who are often the first in their families to navigate these options.

Table 1 shows that Lansdowne lags behind Baltimore County and Maryland on every indicator. Adults in Lansdowne are far less likely to hold a bachelor's degree, and residents face higher poverty, lower family income, lower broadband access, and lower home values. Together, these indicators describe a community with fewer educational and economic resources to support postsecondary advancement.

Table 1: Key Economic Indicators (2020-2024)

| Key Economic Indicators | Lansdowne | Baltimore County | Maryland |
|--|-----------|------------------|-----------|
| Bachelor's degree or higher, age 25+ | 10.9% | 42.3% | 43.4% |
| Living in Poverty | 21.7% | 9.3% | 9.1% |
| Median Household Income | \$58,605 | \$91,768 | \$103,678 |
| Households with a Computer | 93.3% | 95.9% | 96.5% |
| Households with Broadband | 84.5% | 91.4% | 92.4%) |
| Median Value of Owner-Occupied Housing | \$214,000 | \$349,300 | \$419,900 |

Source: U.S. Census Quick Facts, 2025

The project will serve 580 students from Lansdowne Middle School and Lansdowne High School. Need is evident at both levels. Middle school is a critical stage for developing academic identity, career awareness, and postsecondary expectations, while high school is when

students must translate those aspirations into rigorous course-taking, graduation, and concrete postsecondary planning. Current school data show that too few students, particularly FARM-eligible students, successfully combine rigorous coursework with career and technical preparation, underscoring the need for earlier and sustained support.

Although the Baltimore County Public School System offers a range of magnet and CTE programs across the county, students who meet TS eligibility requirements often remain in their neighborhoods and have limited exposure to these expanded academic and career pathways. This reality underscores the critical role of TS in broadening students' awareness of postsecondary and career opportunities and in ensuring equitable access to information and guidance. By engaging students as early as middle school, the project builds sustained relationships that extend into high school, fostering trust among participants and their families. This continuity of support strengthens academic planning, increases engagement in rigorous coursework, and ultimately improves college and career readiness outcomes for participating students.

(§A1) A High Percentage of Students Attending Target Schools Are Eligible for Free or Reduced Priced Lunch

Eligibility for Free and Reduced Meals (FARM) reflects the income levels of families in the target area. As shown in Table 2, both the middle and high schools in the Lansdowne community have student eligibility

percentages for FARM that exceed those found across Maryland and within the Baltimore County Public School System (BCPS) for their respective school levels.

Table 2: 2025 FARM Eligibility

| | | Percent | Number |
|----------------------|------------------|----------------|---------------|
| | Lansdowne | 73.7 | 490 |
| Middle School | Baltimore County | 57.1 | |
| | Maryland | 52.2 | |
| | Lansdowne | 68.3 | 884 |
| High School | Baltimore County | 54.1 | |
| | Maryland | 52.3 | |

Source: Maryland School Report Card, 2025

In 2025, over 73.7% of students at Lansdowne Middle School and 68.3% at Lansdowne

High School qualified for FARM benefits, up from 68.9% and 69.1%, respectively, the previous year. The middle school's FARM rate exceeds Maryland (52.2%) and Baltimore County (57.1%) by about 16–21 percentage points. High school eligibility is similar, surpassing Baltimore County (54.1%) and Maryland (52.3%) by 18–20 points. The schools enroll 2,679 students, with 1,879 eligible for FARM, supporting a target of 580 students in the TS program.

These data show that students at both target schools experience poverty at rates far above county and state averages. High levels of economic disadvantage limit access to college planning, career exploration, enrichment, and other supports that help students prepare for postsecondary education and training

(§A2) Low Rates of High School Persistence Among Individuals in the Target School

A key step in entering postsecondary education is progressing through middle school toward high school graduation. An effective way to measure persistence is the dropout percentage over four years. Maryland uses an adjusted cohort dropout rate, which counts students leaving school for any reason other than death within four years, divided by the initial cohort. The cohort includes first-time

9th graders plus transfers in, minus transfers out or deaths. The inverse of this rate indicates persistence in

Table 3: 4 Year Persistence Rate (2025)

| | All | FARM |
|----------------|------|------|
| Lansdowne High | 86.6 | 82.4 |
| BCPS | 91.7 | 89.2 |
| Maryland | 92.0 | 89.8 |

Source: Maryland School Report Card, 2025

graduation. Table 3 shows that 86.6% of the Class of 2025 at Lansdowne High graduated, compared to 91.7% in Baltimore County and 92% statewide. The school is about 4 points behind the county and state, but gaps for students eligible for FARM benefits are nearly 7 points. A TS program is urgently needed to help these students overcome obstacles to graduation.

(§A3) Low rates of students in the target school who graduate high school with a regular secondary school diploma in the standard number of years

High school graduation serves as a gateway to college enrollment. Maryland defines the adjusted cohort graduation rate as “the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class” (Maryland State Department of Education, 2025). Students who fail to complete high school in the standard maximum of 4 years are less likely to enroll in postsecondary education.

As shown in Table 4, at only 81.7%, for the class of 2025, the target school has a lower percentage of students graduating

with a regular secondary school diploma in the 4 years than both the county (88.5%) and the state

Table 4: Graduation Rate Class of 2025

| | All | FARM |
|------------------|------|------|
| Lansdowne High | 81.7 | 75.9 |
| Baltimore County | 88.5 | 84.0 |
| Maryland | 87.9 | 83.5 |

Source: Maryland School Report Card, 2025

(87.9%). Because high school graduation is key to postsecondary matriculation, the TS program will serve as a support for students who do not graduate in four years, but also students at the margins who need additional support.

(§A4) Low Postsecondary Enrollment and Completion Rates among Individuals in the Target Area and Target Schools

Enrollment in and completion of postsecondary education is a means for students who are eligible for TRIO programs to change their own socioeconomic status and that of their future generations. Below is evidence of the need based on current enrollment of students from the target school in postsecondary education and on the educational attainment of adults in the target area.

Low Rates of Enrollment in Programs of Postsecondary Education by Graduates of the Target Schools

As shown in Table 5, less than half (47.6%) of the graduating class of 2025 enrolled in postsecondary education within 12 months of graduating from high school.

In 2025, there was an **almost 20%** gap between the target school and the rest of the school system and the state. While

Table 5: College Enrollment Class of 2025

| | All | FARM |
|------------------|------|------|
| Lansdowne High | 47.6 | 44.9 |
| Baltimore County | 67.2 | 61.8 |
| Maryland | 68.4 | 63.7 |

Source: Maryland School Report Card, 2025

the services of a TS project in this school benefit all students enrolled, FARM-eligible students are enrolling at an even lower rate of 44.9%. It is clear that all students at the target school could benefit from the services of the TS project.

A High Number or Percentage of Individuals Residing in The Target Area With Education Completion Levels Below the Baccalaureate Degree Level (Census Data)

According to the US Census Bureau, an astounding 89.1% of adults over the age of 25 in the target area of Lansdowne **do not** hold at least a bachelor's degree. As seen in Table 6, there is a more than 30-point difference in the percentage of adults with at least a bachelor's degree between the Lansdowne Community and the rest of the county and state. As more jobs require education beyond high school, the citizens

of the Lansdowne Community are at a distinct disadvantage. Without role models among adults with bachelor's degrees in the community, and with limited assistance

Table 6: Percentage of Individuals who do not Hold at least a Bachelors Degree

| | Percent |
|---------------------|---------|
| Lansdowne Community | 89.1 |
| Baltimore County | 57.7 |
| Maryland | 56.6 |

Source: US Census Bureau, QuickFacts 2020 - 2024

in navigating the challenging college application process, the students in the target area are less

likely to pursue postsecondary education, further supporting the need for TS in the target community.

(§A5) Target secondary schools do not offer their student the courses or academic support to complete a rigorous secondary school program of study or have low participation or low success by low-income or first generation students in such courses

Successful completion of a rigorous high school curriculum is an indicator of a student's ability to complete college-level coursework without remediation. As shown in Table 7, only 49.7% of Lansdowne students completed a rigorous curriculum, compared with 65.2% in the county and 61.2% statewide. The same pattern is evident among FARM-eligible students: only 52% of Lansdowne FARM-eligible students completed a rigorous curriculum, compared with 64.1% of FARM students in the county and 58.5% statewide. While a higher percentage of Lansdowne High School students complete CTE requirements (17.4% overall; 20.2% FARM-eligible), this relative strength in CTE does not eliminate the academic preparation gap. Only 17.8% of all Lansdowne students and 12.1% of FARM-eligible students completed both rigorous academic coursework and CTE requirements, indicating that too few students are leaving high school with a fully integrated, college- and career-ready program of study

Table 7: Percentage Completing Rigorous Curriculum and CTE Requirements, 2025

| | All | | | FARM | | |
|------------------|------|------|-----------|------|------|-----------|
| | Rig | CTE | Rig & CTE | Rig | CTE | Rig & CTE |
| Lansdowne High | 49.7 | 17.4 | 17.8 | 52.0 | 20.2 | 12.1 |
| Baltimore County | 65.2 | 9.6 | 20.0 | 64.1 | 12.8 | 16.6 |
| Maryland | 61.2 | 9.2 | 19.4 | 58.5 | 11.7 | 16.9 |

Source: Maryland School Report Card, 2025

The Higher Education Opportunity Act provides six equally weighted definitions of a rigorous curriculum. The 6th definition: “Any secondary school program for a student who completes at least two Advanced Placement courses and receives a score of “3” or higher on the

College Board’s Advanced Placement Program Exams for at least two of those courses” (Higher Education Opportunity Act, 2008). Table 8 presents evidence of low success not only by low-income students but also among all students at the school. Only 34% of students who took AP exams at Lansdowne

Table 8: All AP Exams Takers, 2025

| | Exams Per Student | Mean Exam Grade | %Exams with 3-5 |
|------------------|-------------------|-----------------|-----------------|
| Lansdowne High | 2.4 | 2.16 | 34.0 |
| Baltimore County | 4.3 | 3.01 | 63.1 |
| Maryland | 4.1 | 3.04 | 63.6 |

Source: Maryland School Report Card, 2025

High School scored at least a 3 compared to the county (63.1%) and the state (63.6%). Additionally, with an average score of 2.16, students taking AP exams are not meeting the minimum requirements for this measure of completing a rigorous course of study, nor earning credit at most colleges. These data show that the challenge is not simply access to pathway options, but successful participation in academically rigorous coursework that preserves broad postsecondary options. Students need stronger academic preparation and advising so that career exploration and credential pathways expand opportunity rather than narrow it prematurely.

(§A6) Other indicators of need for a Talent Search project, including low academic achievement and low standardized test scores of students enrolled in target schools, a high ratio of students to school counselors in the target schools and the presence of unaddressed academic or socio-economic problems of eligible individuals including foster care youth and homeless children and youth in the target schools or the target area

Academic Achievement and Standardized Test Scores

While test scores are not the only indicator of student academic ability, they do provide a benchmark for comparing student progress. Maryland is piloting a new testing program, the Maryland Comprehensive Assessment Program (MCAP), which will measure student proficiency in English and Language Arts, Mathematics through Geometry, and Science, as well as other measures. Maryland administers MCAP Assessments in grades 3-8 and at the end of

select high school coursework. Students are scored on a 5-point scale, with a score of 4 or 5 designated as proficient.

As shown in Table 9, there is a disparity in the percentage of students at Lansdowne High who score proficient on the state tests used to measure college and career readiness. About 33% of students at the target high school earned a proficient score on the English and Language Arts (ELA) test, compared with

50.6% in BCPS and 59.5%

across the state. Although there

is a clear challenge with

Algebra I proficiency across

the county and in the state, students at Lansdowne High lag even further behind. Only 5% of students at the target school scored proficient on the Algebra I exam. The percentage of students at Lansdowne who scored proficient in Algebra I is 6 to 16 points lower than in the district and the state. The percentage of all students at Lansdowne High who scored proficient in science is also lagging, with students at Lansdowne scoring about 20 to 26 points lower than the county and state averages.

Table 10 presents the percentage of students scoring proficient in each grade on the 2025 Math and English Language Maryland Comprehensive Assessment Program (MCAP) tests.

Students at Lansdowne Middle School scored lower than those in the rest of the county and state on both Math and English assessments across all three middle school grades. It is alarming that only 1 in 20 middle school students is proficient in Math at any grade level. It is clear that math proficiency is lacking, as the gap between the percentage proficient in 6th grade ranges from 11 to 18 percentage points. Clearly, students are not leaving elementary school prepared to engage

| Table 9: Percentage of Students scoring proficient 2025 | | | |
|---|------|-------|---------|
| | ELA | Alg I | Science |
| Lansdowne High | 32.8 | 5.0 | 18.2 |
| Baltimore County | 50.6 | 11.0 | 38.0 |
| Maryland | 59.5 | 21.4 | 44.2 |

Source: Maryland School Report Card, 2025

successfully with mathematics. An additional disturbing trend is the decrease in proficiency in English Language Arts as students advance from 6th to 8th grade. The gap in the percent of students at Lansdowne Middle School and those in the county and state who score proficient on the English Language Assessment ranges from 23 to 35 percentage points. The school is not closing gaps in foundational skills necessary not only for college and career success, but also for

Table 10: 2025 Percent Scoring Proficient on MCAP

| | Mathematics | | | English Language | | |
|-------------------------|-------------|------|-----|------------------|------|------|
| | 6 | 7 | 8 | 6 | 7 | 8 |
| Lansdowne Middle School | 5.0 | 5.0 | 5.0 | 17.3 | 21.0 | 13.0 |
| Baltimore County | 16.4 | 5.0 | 5.0 | 40.4 | 44.0 | 39.8 |
| Maryland | 22.6 | 17.4 | 8.7 | 50.4 | 53.0 | 48.4 |

Source: Maryland School Report Card, 2025

success in life. Lower proficiency in core areas leads to deficits in later goals such as completing a rigorous curriculum, graduating from high school on time and postsecondary enrollment.

While the predictive power of college admissions tests such as the SAT has been disputed beyond the first year of college, and some colleges remain test optional for admissions, the disparity in scores received by students in the target school who do take test and those in the surrounding jurisdictions is clear. Table 11 shows the SAT scores for all test takers for the 2025. In 2025, students at the target school earned total SAT scores more than 170 points lower than students in the rest of BCPS and more than 160 points lower than other students, on average, across the state.

Table 11: SAT Scores

| | Mean EBRW | Mean Math | Total Mean Score |
|------------------|--------------|--------------|---------------------|
| Lansdowne High | 463 | 449 | 912 |
| Baltimore County | 548 | 536 | 1084 |
| Maryland | 543 | 531 | 1074 |

Source: Maryland School Report Card, 2025

Ratio of Students to Counselors

The American School Counselor Association recommends a maximum student-to-counselor ratio of 250:1 and an ideal ratio of 100:1. As shown in Table 12, neither of the target schools has achieved the ideal ratio. Counselor caseloads further limit students' access to individualized academic and

postsecondary guidance. For low-income and first-generation students, this matters

Table 12: Student/Counselor Ratio, 2025

| | Ratio |
|-------------------------|-------|
| Lansdowne Middle School | 166:1 |
| Lansdowne High School | 176:1 |

Source: Maryland School Report Card, 2025

greatly because they are less likely to have family access to information about admissions, financial aid, apprenticeships, credentials, or career planning. High student-to-counselor ratios, therefore, leave many students without the sustained guidance needed to connect school performance with future options. Counselors report that very little of their time is spent counseling students about postsecondary and career aspirations. The low-income, first-generation students need the addition of a TS staff member to the target school to assist the school counseling staff with their responsibilities, particularly with postsecondary pathways.

