

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: <input type="text"/>			
8. APPLICANT INFORMATION:					
* a. Legal Name: <input type="text"/> University of Maryland, College Park					
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text"/> 52-6002033			* c. UEI: <input type="text"/> NPU8ULVAAS23		
d. Address:					
* Street1:		<input type="text"/> 3112 Lee Building 7809 Regents Drive			
Street2:		<input type="text"/>			
* City:		<input type="text"/> College Park			
County/Parish:		<input type="text"/> Prince George's			
* State:		<input type="text"/> MD: Maryland			
Province:		<input type="text"/>			
* Country:		<input type="text"/> USA: UNITED STATES			
* Zip / Postal Code:		<input type="text"/> 20742-5141			
e. Organizational Unit:					
Department Name: <input type="text"/> Academic Achievement Programs			Division Name: <input type="text"/> Undergraduate Studies		
f. Name and contact information of person to be contacted on matters involving this application:					
Prefix:		<input type="text"/> Dr.			
* First Name:		<input type="text"/> Jerry			
Middle Name:		<input type="text"/> L.			
* Last Name:		<input type="text"/> Lewis			
Suffix:		<input type="text"/>			
Title: <input type="text"/> Executive Director/PI					
Organizational Affiliation: <input type="text"/> University of Maryland					
* Telephone Number: <input type="text"/> 301-405-4736			Fax Number: <input type="text"/> 301-314-9794		
* Email: <input type="text"/> Jleelew@umd.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.):

CongressionalDistrict4.pdf

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

UM Talent Search North

Attach supporting documents as specified in agency instructions.

Add Attachments