Chronic Absence

Another important indicator of student risk is chronic absenteeism. Although students have not officially dropped out, absence from school prevents them from keeping up with their

Table 13: Percent Chronically Absent 2025

| | |
|-------------------------|------|
| Lansdowne Middle School | 32.8 |
| All BCPS Middle | 26.4 |
| All Maryland Middle | 25.2 |
| Lansdowne High School | 40.0 |
| All BCPS High | 33.7 |
| All Maryland High | 33.0 |

Source: Maryland School Report Card, 2025

academic lessons. The Maryland State Department of Education measures chronic absenteeism as “the number of students who are expected to attend school for at least 10 days and who were absent 10% or more of the school days while enrolled at that school.

Table 13 shows that both Lansdowne Middle and Lansdowne High School have chronic absenteeism rates higher than those in the surrounding jurisdiction for the same age group. In 2025, 32.8% of Lansdowne Middle School students were chronically absent, compared with 26.4% of middle school students in Baltimore County and 25.2% statewide. At Lansdowne High, the rate was even higher: 40% compared with 33.7% in Baltimore County at 33.0% statewide. Smerillo et al (2018) found a clear negative association between chronic absenteeism and 8th-grade math achievement, and a negative association with the likelihood of high school graduation by age 18, age 21, or at all.¹

Foster Care Youth and Homeless Children and Youth in the Target Schools²

The two target schools enroll about 100 students experiencing acute instability, specifically homeless youth and youth in foster care. Even when counts are small, their presence is an important indicator of unmet need in the target area. represent students with some of the highest levels of educational vulnerability. These students often face school mobility, interrupted schooling, trauma, and inconsistent access to counseling and college planning supports, all of which can undermine persistence, academic performance, and postsecondary planning.

Training and Employment Opportunities

According to the Maryland Department of Labor, occupations in the computer, engineering, science, and healthcare industries are among those in Maryland that require postsecondary credentials (certificates through advanced degrees), with the highest demand projected through 2033. Table 14 shows that employment in Lansdowne is concentrated in

¹ Smerillo, N. E., Reynolds, A. J., Temple, J. A., & Ou, S. (2018). Chronic absence, eighth-grade achievement, and high school attainment in the Chicago Longitudinal Study. *Journal of School Psychology*, 67, 163-178. <https://doi.org/10.1016/j.jsp.2017.11.001>

² The Maryland School Report Card suppresses counts when there are fewer than 5%, more than 95% or a count of fewer than 10 students in a category

sectors that do not require education or training beyond high school, with relatively low concentration in sectors with limited advancement without additional training. This pattern matters because students in the target schools often lack the advising and exposure needed to understand how education connects to upward mobility. In this context, low academic performance, limited guidance, and constrained postsecondary awareness not only reduce college enrollment; they also reduce access to higher-growth workforce pathways that depend on planned skill development after high school.

Table 14. Alignment of Employment Sectors with Postsecondary Training Requirements

| | Lansdowne | Baltimore | Maryland |
|--|-------------|-------------|--------------|
| Industries Most Associated with Postsecondary Training | | | |
| Management, business, science, and arts occupations | 27.7% | 48.8% | 51.3% |
| Computer, engineering, and science occupations | 5.0% | 8.9% | 11.6% |
| Education, legal, community service, arts, and media occupations | 7.2% | 13.4% | 12.9% |
| Healthcare practitioners and technical occupations | 1.3% | 8.1% | 6.4% |
| Industries Most Associated with Entry-Level / Low-Barrier Roles | | | |
| Food preparation and serving related occupations | 6.4% | 4.6% | 4.3% |
| Office and administrative support occupations | 17.6% | 11.5% | 9.9% |
| Construction and extraction occupations | 10.8% | 3.0% | 4.3% |
| Installation, maintenance, and repair occupations | 9.6% | 3.0% | 2.8% |
| Production, transportation, and material moving occupations | 12.7% | 9.0% | 8.4% |

Source: US Census American Community Survey, Table S2401

Employment within the target community is concentrated across a range of industries that increasingly require education or training beyond high school, including industry-recognized credentials, apprenticeships, and postsecondary degrees. Sectors such as healthcare, construction, manufacturing, transportation, and professional services represent a significant share of the local workforce, and each requires structured pathways to skill development and credential attainment. At the same time, a notable share of employment is found in industries such as retail trade and accommodation and food services, which are characterized by a high concentration of entry-level

positions with limited initial training requirements but few opportunities for advancement without additional education or credentialing.

This distribution highlights a critical gap for eligible participants: while the regional labor market demands postsecondary training and credential attainment for access to family-sustaining careers, many students lack exposure to and preparation for these pathways. Without targeted intervention, students may enter low-barrier employment sectors without clear opportunities for upward mobility or fail to access higher-growth industries due to limited awareness of credentialing pathways, apprenticeships, and postsecondary options.

These conditions reflect the presence of unaddressed academic and socio-economic barriers, including limited access to career-aligned advising, work-based learning experiences, and structured pathways that connect education to employment outcomes and show that eligible students in Lansdowne need stronger support in connecting academic preparation to postsecondary pathways that lead to long-term economic mobility. Across indicators, students in the Lansdowne target schools face barriers not only to college access, but to successful entry into any postsecondary pathway requiring structured education or training beyond high school. Taken together, the indicators in this section show that students in the Lansdowne target schools face substantial academic, advising, attendance, and socioeconomic barriers that reduce their readiness for secondary education and training. Low academic achievement, low standardized test performance, high counseling loads, chronic absenteeism, and the presence of homeless children and youth and foster care youth all reinforce the need for a comprehensive TS project.

34 CFR 643.21(B) Objectives

The following standardized objectives respond to the legislated goals and purpose of the TS Project. The project's objectives are both ambitious, as they relate to the “need” data discussed in the NEED FOR THE PROJECT section of this document, and attainable, given the PLAN OF OPERATION established to accomplish them and achieve the benchmarks. It should also be noted that it's generally easier to make an impact when fewer students receive services. Although the project supports 580 students annually, fewer than 100 of them are seniors for whom most of the objectives are measured.

| Table 15. Secondary School Persistence | |
|---|--|
| 88% of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year, at the next grade level. | |
| Baseline³ | 83% - (see §A2, Table 3) |
| <u>Ambitious</u> | <p>This objective is <u>ambitious</u> because</p> <ul style="list-style-type: none"> • Lansdowne students persist at 86.6% overall and 82.4% for low-income students, significantly below state and district benchmarks (~92%) • Chronic absenteeism rates are substantially higher in target groups (32.8% in the middle school; 40% in the high school), signaling early and sustained disengagement from school • High concentrations of low-Income students increase risk for Interruption in academic progression • Counselor to student ratios limit counselor capacity for interventions • Extremely low academic proficiency, combined with chronic absenteeism rates and limited access to counseling support, significantly increases the likelihood of disengagement and non-persistence |
| <u>Attainable</u> | <p>This objective is attainable because participants engage in structured individualized pathway planning beginning in middle school, connecting academic effort to future postsecondary options including both college, credential and career pathways. Participants engage in early postsecondary and career pathway exploration, which increases the relevance of school and strengthens motivation to persist. Project staff continuously monitor attendance, performance, and engagement to identify and intervene with students at risk. Aligning school success with individualized college and certificate pathways increases relevance and strengthens persistence.</p> |

³ Where possible, baselines are selected using FARM eligible student data because more than 70% of the target school students are FARM eligible

Table 16. Secondary School Graduation (regular secondary school diploma)

85% of seniors served during the project year will graduate during the project year with a regular secondary school diploma within the standard number of years.

| | |
|--------------------------|--|
| <u>Baseline</u> | 78% - (see §A3, Table 4) |
| <u>Ambitious</u> | <p>This objective is <u>ambitious</u> because</p> <ul style="list-style-type: none"> • As shown in Section §A4 only 81.7% of all students in the target school graduate with a regular secondary school diploma within the standard number of years and only 75.9% of FARM eligible students do so. • Only of 88.5% of students in the BCPS system and 87.9% in the state graduate with a regular secondary school diploma within the standard number of years. • Graduation outcomes are constrained by weak academic preparation beginning in middle school, low participation in rigorous coursework, and chronic absenteeism rates that exceed 40% at the high school level |
| <u>Attainable</u> | <p>This objective is attainable because participants receive academic advising and individualized pathway plans aligned to college and certificate-granting programs, reinforcing progress toward graduation. Project staff monitor credit accumulation and academic performance in coordination with school personnel to ensure students remain on track. Integrating academic advising with pathway planning increases engagement, particularly for students who may not initially see any postsecondary education or training as an option, improving the likelihood of on-time graduation. Workshops and individualized advising further reinforce student ownership of their graduation trajectory. Finally, the tiered service model provides services to juniors and seniors to directly support their on time graduation and transition into the next step on their chosen pathway.</p> |

Table 17. Secondary School Graduation (rigorous secondary school program of study)

75% of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years.

| | |
|-------------------------|--|
| <u>Baseline</u> | 65% (see §A5, Table 7; calculated from combination of Rig and Rig+ CTE) |
| <u>Ambitious</u> | <p>This objective is <u>ambitious</u> because</p> <ul style="list-style-type: none"> • As shown in Section §A5, only 52.0% of FARM eligible students in the target school complete a rigorous secondary program of study only, and 12.1% complete both a rigorous curriculum and CTE requirements (65.7%) • Only 42.7% of all students in the target school complete a rigorous secondary program of study only, and 20.3% complete both a rigorous curriculum and CTE requirements (63%) • Students displaying low proficiency on middle school assessments limits entry into rigorous tracks. • Counselor ratios Impact course placement guidance, such that students do not take advantage of available pathways |

Table 17. Secondary School Graduation (rigorous secondary school program of study)

75% of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years.

| | |
|--------------------------|---|
| <u>Attainable</u> | This objective is attainable because participants receive Advising that alliance course selection was both academically, advanced, and Irrelevant pathways. Beginning in middle school, students are guided into rigorous trajectories that include honors, AP, dueling enrollment, and pathway aligned coursework. Targeted academic support Insurance students can successfully complete rigorous programs aligned with their postsecondary goals. Project staff work with students and school personnel to ensure appropriate course placement and progression. Academic support services, including tutoring and referrals are aligned to students selected pathways In increasing their ability to succeed In rigorous coursework. This combination of early planning, continuous advising, and targeted academic support increases both participation in and completion of programs of study. |
|--------------------------|---|

Table 18. Postsecondary Education Enrollment

65% of participants, who have graduated with a regular secondary school diploma, during the project year, will enroll in an institution of higher education by the fall semester immediately following high school graduation or will have received notification, by the fall semester immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester).

| | |
|--------------------------|--|
| <u>Baseline</u> | 46% (see §SA4, Table 5) |
| <u>Ambitious</u> | <p>This objective is <u>ambitious</u> because</p> <ul style="list-style-type: none"> • As shown in section §A4, only 47.6% of all students in the target school and 44.9% of FARM eligible students enroll in an institution of higher education within 12 months of high school graduation. • Only 67.2% of all students in the BCPS System and 68.4% of students in the state enroll within 12 months. • Low levels of adult educational attainment (only 10.9% holding a bachelor's degree) and limited exposure to postsecondary pathways reduce college-going norms and expectations. |
| <u>Attainable</u> | <p>This objective is attainable because participants receive comprehensive support to enroll in postsecondary education, including degree and certificate programs at two-year institutions, career training via apprenticeships and 4-year colleges and universities. Participants receive sustained guidance through all stages of postsecondary planning, including exploration, selection, application, and financial aid completion. Individualized advising ensures students are matched to best-fit options aligned with academic preparation, financial context, and career goals. Exposure to postsecondary environments (both college and apprenticeships), combined with application and financial aid support, increase students' confidence and readiness to enroll. The project's structured junior and senior year supports and transition programming further reduce barriers to enrollment immediately following high school graduation.</p> |

Table 19. Postsecondary Attainment

30%⁴ of participants served during the project year who enrolled in an institution of higher education by the fall semester immediately following high school graduation or by the next academic semester (e.g. spring semester) as a result of acceptance, but deferred enrollment will complete a program of postsecondary education within six years.

| | |
|--------------------------|---|
| <u>Baseline</u> | 11%, (see §A, Table 1) |
| <u>Ambitious</u> | <p>This objective is <u>ambitious</u> because</p> <ul style="list-style-type: none"> • Only 10.9% of adults in the target area, age 25 and over, hold a bachelor's degree at least 6 years post high school, • As shown in section §A4, only 42.3% of the Baltimore County graduates currently immediately following high school graduation. • Only 43.4% of residents of the State of Maryland hold at least a bachelor's degree • Academic preparation gaps, financial barriers due to the high rate of farm eligible students and information asymmetry due to first generation college status make post-secondary attainment difficult. |
| <u>Attainable</u> | <p>This objective is attainable because participants are guided to select postsecondary programs, including certificate and degree options, that align with their preparation and goals. Students are connected to academic and support resources at their chosen postsecondary institution or program such as advising, tutoring, and student support programs, prior to enrollment. The project emphasizes informed decision-making, including understanding program requirements, financial commitments, and career outcomes associated with different postsecondary options. These actions increase students' readiness to navigate postsecondary systems prior to enrollment, increasing readiness to persist. Ongoing follow-up and emphasis on stackable pathways support completion of a postsecondary credential within six years.</p> |

⁴ This objective is measuring postsecondary pathways through higher education only, not additional, but viable paths into other credentials.

34 CFR § 643.21(C) Plan of Operation

(§C1) The plan to inform the residents, schools, and community organizations in the target area of the purpose, objectives, and services of the project and the eligibility requirements for participation in the project.

Consistent visibility and staff presence are essential to inform residents, schools, and community groups about the project's purpose, goals, services, and eligibility. Through established and new partnerships with community agencies, libraries, rental offices, neighborhood associations, CCBC, Baltimore County Public Schools, Baltimore County Department of Economic Development, Maryland Department of Labor's Office of Apprenticeship, and other workforce programs, TS will share information with students, families, and stakeholders. Table 20 details the outreach strategy across schools and community partners. This outreach promotes awareness of college access, career exploration, dual enrollment, industry credentials, work-based learning, pre-apprenticeship, and Registered Apprenticeship pathways aligned with regional workforce needs.

Table 20. Plans to Inform Interested Parties of the Program

| Outreach Area | Strategy |
|-------------------------|---|
| Target schools | The Academic Coordinator (AC) will maintain an ongoing presence in the target schools through presentations to students and staff, participation in staff meetings, and regular relationship-building with school personnel. The AC will rotate between the middle school and high school. |
| Families | The Academic Coordinator will provide family-facing presentations and materials and will work with schools and Parent Teacher Associations (PTAs) to distribute project information through school mailings. |
| Community organizations | The Director will conduct outreach with community agencies, libraries, housing offices, neighborhood associations, Community College of Baltimore County, workforce partners, and apprenticeship entities to share project information and eligibility requirements. Staff will table at various community events to gain greater visibility. |
| Community visibility | Student interns will distribute brochures, posters, QR-code tear-offs, and applications in schools and community sites, with paper applications available as needed. |

Table 20. Plans to Inform Interested Parties of the Program

| Outreach Area | Strategy |
|-----------------------------|--|
| Committees and partnerships | The Director will participate in school and community committees to increase project visibility and strengthen collaborative awareness of services. |
| Digital outreach | The Director will maintain a mobile-friendly website with project and application information, and student interns will support social media outreach and QR-code-linked access to the online application. |

Project outreach materials will present postsecondary opportunities as a continuum of options beyond high school, including two- and four-year college enrollment, dual enrollment, pre-apprenticeships, Registered Apprenticeships, and credential-bearing programs that lead to in-demand careers. Outreach will emphasize that students may pursue education and employment-connected pathways during and immediately after high school, continuing to stack credentials over time. Throughout the year, the project will place articles in target schools and community newsletters, hang recruitment posters and QR-code tear-offs, and provide presentations for students, families, and community groups as opportunities arise. Electronic outreach materials will link to an online application, while paper copies will remain available as needed.

The Director will lead community-facing outreach and partnership visibility by maintaining relationships with community organizations, workforce and apprenticeship partners, and collaborative committees to expand awareness of the project throughout the target area. The Academic Coordinator will lead school- and family-facing outreach by maintaining an ongoing presence in the target schools, participating in school staff meetings, presenting to students and school personnel, and working with schools to send project information home through school mailings. Student interns will support community visibility by assisting with the distribution of outreach materials in schools and community sites and by supporting student-facing digital outreach. Finally, families will be a source of new participants as they share the effects of services with others in the community.

The project will also use technology to expand access. Recognizing that the digital divide still affects many students in the target population, all electronic materials will be mobile-device friendly. The project will maintain a website that provides information on services, eligibility, and applications, and will use social media platforms frequented by the target audience to increase project visibility and access to information. QR-code-linked materials will provide direct access to online information and the application.

(§C2) The plan to identify and select eligible project participants.

The plan to identify participants for the project involves all project staff, key personnel from the target schools, and program partners. Because many participants will remain in the project year to year, identification and selection are ongoing processes designed to maintain full enrollment rather than onboard an entire new cohort each year. TS uses the eligibility criteria in 34 CFR §643.3 and will maintain service to 580 participants annually through a combination of retaining current participants and selecting new students.

Students will be identified through multiple outreach and referral sources and invited to apply for services. Identification sources include school outreach activities such as classroom presentations, orientations, and back-to-school events; staff referrals from teachers, counselors, and administrators; community referrals from libraries, community organizations, and neighborhood groups; referrals from businesses, workforce, and training partners such as employers, apprenticeship programs, career and technical education partners, and community colleges; website inquiries; and direct family applications. While the majority of participants will be identified through the target schools, eligible applicants from the target community may also be identified through the project's partner network and considered for admission as openings become available.

Table 21 details the criteria, steps, and prioritization procedures used to identify eligible participants. UMBC TS will use rolling admissions to identify, screen, and enroll eligible students as openings arise throughout the year. This approach allows prompt service to students with demonstrated need, rather than restricting access to a single application window. To ensure fairness, consistency, and alignment with TS eligibility requirements, all applicants will be reviewed using a standardized admissions rubric that considers eligibility, income and first-generation status, academic need, school counselor or partner referral, grade-level service priorities, and the student's potential to benefit from sustained TS participation.

| Table 21. The plan to identify and select eligible project participants | |
|--|---|
| What Happens | Key Details / Decision Points |
| Step 1: Student Identified | |
| A student is identified through one or more outreach or referral sources and applies. | Sources may include school outreach (classroom presentations, orientations, back-to-school events), staff referrals (teachers, counselors, administrators), community referrals (libraries, community organizations, neighborhood groups), business/workforce/training partner referrals (employers, apprenticeship programs, CTE partners, community colleges), website inquiry, or direct family application. |
| Step 2: Application Received, Reviewed and Processed | |
| The student's application is received and entered into the process for review. | The Academic Coordinator verifies basic program eligibility, such as grade level, low-income status, and potential first-generation status. If information is missing, the student and family receive follow-up correspondence requesting the required items before the application moves forward. |
| Step 3: Director Evaluates Eligible Application and Final Selection Decision | |
| Complete and eligible applications are reviewed by the director and scored using the project rubric. | Eligible applications are forwarded to the Project Director for review. The rubric considers academic and college-going need, likely benefit from services, motivation to participate, recommendations, readiness for rigorous coursework and/or postsecondary planning, and interest in college, careers, credentials, and apprenticeships. The Director considers eligibility verification, rubric scores, staff recommendations, participant need, available openings created by graduation or attrition, and the overall participant mix and project resources. Students with the greatest need and strongest fit for services are prioritized. |

Table 21. The plan to identify and select eligible project participants

| What Happens | Key Details / Decision Points |
|---|--|
| Step 4: Notification Sent | |
| Applicants are formally notified of the decision. | Admitted students receive an admissions packet. Eligible applicants for whom no space is currently available receive a wait list notice. Ineligible or non-selected applicants receive an appropriate notification and referrals to other services. |
| Step 5: Rolling Admission from Wait List | |
| As openings occur, eligible students are admitted from the wait list. | Because students continue in the program from year to year, new slots open primarily due to graduation, withdrawal, or attrition. Students are admitted from the wait list in rank order, and new applicants referred later in the year, including by business, workforce, or training partners, may also be considered if openings exist. |

To ensure successful project implementation, developing enrollment timelines is crucial. The academic coordinator and director will attend target school staff meetings in August before the academic year begins to remind staff of the project's services. They will also visit target school orientations and back-to-school nights (inviting current participants and families to share experiences), promote the project, and gather applications from potential participants. During the first two months of the year (and, if requested, throughout the year), the coordinator will give classroom presentations to remind students about the program and services. Lastly, virtual open houses will be scheduled to inform prospective participants and the community about the services available.

(§C3) The plan for providing the services delineated in §643.4 as appropriate based on the project's assessment of each participant's need for services.

The Project provides all required and permissible services outlined in 34 CFR §643.4 including academic, career, and personal counseling; tutoring; career exploration and aptitude assessment; postsecondary and financial aid information; admissions and financial aid application assistance; mentoring; and structured enrichment and family engagement activities through a tiered, developmentally sequenced service delivery model designed to meet the needs

of a large and diverse participant population (580 students in grades 6–12). Services are provided based on grade level, academic readiness, career interests, and proximity to postsecondary transition. This approach ensures efficient use of resources while maintaining individualized responsiveness. The project integrates college access, career readiness, and workforce-aligned pathways, consistent with America’s Talent Strategy, by exposing participants to postsecondary education, pre-apprenticeships, Registered Apprenticeships, and industry-recognized credential pathways. Where appropriate, institutionally approved AI Tools will be used to assist with needs assessment.

The TS Project uses ongoing assessment to determine appropriate services for each participant. At entry and annually, participants complete a needs assessment covering academic preparation, postsecondary awareness, career interests, and financial literacy. This is supplemented by reviewing academic records and hosting collaboration meetings with school personnel to review program services and school needs and to identify students who are the best fit. Needs are continually updated through case management and progress monitoring, allowing staff to adjust services based on changes in performance, engagement, and readiness for postsecondary transition. Based on this multi-source assessment, participants are assigned to Tier 1 (core), Tier 2 (targeted), or Tier 3 (intensive) levels (see Table 22), ensuring efficient, needs-based service delivery.

Table 22. Tiered Services + Delivery Methods

| Tier 1: Core Services (All Participants) – establishing a baseline of engagement and knowledge for all participants | |
|---|--|
| Services | <ul style="list-style-type: none"> • College awareness and postsecondary options (2-year, 4-year, technical, and credential programs) • Career exploration aligned with regional workforce needs • Academic skill development (study skills, time management, goal setting) • Financial literacy workshops |

Table 22. Tiered Services + Delivery Methods

| | |
|--|---|
| | <ul style="list-style-type: none"> Exposure to college campuses, career environments, and cultural experiences |
| Delivery Methods | <ul style="list-style-type: none"> Group workshops (in-school, after-school, and community-based) Virtual and hybrid programming Large-group presentations and structured activities |
| Tier 2: Target Services (Subsets of Participants) | |
| Services | <ul style="list-style-type: none"> Academic advising and progress monitoring High school course planning and graduation pathway alignment Career pathway exploration: exposure to in-demand industries and credential programs Structured small-group workshops on postsecondary preparation Referrals to academic support services |
| Delivery Methods | <ul style="list-style-type: none"> Small group sessions Scheduled advising interactions School-based interventions in collaboration with counselors and teachers College nights highlighting various postsecondary experiences including STEM activities |
| Tier 3: Intensive Services (High-Need / Transition Participants) | |
| Intensive services are provided primarily to: <ul style="list-style-type: none"> Students in grade 7 Students in grades 11–12 Students within 18 months of graduation Students identified as needing additional support for postsecondary transition | |
| Services | <ul style="list-style-type: none"> Standardized testing year and prep for CTE/Magnet applications (7th grade) College admissions application assistance FAFSA completion and financial aid counseling Interpretation of financial aid award letters Postsecondary decision-making support Summer transition (“melt”) advising <p>Intensive services consistent with America’s Talent Strategy:</p> <ul style="list-style-type: none"> Individualized exploration of career pathways, apprenticeships, and credential programs Connections to workforce training providers and partners Guidance on aligning education with labor market opportunities |
| Delivery Methods | <ul style="list-style-type: none"> Individualized advising sessions Small-group intensive workshops One-on-one FAFSA and application assistance Coordinated support with school counselors and partners Referrals to workforce and training providers |

The project integrates Pathway Profiles with LER-aligned, skills-based advising to connect academic progress with credential, apprenticeship, and workforce pathways, with future

alignment to learner wallet models. . Each participant will create a Pathway Profile, transforming their needs assessment into an academic, postsecondary, and career planning tool. It will include academic status, career interests, course needs, postsecondary options, exposure to college and work, and key milestones like financial aid awareness, applications, campus visits, credential exploration, and apprenticeships. High school participants' profiles will also support weekly TS Club advising by linking coursework, academic progress, and career interests to various postsecondary pathways.

Grade-Level Service Focus and Delivery

Building on the tiered service framework described above, the TS Project further differentiates services by grade level to ensure that participants receive developmentally appropriate support aligned with their academic progression and proximity to postsecondary transition. All participants receive foundational services, with additional targeted and intensive supports provided based on ongoing assessment. To demonstrate the structured, continuous delivery of services, Table 23 outlines examples of services offered, organized by grade level.

| Table 23. Samples of Services by Grade Level | |
|--|--|
| Grade | Services |
| 6–8, | Services emphasize college awareness, academic skill development, and early career exploration, helping students connect academic performance to future opportunities. Programming is delivered primarily through Tier 1 group services, with targeted Tier 2 support for students needing additional academic assistance. |
| 9–10, | Services focus on academic planning, career pathway exploration, and postsecondary awareness, including exposure to in-demand industries and credential pathways. Students receive a combination of Tier 1 and Tier 2 services, including advising and structured exploration activities. |
| 11–12 | Services emphasize postsecondary transition and decision-making, including college admissions, financial aid application assistance, and career pathway alignment. Students receive targeted and intensive Tier 2 and Tier 3 services, including individualized advising and summer transition support. |

The weekly TS Club will serve as the primary high school delivery structure for academic monitoring, college and career advising, financial aid preparation, skills

documentation, apprenticeship awareness, and senior transition planning. Consistent with national workforce priorities, participants across grade levels are exposed to multiple postsecondary pathways, including college, technical training, pre-apprenticeships, and programs leading to industry-recognized credentials.

To demonstrate the structured and continuous delivery of services, Table 24 outlines the project's annual service timeline, ensuring that participants receive developmentally appropriate support throughout the academic year in proximity to key academic and postsecondary milestones.

| Table 24. Project Services Timeline | | | | | | | | | | | | | |
|---|-------------|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Middle School Participants | | | | | | | | | | | | | |
| | | Month | | | | | | | | | | | |
| Service / Activity | Tier | S | O | N | D | J | F | M | A | M | J | J | A |
| Initial Needs Assessment & Service Assignment | All | • | • | | | | | | | | | | • |
| Study Skills / Academic Success Workshops | Tier 1 | • | • | • | • | • | • | • | • | | | | |
| Career Exploration & Aptitude Assessment | Tier 1 | • | • | • | • | • | • | • | • | | | | |
| Middle School Career Awareness Activities | Tier 1 | • | • | • | • | • | • | • | • | | | • | • |
| Special Activities for Grades 6–8 | Tier 1 | • | • | • | • | • | • | • | • | | | • | • |
| College Awareness & Postsecondary Exposure | Tier 1 | • | • | • | • | • | • | • | • | | | | |
| Saturday / Community-Based Programming | Tier 1/2 | • | • | • | • | • | • | • | • | | | • | • |
| Middle School Bridge to High School Programming | Tier 2 | | | | | | | | | • | • | • | • |
| Academic Advising & Goal Setting | Tier 2/3 | • | • | • | • | • | • | • | • | | | | |
| High-Impact Tutoring / Academic Support | Tier 2/3 | • | • | • | • | • | • | • | • | | | | |
| High School Participants | | | | | | | | | | | | | |
| | | Month | | | | | | | | | | | |
| Service / Activity | Tier | S | O | N | D | J | F | M | A | M | J | J | A |
| Initial Needs Assessment & Service Assignment | All | • | • | | | | | | | | | | • |
| Financial Aid Awareness Workshops | Tier 1 | | | • | • | • | | | • | | | | |
| TS Club (Weekly Meetings) | Tier 1/2 | • | • | • | • | • | • | • | • | • | • | | |
| College Visits / Campus Exposure | Tier 1/2 | | • | • | | • | | • | • | | | • | |
| Workforce Exposure (Industry Panels / Guest Speakers) | Tier 1/2 | | • | | • | | • | | • | | | | |
| Saturday / Community-Based Programming | Tier 1/2 | • | • | • | • | • | • | • | • | | | • | • |

Table 24. Project Services Timeline

| | | | | | | | | | | | | | |
|--|-------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Summer Enrichment (Academic + Career Focus) | Tier 2 | | | | | | | | | • | • | • | • |
| Career Pathway Workshops (Industry-Aligned) | Tier 2 | | • | • | | • | • | | • | • | | | |
| Apprenticeship & Pre-Apprenticeship Awareness | Tier 2/3 | | | • | | • | | • | | • | | | |
| Work-Based Learning Exposure (Internships / Site Visits) | Tier 2/3 | | | | | • | | • | | • | • | • | • |
| Academic Advising & Graduation Planning | Tier 2/3 | • | • | • | • | • | • | • | • | • | • | | |
| High-Impact Tutoring / Academic Support | Tier 2/3 | • | • | • | • | • | • | • | • | | | | |
| Mentoring (Peer / Near-Peer / Adult) | Tier 2/3 | • | • | • | • | • | • | • | • | • | • | | |
| College Entrance Exam Preparation | Tier 2/3 | | • | • | • | • | • | • | | | | | |
| College Admissions Application Assistance | Tier 3 | | | • | • | • | • | | | | | | |
| FAFSA & Financial Aid Application Assistance | Tier 3 | | | | • | • | • | • | | | | | |
| Senior Transition / Summer Melt Support | Tier 3 | | | | | | | | | • | • | • | • |
| All Participants | | | | | | | | | | | | | |
| Service / Activity | Tier | S | O | N | D | J | F | M | A | M | J | J | A |
| Career Exploration Continuum (Awareness → Preparation) | All | • | • | • | • | • | • | • | • | • | • | • | • |
| Family Workshops: College, Career, Financial Aid, Financial Literacy | All | | • | | • | | • | | • | | | | |
| Ongoing Case Management & Progress Monitoring | All | • | • | • | • | • | • | • | • | • | • | • | • |
| Data Collection, Tracking & Outcomes Monitoring | All | • | • | • | • | • | • | • | • | • | • | • | • |
| College Awareness & Postsecondary Options | Tier 1 | • | • | • | • | • | • | • | • | | | | |
| Saturday Programming (community locations) | Tier 1/2 | • | • | • | • | • | • | • | • | | | • | • |

This integrated, tiered, and developmentally sequenced approach ensures that all participants receive foundational TS services, while additional targeted and intensive supports are provided to those with the greatest need and at critical transition points. This design allows the project to efficiently serve a large participant population while maximizing outcomes related to secondary school persistence, graduation, and postsecondary enrollment. All project services will be implemented in accordance with the General Education Provisions Act (GEPA) Section 427 to ensure equitable access to and participation in program activities for all eligible students, including those with disabilities and other barriers to participation.

(§C4) The plan to work in a coordinated, collaborative, and cost-effective manner as part of an overarching college access strategy with the target schools or school system and other programs for disadvantaged students to provide participants with access to and assistance in completing a rigorous secondary school program of study.

The TS project will operate as part of the target schools' broader college, career, and postsecondary readiness strategy rather than as a stand-alone service. As described in §C3, this coordinated strategy explicitly includes access to pre-apprenticeships, Registered Apprenticeships, industry-recognized credential pathways, rigorous coursework, dual enrollment, targeted academic support, and other accelerated learning opportunities. In partnership with target schools, the Baltimore County Public Schools system, UMBC, community organizations, and other programs serving disadvantaged students, the project will help participants access, persist in, and complete a rigorous secondary school program of study. For this project, rigorous study includes college-preparatory coursework, accelerated coursework where available, dual enrollment and early college exposure, and career-connected pathways leading to postsecondary education, pre-apprenticeship, Registered Apprenticeship, and industry-recognized credentials.

Coordination will begin with regular planning among TS staff, principals, counselors, grade-level leaders, and designated school personnel to review student needs, recruitment, attendance, course-taking, and upcoming school-based opportunities. These meetings will help identify students who need additional support to strengthen coursework, remain on track for promotion and graduation, and participate in college and career readiness experiences. At the high school level, a weekly TS club will provide a consistent school-based anchor for academic planning, postsecondary exposure, career exploration, financial aid awareness, and peer belonging, extending, not duplicating, the work of school staff.

TS will coordinate academic and career pathways to keep students open to multiple postsecondary options, including two- and four-year college enrollment, short-term workforce training, and apprenticeship entry. Middle school participants will receive early academic preparation and career awareness, while high school participants will receive more intensive planning tied to course selection, credential exposure, and postsecondary transition. Project staff will also work with UMBC, other TRIO and college access programs, postsecondary partners, training providers, community organizations, and youth-serving agencies to share presenters, mentors, college visits, referrals, and pathway information when appropriate and allowable. The partners noted (and others as identified) allow TS to move beyond career awareness alone by creating a structured pathway from early exposure to skills and documentation, to CTE and confidential exploration, to apprenticeship and postsecondary enrollment planning. To ensure students are fully informed about both CTE and magnet programs, TS will facilitate attendance of 7th and 8th graders at one of 4 CTE/Magnet showcase events held annually by BCPS. Table 25 outlines how the project integrates efforts with schools, community organizations, and workforce partners.

| Table 25. Framework supporting rigorous course-taking and postsecondary pathways | | |
|---|---|--|
| Partner/Setting | How TS Coordinates | Connection to Rigorous Program of Study |
| Target schools and BCPS personnel | Regular planning with principals, counselors, grade-level teams, and designated staff; referral and progress-monitoring processes; alignment to school calendars and student needs. | Supports course selection, promotion, attendance monitoring, transition planning, and student access to advanced, college-preparatory, and career-connected opportunities. |
| Weekly high school TS club | School-based weekly meetings focused on academic planning, postsecondary knowledge, career exploration, financial aid awareness, and peer support. | Provides recurring guidance that helps students stay on track for graduation, rigorous coursework, and informed postsecondary decision-making. |

Table 25. Framework supporting rigorous course-taking and postsecondary pathways

| Partner/Setting | How TS Coordinates | Connection to Rigorous Program of Study |
|---|--|---|
| UMBC and other TRIO/college access programs | Shared presenters, mentors, selected educational trips, and referral pathways when allowable and beneficial. | Expands access to enrichment, college knowledge, and role models while reducing duplication and unnecessary cost. |
| Postsecondary and training partners | Coordination with colleges, training providers, and pathway partners for campus visits, admissions and financial aid information, credential awareness, and exposure to pre-apprenticeship/apprenticeship options. | Helps students see the connection between high school course-taking and multiple postsecondary routes, including degrees, credentials, and apprenticeships. |
| Community and youth-serving organizations | Referral relationships for tutoring, mentoring, basic-needs support, and specialized youth services. | Addresses barriers that interfere with persistence and completion of a rigorous academic program. |
| Lansdowne Baltimore County Public Library | Neighborhood-based site for family workshops, community programming, and selected student activities in the Lansdowne community. | Extends project access beyond the school day and creates a convenient local site for continued academic and postsecondary engagement. |

Cost effectiveness will be achieved through shared facilities, joint programming, tiered services, referral-based supports, and low-cost communication systems. School-based activities will take place in target schools whenever feasible, while community-based workshops and family programming will use the Lansdowne Public Library as a convenient location. Digital tools, phone outreach, text reminders, and school-approved platforms will reduce unnecessary printing and mailing costs. When educational trips, speakers, or career exposure activities can be coordinated with partners without compromising access or quality, costs will be shared and allocated appropriately. To ensure the project operates in a cost-effective and efficient manner (§643.21(c)(4)), Table 26 presents the alignment of resources, services, and outcomes across project components.

Table 26. Cost-effective implementation methods

| Method | Cost-Effective Practice |
|---|---|
| Shared facilities and existing school space | Use target-school classrooms, counseling spaces, and approved community space instead of creating stand-alone sites whenever feasible. |
| Strategic use of Public Library | Deliver community-based workshops and family activities in a familiar neighborhood location to reduce barriers to participation. |
| Joint programming where appropriate | Coordinate selected workshops, speakers, and educational visits with partners when it improves quality and remains allocable to TS. |
| Digital and direct communication | Use phone calls, text reminders, school-approved digital tools, and web-based communication to reduce printing and mailing costs. |
| Referral-based service expansion | Maintain a current directory of outside academic, social-service, and youth-development resources so students receive needed help without duplicating services. |
| Tiered intensity of services | Provide more intensive staff time to students with the greatest barriers while still offering broad developmental programming to the full participant pool. |

Together, these efforts create a coherent local strategy in which TS reinforces school priorities, expands access to rigorous academic and career-connected opportunities, avoids unnecessary duplication, and helps disadvantaged students move successfully from middle and high school into college, credentials of value, apprenticeships, and long-term economic mobility.

(§C5) The plan, including timelines, personnel, and other resources, to ensure the proper and efficient administration of the project, including the project's organizational structure; the time commitment of key project staff; and financial, personnel, and records management.

Proper and efficient administration of the TS Project will be ensured through a clearly defined annual operating calendar, designated staff responsibilities, and the coordinated use of university, school, community, and partner resources. Because the project will serve 580 participants across middle and high school grades and provide services along multiple pathways to postsecondary success, including college, dual enrollment, career exploration, pre-apprenticeship exposure, and other workforce-connected opportunities, project administration

must be both structured and responsive. The tables that follow summarize the principal activities necessary to implement the project throughout the year, the personnel primarily responsible for each activity, and the resources that support timely, compliant, and effective delivery.

Project timelines ensure ongoing engagement with participants and families throughout the year. Activities are timed around the academic cycle, like recruitment, needs assessment, enrichment, college and financial aid support, summer programs, and transition assistance. Other activities, such as monitoring, record-keeping, communications, fiscal reviews, data tracking, partner coordination, and evaluation, happen regularly or year-round. This mix of scheduled and continuous activities helps the project stay consistent while adapting to participant needs, school calendars, and implementation requirements.

The effective administration of the project depends on a clear sequence of activities carried out across the full project year. While some project functions occur at key points in the school and summer calendar, others must be sustained continuously to support participants, families, staff, and partners. Table 27 summarizes the major administrative and implementation functions of the project and the time periods during which they occur.

| Table 27. Administrative Timeline for Project Implementation | | | |
|---|-------------------|------------------------------------|---|
| Administrative Function | Timing | Primary Lead | Purpose |
| Annual planning, staffing, calendar finalization, partner coordination | August–September | TS Project Director | Launch the project year with approved schedules, staffing assignments, and aligned resources |
| Participant recruitment, intake, needs assessment, and school-year service start-up | September–October | Project Director and project staff | Ensure students are identified, assessed, and connected to appropriate services early in the year |
| Fall implementation monitoring | October–December | Project Director | Monitor participation, service delivery, records, and emerging student needs |

Table 27. Administrative Timeline for Project Implementation

| Administrative Function | Timing | Primary Lead | Purpose |
|---|--------------------------------------|---|--|
| Mid-year fiscal and program review | December–January | AOP Senior Director, TS Project Director, Sr. Grants and Contracts Specialist | Review spending, confirm posted transactions, assess progress, and adjust implementation as needed |
| Spring implementation, transition planning, college and career readiness activities | February–May | Project Director and project staff | Maintain service continuity and support academic, postsecondary, and career transition milestones |
| Summer programming, bridge support, and year-end closeout | June–August | Project Director | Deliver summer services, prepare students for transition points, and complete end-of-year review and reporting |
| Fiscal monitoring and ledger review | Monthly | AOP Senior Director, Project Director, Sr. Grants and Contracts Specialist | Monitor expenditures, available balance, and spending forecasts across the grant year |
| Participant records review and data updates | Ongoing; formally reviewed each term | Project Director and authorized staff | Maintain complete, current, and compliant participant documentation |

Personnel responsibilities are assigned according to staff role, expertise, and accountability for project outcomes. Administrative leadership, direct service delivery, participant monitoring, school and family engagement, data and records oversight, fiscal review, and program evaluation are distributed across project staff in a manner that supports efficiency, appropriate supervision, and clear lines of responsibility. This structure ensures that no essential function rests with a single person and that project implementation remains strong even as activity demands shift during the year.

Other resources supporting project administration include office and meeting space at UMBC and target schools, access to institutional business and financial systems, secure recordkeeping tools, school-based student information shared in accordance with policy, communication platforms, transportation arrangements for approved activities, and community-

based sites in the target area, including the public library, for workshops and other student and family programming. Additional support from postsecondary, employer, and community partners strengthens the project's capacity to deliver services that are academically grounded, career-informed, and responsive to the needs of the Lansdowne community.

Together, these timelines, personnel assignments, and other resources provide the operational foundation necessary to administer the project effectively, sustain high-quality service delivery, and ensure that TS participants receive coordinated support from middle school through high school graduation and entry into an appropriate postsecondary pathway.

A strong timeline alone is not sufficient to ensure effective project administration; responsibilities must also be clearly assigned. For this reason, project operations are organized so that leadership, direct service delivery, fiscal review, and records oversight are distributed across staff according to role and expertise. Table 28 defines staff roles, responsibilities, and time commitments necessary for successful project implementation.

| Table 28. Key Personnel and Administrative Responsibilities | | |
|--|--|--|
| Role | Primary Administrative Responsibilities | Oversight / Accountability |
| Senior Director, Academic Opportunity Programs ⁵ | Provides administrative oversight; monitors implementation of the approved plan; supports compliance, and institutional resource alignment; reviews fiscal status and project progress | Provides supervisory oversight to project leadership and ensures alignment with institutional and federal requirements |
| Project Director | Manages day-to-day project operations; supervises staff; implements services; coordinates with schools and partners; monitors participants; reviews project activity and expenditures | Accountable for daily execution of the project and progress toward objectives |
| Project Staff | Deliver direct services; maintain participant contact records; support workshops, advising, outreach, and | Supervised by the Project Director |

⁵ Personnel such as Sr. Director of AOP, Sr. Grants and Contract Specialist, etc. are institutional staff who support the grant, not personnel of the grant and thus are not included in budget considerations. They should be considered key to grant operations but not "key personnel" of the grant.

Table 28. Key Personnel and Administrative Responsibilities

| Role | Primary Administrative Responsibilities | Oversight / Accountability |
|--|---|--|
| | follow-up; assist with documentation and implementation | |
| Sr. Grants and Contracts Specialist, Office of the Provost | Reviews expenditures monthly with project leadership; monitors posted transactions; tracks available balance; supports fiscal forecasting | Strengthens financial controls and supports proactive grant stewardship |
| UMBC Business / Administrative Support Systems | Support payroll, purchasing, reconciliation, and institutional compliance processes | Operate under university internal controls and separation-of-duties requirements |

In addition to clearly assigned personnel responsibilities, the project relies on a set of institutional, school-based, community, and partner resources to enable high-quality implementable. These resources support not only daily operations but also participant access, compliance, communication, coordination, and the continuity of services throughout the year. Table 29 summarizes the principal resources that will support project administration and service delivery.

Table 29. Other Resources Supporting Project Administration

| Resource Category | Examples | Administrative Value |
|------------------------|---|--|
| Institutional systems | University finance system, payroll and purchasing systems, reporting processes | Support fiscal monitoring, reconciliation, approvals, and compliance |
| Secure records systems | Participant files, electronic data systems, secure recordkeeping tools | Support accurate documentation, confidentiality, and reporting |
| University facilities | Office space, meeting space, technology, printing, communications tools | Support project coordination, planning, and staff operations |
| School-based resources | Meeting space at target schools, coordination with school personnel, student information s(uch a standardized test scores to support pathway development) shared in accordance with policy. | Support school-based service delivery and student monitoring |

Table 29. Other Resources Supporting Project Administration

| Resource Category | Examples | Administrative Value |
|--|---|---|
| Community-based resources | Lansdowne Public Library | Expands access to student and family programming in the target community |
| Partner resources | Postsecondary institutions, employers, workforce and community partners | Strengthen college, career, and workforce-connected programming |
| Transportation and communication support | Approved transportation arrangements, outreach materials, virtual communication platforms | Support student participation, family engagement, and activity implementation |

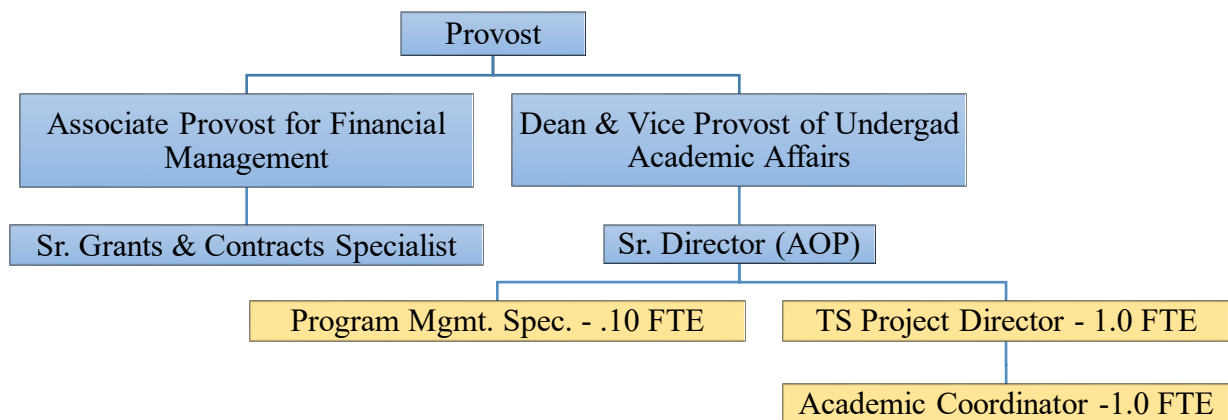
Together, the timelines, personnel assignments, and other resources presented above demonstrate that the project is supported by an intentional administrative framework rather than a collection of isolated activities. The project's organizational structure further strengthens this framework by clarifying supervisory relationships, separating day-to-day management from higher-level oversight, and ensuring that financial, personnel, and records management responsibilities are carried out through established review and accountability processes.

Organizational Structure, Personnel Management, and Time Commitment of Key Staff

The project will operate within UMBC's Office of Academic Opportunity Programs under a management structure designed to support clear supervision, efficient decision-making, and strong administrative accountability. The AOP Sr. Director of Academic Opportunity Programs provides overall administrative oversight for the project, ensuring alignment with federal requirements, university policies, institutional priorities, and the approved objectives of the grant. In this role, the AOP Sr. Director reviews project implementation, supports coordination across institutional offices and external partners, monitors progress toward objectives, and works with project leadership to ensure that staffing, activities, and resources remain aligned with participant needs and grant expectations.

The Project Director is responsible for the day-to-day administration of the TS project. This includes supervision of project staff, implementation of the annual work plan, coordination with target schools and community partners, oversight of participant recruitment and service delivery, monitoring of student progress, and management of the daily operational functions necessary to carry out the project effectively. Project staff operate within this structure under the direction of the Project Director, with responsibilities assigned according to role and expertise. Financial oversight is strengthened through regular collaboration with the Office of the Provost Sr. Grants and Contracts Specialist, who meets monthly with the AOP Sr. Director and the Project Director to review expenditures, confirm posted transactions, monitor the available balance, and forecast spending across the grant year. Both directors also have on-demand access to the university's financial system to review ledgers between formal monthly meetings. This organizational structure supports appropriate separation between day-to-day project management and higher-level administrative and fiscal oversight while ensuring shared accountability for compliance, continuity, and effective project performance.

Organization Chart



The time commitment of key project staff has been structured to match the scale, scope, and year-round demands of the proposed project. As reflected in the personnel tables and budget, each key staff member will devote sufficient time to carry out assigned responsibilities and to ensure continuity of service across the academic year and summer period. The AOP Sr. Director will devote the time necessary to provide administrative oversight, supervisory review, coordination with institutional offices, and ongoing monitoring of implementation, staffing, and expenditures. The Project Director will devote the greatest level of effort to the project and will have primary responsibility for day-to-day administration, staff supervision, school and partner coordination, participant oversight, activity planning, and execution of the annual work plan. Other project staff will devote their assigned time to direct service delivery, participant follow-up, workshop facilitation, family engagement, recordkeeping, and related implementation responsibilities. Administrative support staff will devote time to project logistics, purchasing and payroll coordination, records support, and other operational functions necessary to maintain efficient project administration.

Staff time will be monitored through regular supervision, work planning, and university time and effort procedures. The Project Director will review staff assignments periodically to ensure that time commitments remain aligned with participant needs, service intensity, recruitment demands, reporting cycles, and key transition points during the year. This approach ensures that staff effort is used strategically, that project operations remain responsive and well-coordinated, and that all major administrative and service functions are supported throughout the grant year. The percentage of time committed by each key staff member is shown in the figure below and is sufficient to ensure the proper and efficient administration of the project.

Personnel management for the project will be guided by approved position descriptions, university personnel policies and procedures, and the responsibilities outlined in the funded grant application. Each project position has clearly defined duties aligned with the project's goals, objectives, and required and permissible services. Staff will be supervised according to the project's organizational structure, with day-to-day supervision provided by the Project Director and overall administrative oversight provided by the Senior Director. Through regular meetings, review of work assignments, and ongoing communication, project leadership will ensure that staff responsibilities remain aligned with project priorities, participant needs, and implementation timelines.

Project staff will participate in university-required personnel processes, including hiring procedures, onboarding, performance evaluation, and time and effort reporting, as applicable to their role and employment category. Professional development will be encouraged to ensure that staff remain current in TRIO requirements, college access practice, student support strategies, career and workforce trends, and related areas important to effective implementation. These personnel management procedures help ensure accountability, continuity, and high-quality performance across all aspects of the project.

Financial Management

Financial management of the project will be carried out through UMBC's established grants administration and financial control systems and guided by federal requirements, university policy, and the approved project budget. Expenditures for payroll, purchasing, travel, contractual services, participant activities, and other approved project costs will be processed through institutional systems that ensure appropriate review, documentation, and separation of duties. The Project Director will monitor project expenditures against planned activities and

implementation needs, while the AOP Sr. Director will provide additional administrative oversight to ensure that spending remains aligned with project objectives, allowable cost principles, and the overall plan of operation.

Financial oversight is enhanced through a monthly review involving the Senior Director, the Project Director, and the Sr. Grants and Contracts Specialist. These reviews examine project expenditures for accuracy in the university ledger, update available balances, and forecast spending to ensure sufficient resources for project goals. Both directors review transactions monthly and more often when needed, with online access to the university's system for real-time ledger and transaction review. The Sr. Grants & Contracts Specialist's placement within the university's financial management chain, independent of the AOP organizational structure, ensures that fiscal oversight functions as a genuine check on project expenditures rather than a self-reporting mechanism.

Records Management

Records management procedures will guarantee that participant information remains accurate, complete, secure, and easily accessible for project implementation, monitoring, and reporting. The project will keep detailed records for each participant, covering eligibility, needs assessment, services received, academic progress, involvement in project activities, and progress toward secondary and postsecondary goals. These records will be stored in secure formats aligned with university policies and confidentiality requirements. Access will be restricted to authorized personnel whose roles require it, and project staff are expected to uphold strict confidentiality and data security standards in all recordkeeping activities.

Project records will be reviewed regularly to ensure completeness, accuracy, and consistency with project requirements. The Project Director will oversee day-to-day

recordkeeping and documentation practices, while the AOP Sr. Director will provide supervisory oversight through a biannual randomized review of participant files to ensure that records support sound program management and accurate reporting. Records related to project operations, expenditures, personnel, and participant services will be maintained in an organized manner to support internal review, annual performance reporting, and any required institutional or federal monitoring. These records management procedures strengthen accountability, support service continuity, and help ensure the project remains compliant and audit-ready throughout the grant period.

(§C6) The plan to follow former participants as they enter, continue in, and complete postsecondary education.

The TS project's plan to follow former participants into postsecondary education begins at the time students are first enrolled in the project and continues throughout their participation in TS. Upon entry into the project, participants and, when appropriate, their parents or guardians, will sign release forms authorizing project staff to obtain academic and enrollment information from secondary schools, postsecondary institutions, and other appropriate education or training providers. These records, together with project service records, will establish the foundation for monitoring participant progress and documenting postsecondary outcomes. The project will also use the National Student Clearinghouse, when available, to verify postsecondary enrollment, persistence, and completion.

As participants approach high school graduation or prepare to leave secondary school, project staff will implement a formal transition process to support a successful transition into postsecondary education and training. Each participant will complete an exit form that includes updated contact information, intended postsecondary pathway, anticipated college, training provider, apprenticeship sponsor, or other placement, and the expected entry date. For

participants planning to enroll in college, project staff will document the status of admissions, financial aid, and enrollment steps. For participants pursuing certificate programs, workforce training, or apprenticeship opportunities, staff will document the next steps necessary for entry into those pathways. This process will ensure that the project maintains accurate information and is prepared to assist students at one of the most critical points in their educational journey.

The project will stay in contact with former participants after they leave secondary school using phone, email, text, virtual methods, follow-up forms, and other suitable ways. Contact will be most frequent during the summer after graduation to prevent summer melt, with staff reaching out at least monthly to confirm enrollment, resolve financial or admission issues, and support students facing barriers. After initial enrollment, follow-ups will occur each semester for the first two years, then annually through year six, aligned with the degree goal. Contact attempts will be logged, and contact info updated during each interaction to keep records current.

To support consistent contact maintenance over a multi-year period, the project will collect multiple contact points from each participant prior to graduation — including personal email, cell phone number, and a secondary contact such as a parent, guardian, or other trusted adult — and will update these records at each follow-up interaction. Where participants consent, the project will also connect via social media or messaging platforms commonly used by young adults to supplement formal outreach. Clearinghouse data will be pulled annually each fall and spring to cross-verify enrollment and completion status, identify students who have stopped out, and prioritize direct re-engagement efforts for those students.

The project acknowledges that students often face academic, financial, personal, or family challenges that disrupt their move from secondary school to postsecondary education. It will actively track and re-engage eligible former participants who have started but not completed

postsecondary education. Staff will provide support to eligible individuals to help them with re-entry, including reviewing reenrollment options, finding suitable institutions or training programs, addressing financial aid issues, clarifying goals, and reconnecting with educational pathways for long-term success.

Although the project will not replace the responsibilities of postsecondary institutions or training providers, it will maintain purposeful contact with former participants and, when needed and allowable, provide information, encouragement, and referrals to appropriate campus, community, or workforce-based services. In this way, the TS project will continue to serve as a bridge between aspiration and attainment, helping former participants navigate challenges that might otherwise prevent them from entering, continuing in, or completing postsecondary education.

Through the use of release forms, exit records, direct follow-up, participant self-report, and postsecondary enrollment verification, the project will maintain an organized and effective system for documenting participant outcomes. This process will strengthen accountability, improve the accuracy of performance reporting, and support the project's commitment to helping participants successfully transition to, persist in, and complete postsecondary education or other approved education and training pathways..

34 CFR § 643.31 (D) Applicant and Community Support

UMBC will support the project through institutional units that already connect academic preparation to career development, applied learning, and credential-bearing opportunities. These resources strengthen the project's capacity to deliver traditional TS services while also responding to the new emphasis on stackable credentials, industry-recognized training, and workforce-connected pathways. Table 30 summarizes resources contributed by the applicant.

Table 30. Applicant Supporters and Resources

| Office/Department | Resources |
|--|--|
| Senior Leadership (Office of the President, Office of the Provost) | Office space, furniture, equipment, supplies, shared clerical support, and selected lectures or institutional engagement opportunities for participants. |
| Office of Academic Opportunity Programs | Project leadership, staff training, collaboration with other opportunity programs, college student mentors, shared administrative support, meeting space, project evaluation, and campus visits. |
| UMBC Upward Bound Projects (UB and UBMS) – TRIO | Reciprocal participation on staff search committees, back-up payroll approval support, and joint staff development opportunities. |
| UMBC McNair Scholars Program & Student Support Services– TRIO | Reciprocal participation on staff search committees, back-up payroll approval support, and recruitment of eligible UMBC students to serve as tutors and mentors. |
| Enrollment Management (Admissions, Financial Aid, and Registrar's Office) | Campus visit coordination, workshops on admissions and financial aid, enrollment information, and fee waiver support where available. |
| Career Center | Career exploration resources, employer awareness, and career development support aligned with college and workforce pathways. |
| Division of Professional Studies / Professional Programs | Exposure to certificates, professionally focused programs, and other career-connected postsecondary options. |
| Shriver Center | Recruitment and coordination of student mentors and tutors, plus support for applied learning and internship awareness. |
| Albin O. Kuhn Library & Gallery | Borrowing access, library orientation, and workshops on research and information literacy. |
| Athletics | Tickets to selected UMBC sporting events and student-athlete speakers. |
| Other UMBC Programs (e.g., Meyerhoff Scholars Program, Sherman STEM Teacher Scholars, Sondheim Scholars Program) | Workshops, networking, shared tools and practices, tutor and mentor referrals, and reciprocal collaboration on selected staffing and training activities. |
| Google Career Certificates / Micro credentials Infrastructure | Exposure to skills-based credentials, documented competencies, and emerging workforce-aligned learning pathways. |

The project will also benefit from a broad set of school, community, workforce, and postsecondary partners. Table 31 outlines formal commitments from schools, higher education

institutions, and community organizations, representing a strong network for academic support, college access, career exploration, financial aid completion, and exposure to training and apprenticeship pathways.

Table 31. Community Partners

| Community Partner | Proposed Role in Project |
|---|---|
| Target Schools and Baltimore County Public Schools (BCPS) | School-based collaboration, student referrals, access to target schools, and coordination around academic and college-going supports. |
| BCPS Office of Career and Technical Education | Career exploration, CTE awareness, and alignment to work-based learning and Apprenticeship Maryland opportunities. |
| Junior Achievement of Central Maryland / BCPS CTE Career Center | Career awareness, workplace exposure, and stronger connections between school planning and career pathways. |
| Community College of Baltimore County–Lansdowne | College exposure, parallel enrollment or transition awareness, workforce certificate options, and postsecondary planning support. |
| CCBC Continuing Education / Workforce Training | Information on short-term training, workforce certificates, and career-entry programs. |
| Baltimore County Department of Economic and Workforce Development | Career counseling, labor-market awareness, résumé and job-readiness workshops, and referral to workforce services. |
| Eastpoint Workforce Development Center | Community-based workforce navigation, workshops, and exposure to employment and training resources |
| Mobile Career Center | Community-access career services that can support neighborhood-based programming and workshops. |
| Maryland Department of Labor, Office of Apprenticeship | Exposure to Registered Apprenticeship systems and information on apprenticeship pathways. |
| Apprenticeship Maryland Program | Connections to paid youth apprenticeship options tied to school participation and occupational coursework. |
| Baltimore County Public Library | Community-based family workshops, career and college information sessions, and poFAFSA or digital-access programming |
| Lansdowne Public Library | Community-based host site for Lansdowne-area activities and family/student programming. |
| Greater Lansdowne Chamber of Commerce | Employer connections, guest speakers, and worksite or career exposure opportunities. |

34 CFR § 643.21(E) Quality of Personnel

All TS personnel possess the education, experience, and competencies necessary to deliver services aligned with project objectives. The staffing model is designed to be efficient, compliant, and scalable, ensuring high-quality service delivery under the current award and proportional expansion if additional projects are funded.

(§E1i) The qualifications required of the project director.

The minimum job qualifications for the UMBC TS Director ensure that the person in the position has the requisite experience and training to effectively and efficiently manage the TS project toward its objectives. Related to the TS's objectives, the minimum job qualifications for the TS's Director are the following:

| Table 32. Job Qualifications of the Project Director | |
|---|---|
| Education, Experience, Skills and Abilities | |
| <ul style="list-style-type: none"> ▪ Master's degree in physical science, social science, or the humanities is required ▪ At least 5 years of experience working in education are required ▪ At least 2 years coordinating education program activities in a suburban setting, preferred ▪ Experience in data-driven program management and evaluation, including basic statistical interpretation, is required. ▪ Demonstrated leadership, communication, and interpersonal skills. | <ul style="list-style-type: none"> ▪ At least 2 years of experience managing grants is required. ▪ Ability to manage staff and operate independently within a complex program environment. ▪ Experience working with high risk, low-income, and/or potential first-generation college students is highly desired; experience working in a college access program is preferred. |
| Responsibilities | |
| <ul style="list-style-type: none"> ▪ Provide strategic leadership and oversight of all project operations ▪ Supervise, train, and evaluate staff ▪ Manage program budget and ensure compliance with federal and Institutional requirements. | <ul style="list-style-type: none"> ▪ Lead program evaluation, reporting and data system oversight ▪ Maintain partnerships for schools, community, and workforce entities ▪ Guide program implementation a lot with objectives and continuous improvement |

In the proposed project structure, the Project Director also oversees data collection, reporting, and performance tracking to ensure compliance with federal requirements and support

continuous improvement. As part of the institution's scalable staffing model, these data management responsibilities may be distributed in a multi-project environment (more than one TS grant is funded), allowing the Director to focus more fully on strategic leadership, partnership development, and program quality assurance.

(§E1ii) The qualifications required of each of the other personnel to be used in the project.

The minimum qualifications required for all other UMBC TS personnel ensure that positions are held by persons who have the requisite formal training and work experience to effectively perform the duties and responsibilities of the position and facilitate the accomplishment of the TS project's objectives. The minimum qualifications for other TS personnel are listed below.

Table 33. Qualifications of the Academic Coordinator

| Education, Experience, Skills and Abilities | |
|---|---|
| <ul style="list-style-type: none"> ▪ A bachelor's degree is required; an emphasis in psychology, counseling, student personnel, social work or related field is preferred. A master's degree is preferred. ▪ Work experience with or personal experience as disadvantaged student(s); low-income and/or potential first-generation college student(s); or TRIO programs (preferred) | <ul style="list-style-type: none"> ▪ Experience in with CTE industry-recognized credentials, dual enrollment, and/or apprenticeship pathways, including the ability to connect these options to students' academic and career planning ▪ Ability to work effectively and harmoniously with students, faculty, and staff as evidenced by past work and volunteer experiences |
| Responsibilities | |
| <ul style="list-style-type: none"> ▪ Assist with meeting recruitment goals by coordinating target school and community recruitment ▪ Develop and distribute recruitment materials ▪ Advise project participants in target schools, including guidance on college, credential, and career pathway options aligned with student goals | <ul style="list-style-type: none"> ▪ Identify participants and make recommendations for selection ▪ Supervise tutoring program ▪ Present and develop workshops ▪ Supervise mentoring program ▪ Utilize student database to document student participation and record case notes |

The coordinator's role is designed to maximize direct service delivery with a cost-efficient staffing model, ensuring the participants receive consistent, high-quality support.

Table 34. Qualifications of the Program Management Specialist (Administrative Assistant)

| Education, Experience, Skills and Abilities | |
|--|--|
| <ul style="list-style-type: none"> ▪ High school diploma or equivalent required ▪ Minimum of 2–3 years of experience in administrative, financial, or program support roles required ▪ Experience with institutional financial systems, payroll coordination, purchasing, and reconciliation procedures required | <ul style="list-style-type: none"> ▪ Familiarity with federal grant management principles, including allowability, allocability, and documentation standards preferred ▪ Strong written and oral communication skills required ▪ Ability to work effectively with program staff, university administrative units, and external stakeholders |
| Responsibilities | |
| <ul style="list-style-type: none"> ▪ Process project expenditures in accordance with institutional and federal guidelines ▪ Manage and reconcile project-related purchases made via institutional procurement card (P-Card), including documentation and compliance review ▪ Maintain financial records and supporting documentation to ensure audit readiness and compliance with federal and institutional requirements | <ul style="list-style-type: none"> ▪ Serve as liaison between the project and university offices (finance, HR, procurement, Shared Services center) ▪ Support business operations including purchasing, travel coordination, and reimbursements, and contract tracking ▪ Assist with document preparation, communications, and coordination of program logistics and events |

The Program Management Specialist is a shared administrative position within the Office of Academic Opportunity Programs that supports multiple federally funded projects. For this project, 10% of the position's time is allocated to support essential financial and administrative functions, including payroll, coordination, and procurement activities, such as P-card processing. While the Prog. Mgmt. Spec. supports most clerical functions; the program relies on student interns/federal work-study students to meet needs such as social media connections and near-peer mentoring. Student positions are not included in the budget. AOP maintains a pool of student workers to support various projects.

Student interns will be recruited preferentially among those who have overcome circumstances similar to the target population, such as first-generation college students and former TRIO participants, to boost relatability and program effectiveness.

Table 35. Student Interns/Federal Work-Study Qualifications

| Education, Experience, Skills and Abilities | |
|---|---|
| <ul style="list-style-type: none"> ▪ Enrolled undergraduate student in good academic standing ▪ Experience working with youth, peers, or community populations preferred ▪ Strong communication and interpersonal skills ▪ Ability to work with diverse, low-income, and first-generation students ▪ Basic digital literacy (Google Suite, data entry, social media) | <p>Preferred:</p> <ul style="list-style-type: none"> ▪ Interest in college access, career readiness, or workforce pathways (including apprenticeships and credentials) ▪ Cultural competence and ability to work with diverse, low-income, and first-generation populations ▪ Reliability, professionalism, and ability to follow supervision |
| Responsibilities | |
| <ul style="list-style-type: none"> ▪ Support outreach and recruitment activities (school and community-based) ▪ Assist with workshops, tutoring coordination, and TS Club activities ▪ Provide near-peer mentoring and student engagement support ▪ Support workshops (academic, financial aid, career exploration) | <ul style="list-style-type: none"> ▪ Assist with data entry, attendance tracking, and program logistics ▪ Support college visits, career exposure, and apprenticeship awareness activities ▪ Assist with college visits, campus exposure, and career/apprenticeship activities ▪ Help maintain participant records, attendance tracking, and data entry |

We have developed a scalable staffing model to support efficient program operations and strong data systems. Under the proposed single-grant structure, data management is carried out by the project director. However, if multiple talents/projects are funded, a position will be established to support these functions. The position described below reflects the qualifications and responsibilities required should a scalable model be implemented.

Table 36 Qualifications of the Data Manager/Resource Coordinator (Scalable Position)

| Education and Experience | |
|--|--|
| <ul style="list-style-type: none"> ▪ Bachelor's degree in information systems, the Social Sciences or a related field which lends itself to data management ▪ 1 year administrative, management, counseling, advisement or research experience ▪ Excellent oral and written communication skills, and computer literacy ▪ Work experience with or personal experience as disadvantaged student(s); low-income and/or potential first-generation college student(s); or college access programs (preferred) | <ul style="list-style-type: none"> ▪ Demonstrate <ul style="list-style-type: none"> ○ The ability to maintain project database systems ○ the ability to network and build partnerships to benefit the educational outcomes of the TS participants ▪ Ability to work effectively and harmoniously with students, faculty, and staff from diverse racial, ethnic, cultural, and socioeconomic backgrounds as evidenced by past work and volunteer experiences ▪ Ability to respond to supervision and to show appropriate independence |
| Responsibilities | |
| <ul style="list-style-type: none"> ▪ Educational/Cultural Trip Planning ▪ Assess, Monitor & Evaluation of Participant Progress ▪ Gather, create and maintain database of resources for participant referrals ▪ Coordinate data collection for Annual Performance Report | <ul style="list-style-type: none"> ▪ Cultivate relationships with area admissions counselors ▪ Track Alumni ▪ Make recommendations for summer programs |

(§E1iii) The plan to employ personnel who have succeeded in overcoming the disadvantages of circumstances like those of the population of the target area.

TS adheres to the University's non-discriminatory hiring policies while intentionally structuring recruitment efforts to attract candidates who have overcome barriers similar to those faced by the target population. In particular, the project seeks individuals who have experienced low-income or first-generation college pathways or who have followed nontraditional routes to postsecondary education and careers. This approach strengthens the project's ability to build trust with participants and provide culturally responsive, relevant support grounded in both professional expertise and lived experience.

Position announcements are broadly disseminated through institutional, regional, and national networks to ensure a diverse and qualified applicant pool. Recruitment strategies include

outreach to TRIO programs and colleges and universities with strong records of serving historically underrepresented students, as well as targeted language encouraging applications from individuals whose backgrounds align with those of the project participants. Candidates are evaluated using standardized criteria that emphasize experience working with disadvantaged populations, commitment to educational access, and the capacity to support the project's objectives.

The selection process includes structured screening and interviews designed to assess both professional qualifications and alignment with the mission of TS. Through this process, the project ensures that staff not only possess the technical skills required for effective service delivery but also bring the perspective, commitment, and insight necessary to engage and support students from the target area.

(§E2) Experience and Training in Fields Related to the Objectives of the Project.

The project's staffing approach is intentionally aligned with the delivery of both college access and workforce-connected pathways, ensuring that participants receive guidance that reflects the full range of postsecondary options available to them. Staff collectively bring experience in academic advising, college admissions and financial aid, and career exploration, as well as familiarity with workforce-aligned pathways such as career and technical education, industry-recognized credentials, and apprenticeship opportunities. This combination of expertise allows the project to present postsecondary education not as a single pathway, but as a continuum of options that connect academic preparation to long-term career outcomes.

To maintain this alignment, staff engage in ongoing professional development to keep them current on both postsecondary education systems and evolving labor market trends. Training includes high-impact advising practices, updates on financial aid and admissions processes, dual

enrollment opportunities, and career pathway development, with particular attention to in-demand sectors such as healthcare, skilled trades, information technology, and advanced manufacturing. These efforts ensure that staff are equipped not only with up-to-date information but also with the tools to translate that information into meaningful guidance for students and families.

Consistent with the project's service model, staff are prepared to support individualized pathway planning that connects students' academic experiences to a range of postsecondary options, including two- and four-year institutions, certificate programs, and Registered Apprenticeships. They are also trained to use data systems to monitor student progress, document services, and inform continuous improvement efforts, ensuring that advising is both responsive and evidence-based. Together, this integrated approach to staffing, training, and service delivery ensures that participants receive comprehensive, developmentally appropriate support that promotes persistence, high school completion, and successful transition into postsecondary education and training.

34 CFR § 643.21(F) Budget

| Table 37. Detailed Budget | | | | | |
|--|---|-----------------------------|----------------------------|--------------------|--------------------------------------|
| University of Maryland, Baltimore County Talent Search Program 2026-27 Budget⁶ | | | | | |
| | | | | | 2026-27 Federal Funds |
| 1. Personnel | | | | | |
| Position | | Salary Per Month | Percent of Time | # of Months | |
| Program Director | 1 | \$ 8,368 | 100 | 12 | \$ 100,413 |
| Academic Coordinator | 1 | \$ 4,833 | 100 | 12 | \$ 58,000 |
| Program Management Spec. | 1 | \$ 540 | 10 | 12 | \$ 6,479 |
| Total 1. Personnel ► | | | | | \$ 164,892 |

⁶ This budget is for the first year and assuming level funding, years 2 – 5. As the budget is intended to guide outcome attainment, adjustments allowable within federal regulations will be made in response.

2. Fringe Benefits (at 36%)

Retirement, Group Health Insurance, Social Security (FICA), and Unemployment Insurance for the Director, Academic Coordinator, and Program Management Specialist @ UMBC's normal rate of 36% of salaries as noted in its Indirect Cost Agreement

Total 2. Fringe Benefits ► \$ 59,361

3. Travel

| | |
|---|-------------------------|
| 2 Staff to attend Regional or State TRIO Conference | |
| Transportation | \$ 516 |
| Lodging @ \$150 per night x 3 nights x 2 staff | \$ 900 |
| Meals @ \$63 per day x 3 days x 2 staff | \$ 378 |
| Registration Fee @ \$600 x 2 people | \$ 1,200 |
| | <i>Subtotal \$2,994</i> |
| 1 Staff to attend Federal TRIO Training | |
| Expenses not covered by the Training Grantee | \$ 1,305 |
| Total 3. Travel ► | \$ 4,299 |

4. Equipment

Total 4. Equipment ► -

5. Supplies

| | |
|--|-------------------------|
| Office and General Instructional Supplies | \$ 2,270 |
| Educational and Career-Readiness Materials | |
| College and career planning workbooks or student success guides | \$ 1,800 |
| Career exploration/career pathway card sets or activity kits | \$ 750 |
| College application, financial aid, and scholarship planning folders/packets | \$ 1,000 |
| Test preparation, study skills, and academic readiness materials | \$ 900 |
| | <i>Subtotal \$4,450</i> |
| Computer Software / Assessment / Tracking Tools | |
| Online college and career exploration platform or assessment tool license | \$ 500 |
| Academic readiness, study skills, or career interest assessment licenses | \$ 500 |
| Data tracking, survey, reporting, or workflow tool subscription | \$ 1,000 |
| | <i>Subtotal \$2,000</i> |
| Total 5. Supplies ► | \$ 8,720 |

6. Contractual

Total 6. Contractual ► \$ -

7. Construction

Total 7. Construction ► \$ -

8. Other

| | |
|--|------------------|
| Student Travel | |
| Lunch for 3 MS trips each x 50 students + 5 chaperones x \$15/person | \$ 2,475 |
| Lunch for 4 HS trips each x 50 students + 5 chaperones x \$15/person | \$ 3,300 |
| Bus Rental 7-day trips x \$1100 | \$ 7,700 |
| College, Career, and Academic Enrichment Activity Fees | \$ 7,250 |
| Total Student Travel | \$ 20,725 |
| In Service Training | \$ 1,084 |

| | |
|--|-------------------|
| Summer Middle Bridge Programming | \$ 8,351 |
| Project Professional Subscriptions | \$ 1,087 |
| Total 8. Other ► | \$ 31,247 |
| <u>9. Total Direct Costs</u> | |
| Total 9. Total Direct Costs ► | \$ 268,519 |
| <u>10. Indirect Costs at restricted training rate of 8%</u> | |
| Total 10. Indirect Costs ► | \$ 21,481 |
| <u>11. Training Stipends</u> | |
| Total 11. Training Stipends ► | \$ - |
| <u>12. Total Costs</u> | |
| 12. Total Costs ► | \$ 290,000 |
| Federal cost per participant ► | \$ 500.00 |
| Number of Students | 580 |

Budget Justification

The **personnel** request for the University of Maryland, Baltimore County Talent Search project in Lansdowne is \$164,892 for 2026–2027. It includes a full-time Project Director, a full-time Academic Coordinator, and partial support for a Program Management Specialist to handle clerical, payroll, purchasing, and administration. These roles are essential for providing services, coordinating school and community programs, documenting participant support, and maintaining compliant records. The staffing suits a 580-participant project, with the Project Director overseeing supervision, compliance, school partnerships, community programs, family engagement, student records, data reporting, and follow-up. The Academic Coordinator supports participants and ensures services meet student needs. The Program Management Specialist enhances administrative efficiency. UMBC interns and volunteers may assist but won't replace required staff. If additional funding is awarded, staffing may be adjusted for efficiency, including sharing director time and compliance functions across projects, to improve operations, data integrity, and regulation adherence without reducing services.

The **fringe benefit** request of \$59,361 is calculated in accordance with UMBC's approved fringe methodology and reflects the applicable 36% fringe rate on the salaries charged

to this project. Fringe is applied to the full salary amounts budgeted for the Project Director and Academic Coordinator, and to the 10% portion of the Program Management Specialist's salary charged to Talent Search.

The **travel** budget supports staff travel necessary to implement the TS project effectively. This includes mileage for routine travel to target schools and community sites in the Lansdowne service area, as well as professional development through TRIO training opportunities that strengthen staff knowledge of compliance, advising, postsecondary access, financial aid, evaluation, and student engagement.

The \$8,719 **supplies** budget covers consumable materials, instructional tools, and program software needed to deliver TS services to participants in grades 6–12. These costs include office and instructional supplies, educational and career-readiness materials, and software or related tools for participant tracking, assessment, communication, and service delivery. Examples include academic support materials, college and financial aid planning resources, career exploration materials, supplies for leadership and hands-on enrichment activities, and software that supports project administration and participant services for project elements such as weekly high school TS Club meetings, career and college readiness workshops, financial aid activities, pathway planning, and student leadership activities. The project currently has access to relatively new laptops; therefore, no computer hardware is included in this budget.

The “**Other**” category covers direct project costs that are not more appropriately included under Personnel, Fringe, Travel, Equipment, Supplies, or Contractual. In this budget, those costs include student travel and educational activities, summer middle school bridge programming, and professional subscriptions that support project communication, participant engagement, and program operations. Participant travel funds are included to support educational

excursions, college exposure, and career exploration activities. Because the project uses a tiered, individualized service approach and encourages students to explore both college-going and apprenticeship or stackable-credential pathways, specific excursion destinations cannot be fully predetermined at the time of application. Instead, the budget includes sufficient funds to support a mix of local and regional educational excursions, with the number, destination, and format of trips determined by participant grade level, service tier, academic readiness, and expressed postsecondary and career interests. For that reason, the number of trips reflected in the budget should be understood as planning assumptions and budget capacity rather than a fixed list of required annual destinations. The final content of those activities will be shaped by participant interest, school partnership opportunities, and the project's emphasis on both postsecondary education and workforce-connected options, including apprenticeship exploration and stackable credentials.

34 CFR 643.21(G) Evaluation Plan**(1) The methods of evaluation are appropriate to the project's objectives.**

UMBC will use a comprehensive evaluation system with both formative and summative methods to assess the Lansdowne TS project's effectiveness. The design aligns with the project's objectives and service model in the Plan of Operation. Serving 580 participants annually, the system monitors progress across a large, multi-grade cohort, distinguishing outcomes for middle school, high school, seniors, and alumni. This is vital since most participants are in middle grades, but some federal objectives focus on smaller groups of high school seniors and alumni.

Consistent with the TS priorities, the evaluation plan will assess not only progress toward the required TS objectives but also implementation indicators that show whether participants receive meaningful exposure to multiple postsecondary pathways, including degree programs, certificate programs, dual enrollment, pre-apprenticeship opportunities, and Registered Apprenticeships. These measures will not replace the federally required TS objectives; rather, they will function as pathway-readiness indicators that help the project determine whether students are receiving the counseling, academic preparation, and career navigation needed to make informed postsecondary decisions.

Responsibility for evaluation is shared between the project and the Office of Academic Opportunity Programs (AOP). The Project Director leads formative evaluation, reviewing participation, service delivery, benchmark completion, and progress toward goals. The Academic Coordinator and school staff provide documentation and progress monitoring. The AOP Sr. Director oversees and supports annual outcome reviews, ensuring that findings guide program improvements and accountability. Because the AOP Sr. Director is funded through institutional resources rather than the grant and does not have direct responsibility for day-to-day service delivery, this position serves as an independent administrative oversight layer — analogous to an

external auditor — providing an objective review of implementation, fiscal status, and program outcomes. This structure aligns with the project’s broader systems. Evaluation is a continuous management function, not just a year-end activity.

The project will use both quantitative and qualitative measures. Quantitative measures include school persistence, grade promotion, GPA, course completion, credit accumulation, completion of rigorous coursework, high school graduation, postsecondary application milestones, FAFSA completion, postsecondary enrollment, and, when available, alumni persistence or completion. Qualitative measures include participant, parent, and partner feedback; staff observations; advising notes; and participant reflections on college knowledge, career awareness, financial aid understanding, and confidence in navigating postsecondary pathways. These measures help the project determine if objectives are met and understand how and why participants progress or face barriers. Table 38 outlines key performance indicators and evaluation metrics.

Table 38. Evaluation Data Collection Plan

| Data Element | Timeline | Purpose/Method of Analysis | Instruments/Sources |
|--|---|--|--|
| Participant eligibility, grade level, school enrollment, demographic profile, and service tier | At entry; updated annually | Establish baseline participant profile and organize service delivery by grade band and need | Intake forms, eligibility documentation, participant database |
| Individual assessment of academic, college, career, and support needs | At entry; reviewed at least annually | Identify service needs, determine service intensity, and support individualized pathway planning | Needs assessment forms, advising records, school data, student self-assessments |
| Participation in project services and intensity of contact | Ongoing; reviewed monthly and quarterly | Monitor implementation fidelity, dosage, and engagement by participant subgroup | Service logs, event rosters, tutoring records, advising records, workshop attendance |

Table 38. Evaluation Data Collection Plan

| Data Element | Timeline | Purpose/Method of Analysis | Instruments/Sources |
|---|---|--|---|
| Academic progress and persistence indicators; Completion of rigorous and pathway-aligned coursework | Quarterly and annually | Assess progress toward persistence, rigorous curriculum, and graduation objectives; identify students needing intervention | Report cards, transcripts, attendance records, counselor/teacher feedback |
| Progress on postsecondary and financial aid knowledge | Semester and annually | Pre-Post responses on program developed assessments to measure knowledge gained | Program developed surveys for participants and families |
| Postsecondary planning milestones | Monthly during junior and senior years; annual review | Track readiness for enrollment in college, certificate, and other postsecondary options | College application trackers, FAFSA completion records, admissions milestones, student checklists |
| Participant, family and school feedback on services | Following major activities; annual summary | Assess quality, relevance, and accessibility of services; identify needed improvements | Surveys, questionnaires, focus groups, event evaluations |
| Postsecondary enrollment and alumni follow-up | Annual, with focused tracking after graduation | Determine success on enrollment and attainment objectives | National Student Clearinghouse, participant exit forms, self-report, institutional documentation when available |
| Annual objective review | Quarterly and annually | Compare progress to benchmarks and revise implementation strategies as needed | Internal evaluation reports, dashboard summaries, staff review meetings |

The evaluation methods are appropriate to the project's objectives because each federal objective is paired with specific measures and interim benchmarks. For example, the persistence objective is monitored through attendance, grades, promotion, and engagement data; the rigorous secondary school program objective is monitored through course-taking patterns, completion of pathway-aligned coursework, and academic performance; and the postsecondary enrollment objective is monitored through applications, financial aid completion, admissions milestones,

and verified enrollment. This structure creates a direct relationship between services delivered, short-term indicators of progress, and longer-term project outcomes.

In addition to these data sources, staff will maintain structured participant progress tools, including advising checklists and milestone trackers, to monitor movement from middle school awareness-building through high school planning and postsecondary transition. These tools will allow staff to identify where participants are succeeding, where they are stalling, and where service intensity must be increased. Because the project serves students beginning in middle school, the evaluation process will pay particular attention to early indicators that connect to later outcomes, such as attendance, academic confidence, course planning, and exposure to postsecondary options.

Evaluation findings will be reviewed regularly. Monthly and quarterly reviews will focus on implementation, completion of benchmarks, and emerging concerns. Annual reviews will focus on progress toward federal objectives, subgroup performance, and implications for staffing, service design, and partner coordination. The project will use descriptive statistics to summarize participation and outcome data and will use trend and comparison analysis, where appropriate, to examine relationships between service engagement and participant outcomes. Qualitative findings will be analyzed for recurring themes related to barriers, service quality, and participant growth.

(2) The evaluation plan provides for the applicant to determine, using specific and quantifiable measures, the success of the project in (i) making progress toward achieving its objectives (formative evaluation); and (ii) achieving its objectives at the end of the project period (summative evaluation).

The Lansdowne TS project will use a two-level evaluation process: **formative evaluation** to monitor progress during implementation and **summative evaluation** to determine whether the project has achieved its objectives. The formative component is especially important

in a 580-participant project because it allows staff to identify problems early, adjust services by grade band or subgroup, and ensure that resources are concentrated where they are most needed. The summative component determines whether the project has met its federally required objectives and achieved the intended results of the overall service model.

Formative evaluation will occur throughout the year and will focus on whether participants are completing the interim benchmarks that indicate they are on track to meet the project's objectives. Benchmarks will be reviewed through quarterly objective monitoring and regular staff case review. The project will examine whether students are attending school, participating in TS activities, receiving needed services, enrolling in appropriate courses, meeting academic thresholds, completing milestone tasks, and staying connected to pathway planning. When benchmarks are not being met, staff will adjust the participant's service plan, increase advising or tutoring support, strengthen family contact, or coordinate more closely with school personnel and partners.

Summative evaluation will occur annually and at the end of the project period. It will determine whether the project has met its objectives for persistence, graduation, rigorous program completion, postsecondary enrollment, and postsecondary attainment. These evaluations will use verified outcome data whenever available, including school records and National Student Clearinghouse data for enrollment and completion. Summative findings will also be used to assess the effectiveness of the overall service design and to inform future program refinement.

The project's evaluation framework is aligned to the objectives presented earlier in the proposal. To ensure continuous improvement and accountability, Table 39 presents both formative and summative evaluation strategies aligned with project objectives.

Table 39. Objective Measures and Formative Benchmarks

| Objective | Formative Benchmarks | Summative Measure |
|---|---|---|
| Objective 1. Secondary School Persistence | At least 80% of participants will avoid chronic absence thresholds or show improved attendance; at least 75% will regularly participate in project services; at least 75% will earn a GPA consistent with grade-level success; at least 80% will pass core courses each quarter | Number and percentage of non-senior participants promoted to the next grade level and continuing in school the following year |
| Objective 2. Secondary School Graduation (Regular Diploma) | At least 90% of high school participants will pass English each year; at least 90% will pass mathematics each year; at least 90% will remain on track in credit accumulation; at least 90% of non-seniors will be promoted annually; high school participants will engage in graduation and pathway planning milestones | Number and percentage of participating seniors who graduate on time with a regular diploma |
| Objective 3. Secondary School Graduation (Rigorous Program of Study) | Participants will be advised into rigorous and pathway-aligned coursework beginning before high school; students will complete key milestone courses tied to rigorous preparation; students in rigorous coursework will receive academic support and progress monitoring; an increasing share of participants will remain enrolled in honors, AP, dual enrollment, and other advanced or pathway-aligned coursework | Number and percentage of participating seniors who complete a rigorous secondary school program of study and graduate on time |
| Objective 4. Postsecondary Education Enrollment | At least 80% of seniors will complete an individualized postsecondary plan; at least 75% of juniors and seniors will complete key admissions or pathway exploration milestones; at least 60% of eligible seniors will complete financial aid applications on time; at least 80% of seniors will complete enrollment or transition steps required by their intended postsecondary option | Number and percentage of graduates who enroll in postsecondary education or document deferred enrollment |

Table 39. Objective Measures and Formative Benchmarks

| Objective | Formative Benchmarks | Summative Measure |
|--|---|---|
| Objective 5. Postsecondary Attainment | Alumni will be tracked annually; the project will maintain updated contact information, exit data, and postsecondary destination records; where appropriate, alumni who stop out but seek to re-enter postsecondary education will receive re-entry information and referral support consistent with TS regulations | Number and percentage of project alumni who complete a postsecondary program within six years of initial enrollment |

These measures align with the proposal's focus on connecting academic prep with postsecondary opportunities, while the evaluation plan remains grounded in federally required TS objectives. The project will monitor exploration of credentials, apprenticeships, and career-related postsecondary options, alongside success measures such as persistence, graduation, and enrollment. TS staff will record participant data to analyze both the number and percentage meeting benchmarks, including report cards, transcripts, attendance, service logs, advising notes, application and financial aid records, and alumni data. The National Student Clearinghouse will verify postsecondary enrollment and attainment, supplemented by exit forms and self-reports. Participant milestone checklists and pathway planning tools will serve as practical evaluation tools, guiding services, and providing measurable evidence.

Staff will use the Pathway Profile as a formative advising and evaluation tool to determine needed services, monitor progress, and identify students needing additional academic, financial aid, career, or transition support. Student artifacts such as career interest results, resumes, pathway research, badges, credential information, and transition checklists will be maintained in the student record and may support future use of learning and employment records or learner-wallet tools. To demonstrate how evaluation results will inform ongoing program

improvement, Table 40 outlines processes for data review, reporting, and program refinement of Absolute and Invitational Priority-aligned activities.

| Table 40. Objective Measures and Formative Benchmarks of Priority Activities | | |
|---|---|---|
| Priority Aligned Activity | Formative Benchmarks | Summative Measure |
| TS Club | Weekly meeting frequency and average attendance | Percent of high school participants attending at least one TS Club meeting per month |
| Apprenticeship exposure | Number/percent of high school participants completing at least one apprenticeship or pre-apprenticeship awareness activity | Annual number/percent of participants who report understanding apprenticeship as a postsecondary option |
| Credential awareness | Number/percent completing a pathway plan that includes at least one degree, certificate, credential, or apprenticeship option | Number/percent of seniors with a documented postsecondary plan that includes an eligible education/training pathway |
| LER/learner wallet readiness | Number/percent with documented skills, interests, badges, pathway artifacts, or advising records | Number/percent of high school participants with an updated pathway profile by year-end |
| Employer/workforce exposure | Number of employers, CTE, workforce, or apprenticeship activities offered | Annual participation rate in workforce-connected activities |

The evaluation process promotes ongoing improvement. If quarterly reviews show participants in a grade band aren't meeting benchmarks, staff will evaluate whether service frequency, timing, content, or coordination should change. Data revealing uneven progress among subgroups like low-income students, those with attendance issues, or academically off-track students will lead to adjustments in advising and support. The plan functions as both a compliance and management tool. Overall, it's appropriate, data-informed, aligned with the Lansdowne narrative, using measurable metrics linked to goals, and provides a clear framework for tracking progress, refining implementation, and evaluating success over five years..

3) Provide for the disclosure of unanticipated project outcomes, using quantifiable measures if appropriate.

The project employs a data-driven process to identify unforeseen outcomes beyond the five TS objectives. Since it integrates academic support, advising, and career pathways, outcomes like engagement, awareness, and skills are also tracked. A comprehensive data system will monitor academic progress, service use, and pathway development, including participation in career activities, pathway plans, workforce experiences, TS Club, and student artifacts. Where possible, outcomes will be compared with anonymized school data to find meaningful differences.

Unanticipated outcomes will be quantified using measures such as the number and percentage of participants affected, participation frequency, and changes over time across cohorts. Findings will be reviewed quarterly through internal data reviews and used to inform program improvement. Unanticipated outcomes will be reported through Quarterly Objective Reviews, the Annual Performance Report (APR), and annual reports to the institution and stakeholders. This process ensures that the project captures broader impacts on student engagement, postsecondary readiness, and progression along college and career pathways.

Other Attachment File(s)

* Mandatory Other Attachment Filename: TS 2026 New Program Profile Sheet Lansdowne 2026.p

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment

The following attachment is not included in the view since it is not a read-only PDF file.

Upon submission, this file will be transmitted to the Grantor without any data loss.

TS 2026 New Program Profile Sheet Lansdowne 2026.pdf

Absolute Priority: Expanding Access to Educational Services that Accelerate Learning, Apprenticeships, and Industry-Recognized Credentials

The UMBC Talent Search Project will address the Absolute Priority by expanding access to three connected opportunities: educational services that accelerate learning, pre-apprenticeships and Registered Apprenticeships, and programs or coursework leading to in-demand, industry-recognized credentials. The project presents postsecondary success as a continuum that includes rigorous coursework, two- and four-year college, dual enrollment, certificate programs, technical training, apprenticeships, and stackable credentials.

Expanding Access to Educational Services that Accelerate Learning.

The project expands access to educational services that accelerate learning by helping participants enter and succeed in more rigorous academic pathways. Students in the target schools demonstrate gaps in academic preparation that can limit access to honors, Advanced Placement, dual enrollment, and pathway-aligned coursework. Through individualized academic advising, participants connect course selection to long-term college, credential, career, and apprenticeship goals, supporting earlier and more intentional participation in accelerated opportunities..

To support success, the project provides tiered academic supports based on participants' needs. All participants receive academic skill development, including study strategies, time management, goal setting, and planning for rigorous coursework. Students requiring additional support receive academic advising, progress monitoring, and referrals to school-based or partner-provided services. Students with the greatest need receive intensive support, including high-impact tutoring and coordinated interventions with school personnel. Summer enrichment, Saturday programming, and community-based activities extend learning time and reinforce core skills. Together, these services expand both access to and readiness for accelerated learning.

Expanding Access to Pre-Apprenticeships and Registered Apprenticeships.

The project expands access to pre-apprenticeships and Registered Apprenticeships by integrating apprenticeship pathways into outreach, advising, family engagement, and high school services. Students and families are introduced to apprenticeship options as part of the broader postsecondary planning process, alongside college and credential pathways. Partnerships with workforce organizations, community colleges, employers, and the Maryland Department of Labor's Office of Apprenticeship support exposure to workforce-aligned opportunities through apprenticeship awareness workshops, industry panels, guest speakers, site visits, and work-based learning activities.

The project moves beyond exposure by helping students identify actionable next steps. Through individualized advising and the Pathway Profile, participants document career interests, academic preparation needs, possible apprenticeship pathways, and required next steps. Juniors and seniors receive targeted support, including referrals to workforce and training partners, guidance on entry requirements, and assistance in aligning high school coursework with apprenticeship opportunities. This ensures that students are prepared to pursue apprenticeships as viable postsecondary options.

Expanding Access to Industry-Recognized Credential (IRC) Pathways.

The project expands access to programs and coursework that lead to in-demand, industry-recognized credentials (IRCs) by embedding credential pathways into academic and postsecondary planning. Participants explore certificate programs, technical training, dual enrollment, community college pathways, and stackable credentials aligned with regional workforce needs. Career exploration activities help students understand how credentials connect to employment, further education, transfer options, and long-term economic mobility.

Through the TS Pathway Profile and individualized advising, students identify credential pathways aligned with their interests, preparation, and goals. They are guided in using available tools, including the Maryland State Department of Education's list of industry-recognized credentials, to identify programs that support credential attainment. Referrals to community colleges, workforce partners, and training providers further expand access. Credential pathways are presented within a broader postsecondary continuum, ensuring students maintain access to multiple options.

Together, these strategies create an integrated model for access to college, career, credential, and apprenticeship opportunities. Participants move from awareness to exploration, planning, preparation, and access across multiple pathways. By expanding access to accelerated learning, apprenticeships, and industry-recognized credentials, the UMBC Talent Search Project strengthens readiness for persistence, graduation, postsecondary enrollment, and long-term success.

Invitational Priority

The UMBC Talent Search (TS) Project strengthens career and personal counseling to improve student persistence, postsecondary access, and long-term economic opportunity by integrating individualized advising, workforce-aligned pathway development, and emerging skills-based data systems. Building on the tiered advising model described in §C3, the project transforms student support services into personalized, skills-based pathways that connect education to employment outcomes.

Strengthening Career and Personal Counseling

The TS Project expands traditional advising into a comprehensive career and personal counseling model that begins in middle school and continues through postsecondary transition. Each participant completes an annual needs assessment and develops a **Pathway Profile**, which serves as a dynamic advising tool linking academic progress, career interests, and postsecondary options. Counseling is delivered through a 3-tiered structure that ensures both broad access and individualized support. This model integrates academic planning, career exploration, financial literacy, and exposure to college, credential, and apprenticeship pathways, addressing gaps in access to advising and workforce guidance in the target schools.

(a) Integrating Learning and Employment Records (LERs)

The TS Project establishes a scalable data infrastructure that transforms advising into a skills-based pathway system aligned with Learning and Employment Records (LERs). UMBC's participation in the AACRAO LER Accelerator positions the project to align with national efforts in interoperable credentialing and workforce-connected data systems. The project will align its Pathway Profile system to LER principles by creating student records that capture academic milestones, career interests, participation in program activities, and documented

competencies such as communication and problem-solving. These records will be organized around defined skill domains and structured to support translation into digital credentials or badges. Over the grant period, the project will pilot learner-owned pathway records aligned with learner wallet concepts.

Records will also align with emerging credential registry standards, including those advanced by Credential Engine, by organizing pathway and learning data in structured formats that reflect relationships among skills, credentials, and occupations. The project incorporates open skills frameworks to ensure competencies are defined using consistent, workforce-relevant language, allowing student learning to translate across education and employment contexts.

AI-supported tools will enhance counseling by recommending pathway-aligned activities based on student profiles. This shifts advising from activity tracking to personalized, skills-based progression, strengthening persistence and readiness for postsecondary pathways.

(b) Expanding Access to Talent Marketplaces

The TS Project expands access to talent marketplaces by connecting participants to education, training, and workforce systems through a shared, skills-based framework.

Credential Transparency and Skills Alignment

The project aligns pathway development with credential transparency principles by structuring pathway information to reflect emerging registry models, such as those supported by Credential Engine. Pathway Profiles mirror how credentials, skills, and occupations are represented in workforce systems. Using open skills frameworks, program activities, and student experiences are mapped to defined skill domains, creating a shared language that connects secondary education, postsecondary programs, and workforce opportunities. Participants engage

in structured planning that connects school coursework, postsecondary options, credentials, and careers.

Skills-Based Career Exploration

The project shifts from degree-only advising to skills-based exploration by helping students identify and articulate transferable skills developed through academic and program experiences. This strengthens both college readiness and long-term employability..

Connecting Students to Talent Marketplace Platforms

Participants are introduced to widely used public platforms that match skills with opportunities. Students build early professional profiles on LinkedIn to explore careers and understand how skills are represented in the labor market. As they transition to postsecondary education, participants are prepared to engage with Handshake, which UMBC and partner institutions use to connect students with internships, employment, and career development opportunities.

Connecting Students, Employers, and Education Providers

Partnerships with workforce agencies, apprenticeship programs, community colleges, and employers provide work-based learning opportunities, validate skill development, and strengthen transitions to postsecondary education and employment. By aligning pathway planning and student records with credential registry concepts and skills frameworks, the project positions participants to connect with emerging talent marketplace systems. Although the project does not build a standalone platform, it ensures that student experiences are structured to align with evolving education-to-workforce ecosystems.

TALENT SEARCH PROGRAM ASSURANCES

Attach this Assurance Form to the “Other Attachments Form” in Grants.gov.

Applicants must copy and paste this page into a separate document or recreate the page exactly as it appears.

Then complete the page, save it to your computer and attach it to the “Other Attachments Form” as a .pdf document. Do not modify or amend the contents of the form in any way.

As the duly authorized representative of the applicant, I certify that the applicant will comply with the following statutory requirements:

1. The applicant assures that at least two-thirds (2/3) of the individuals it serves under its proposed Talent Search Program project will be low-income individuals who are potential first-generation college students;
2. The applicant assures that it will collaborate with other Federal TRIO projects, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) projects, or programs serving similar populations that are serving the same target schools or target area in order to minimize the duplication of services and promote collaboration so that more students can be served.
3. The applicant assures that the project will be located in a setting or settings accessible to the individuals proposed to be served by the project; and
4. The applicant assures that if the applicant is an institution of higher education, it will not use the project as a part of its recruitment program.



Authorized Certifying Official's Signature

Assistant Director, Office of Sponsored Programs

Title of Authorized Certifying Official

Cameron McAdams

Printed Name of Authorized Certifying Official

University of Maryland Baltimore County

Name of Applicant Institution/Organization

4/30/2026

Date Signed

Attach this Assurance Form to the “Other Attachments Form” in the [Grants.gov application package](#).

Attention Applicants: Applicants must copy and paste this page into a separate document, or recreate the page **exactly** as it appears. Then, complete the page, save it to your computer and attach it to the “Other Attachments Form” as a .pdf document. Do not modify or amend the contents of the form in any way.

BUDGET INFORMATION - Non-Construction Programs

OMB Number: 4040-0006
Expiration Date: 06/30/2028

SECTION A - BUDGET SUMMARY

| Grant Program Function or Activity (a) | Assistance Listing Number (b) | Estimated Unobligated Funds | | New or Revised Budget | | |
|---|---|-----------------------------|--------------------|-----------------------|--------------------|---------------|
| | | Federal (c) | Non-Federal (d) | Federal (e) | Non-Federal (f) | Total (g) |
| 1. UMBC Talent Search - Lansdowne Community | 84.044A | \$ | \$ | \$ 290,000.00 | \$ | \$ 290,000.00 |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. Totals | | \$ | \$ | \$ 290,000.00 | \$ | \$ 290,000.00 |

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SECTION B - BUDGET CATEGORIES

| 6. Object Class Categories | GRANT PROGRAM, FUNCTION OR ACTIVITY | | | | Total (5) |
|--|---|---|---|---|--|
| | (1) | (2) | (3) | (4) | |
| | <div style="border: 1px solid black; padding: 5px; min-height: 150px;"> UMBC Talent Search - Lansdowne Community </div> | | | | |
| a. Personnel | \$ <div style="border: 1px solid black; width: 100px; text-align: right;">164,892.00</div> | \$ <div style="border: 1px solid black; width: 100px;"></div> | \$ <div style="border: 1px solid black; width: 100px;"></div> | \$ <div style="border: 1px solid black; width: 100px;"></div> | \$ <div style="border: 1px solid black; width: 100px; text-align: right;">164,892.00</div> |
| b. Fringe Benefits | <div style="border: 1px solid black; width: 100px; text-align: right;">59,361.00</div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px; text-align: right;">59,361.00</div> |
| c. Travel | <div style="border: 1px solid black; width: 100px; text-align: right;">4,299.00</div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px; text-align: right;">4,299.00</div> |
| d. Equipment | <div style="border: 1px solid black; width: 100px; text-align: right;">0.00</div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px; text-align: right;">0.00</div> |
| e. Supplies | <div style="border: 1px solid black; width: 100px; text-align: right;">8,720.00</div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px; text-align: right;">8,720.00</div> |
| f. Contractual | <div style="border: 1px solid black; width: 100px; text-align: right;">0.00</div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px; text-align: right;">0.00</div> |
| g. Construction | <div style="border: 1px solid black; width: 100px; text-align: right;">0.00</div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px; text-align: right;">0.00</div> |
| h. Other | <div style="border: 1px solid black; width: 100px; text-align: right;">31,247.00</div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px; text-align: right;">31,247.00</div> |
| i. Total Direct Charges (sum of 6a-6h) | <div style="border: 1px solid black; width: 100px; text-align: right;">268,519.00</div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px;"></div> | \$ <div style="border: 1px solid black; width: 100px; text-align: right;">268,519.00</div> |
| j. Indirect Charges | <div style="border: 1px solid black; width: 100px; text-align: right;">21,481.00</div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px;"></div> | <div style="border: 1px solid black; width: 100px;"></div> | \$ <div style="border: 1px solid black; width: 100px; text-align: right;">21,481.00</div> |
| k. TOTALS (sum of 6i and 6j) | \$ <div style="border: 1px solid black; width: 100px; text-align: right;">290,000.00</div> | \$ <div style="border: 1px solid black; width: 100px;"></div> | \$ <div style="border: 1px solid black; width: 100px;"></div> | \$ <div style="border: 1px solid black; width: 100px;"></div> | \$ <div style="border: 1px solid black; width: 100px; text-align: right;">290,000.00</div> |
| | | | | | |
| 7. Program Income | \$ <div style="border: 1px solid black; width: 100px;"></div> | \$ <div style="border: 1px solid black; width: 100px;"></div> | \$ <div style="border: 1px solid black; width: 100px;"></div> | \$ <div style="border: 1px solid black; width: 100px;"></div> | \$ <div style="border: 1px solid black; width: 100px;"></div> |

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| SECTION C - NON-FEDERAL RESOURCES | | | | | |
|-----------------------------------|---|---|---|---|---|
| (a) Grant Program | | (b) Applicant | (c) State | (d) Other Sources | (e) TOTALS |
| 8. | UMBC Talent Search - Lansdowne Community | \$ <input style="width: 80%;" type="text"/> | \$ <input style="width: 80%;" type="text"/> | \$ <input style="width: 80%;" type="text"/> | \$ <input style="width: 80%;" type="text"/> |
| 9. | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> |
| 10. | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> |
| 11. | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> |
| 12. TOTAL (sum of lines 8-11) | | \$ <input style="width: 80%;" type="text"/> | \$ <input style="width: 80%;" type="text"/> | \$ <input style="width: 80%;" type="text"/> | \$ <input style="width: 80%;" type="text"/> |

| SECTION D - FORECASTED CASH NEEDS | | | | | |
|------------------------------------|--|---|---|---|---|
| | Total for 1st Year | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
| 13. Federal | \$ <input style="width: 80%;" type="text" value="290,000.00"/> | \$ <input style="width: 80%;" type="text" value="72,500.00"/> | \$ <input style="width: 80%;" type="text" value="72,500.00"/> | \$ <input style="width: 80%;" type="text" value="72,500.00"/> | \$ <input style="width: 80%;" type="text" value="72,500.00"/> |
| 14. Non-Federal | \$ <input style="width: 80%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> |
| 15. TOTAL (sum of lines 13 and 14) | \$ <input style="width: 80%;" type="text" value="290,000.00"/> | \$ <input style="width: 80%;" type="text" value="72,500.00"/> | \$ <input style="width: 80%;" type="text" value="72,500.00"/> | \$ <input style="width: 80%;" type="text" value="72,500.00"/> | \$ <input style="width: 80%;" type="text" value="72,500.00"/> |

| SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT | | | | | |
|---|---|--|--|--|--|
| (a) Grant Program | | FUTURE FUNDING PERIODS (YEARS) | | | |
| | | (b) First | (c) Second | (d) Third | (e) Fourth |
| 16. | UMBC Talent Search - Lansdowne Community | \$ <input style="width: 80%;" type="text" value="290,000.00"/> | \$ <input style="width: 80%;" type="text" value="290,000.00"/> | \$ <input style="width: 80%;" type="text" value="290,000.00"/> | \$ <input style="width: 80%;" type="text" value="290,000.00"/> |
| 17. | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> |
| 18. | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> |
| 19. | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> |
| 20. TOTAL (sum of lines 16 - 19) | | \$ <input style="width: 80%;" type="text" value="290,000.00"/> | \$ <input style="width: 80%;" type="text" value="290,000.00"/> | \$ <input style="width: 80%;" type="text" value="290,000.00"/> | \$ <input style="width: 80%;" type="text" value="290,000.00"/> |

| SECTION F - OTHER BUDGET INFORMATION | |
|--|--|
| 21. Direct Charges: <input style="width: 95%;" type="text"/> | 22. Indirect Charges: <input style="width: 95%;" type="text" value="Fixed at 8%, applied to \$268,518, for \$21,481"/> |
| 23. Remarks: <input style="width: 100%;" type="text"/> | |

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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

University of Maryland, Baltimore County

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE: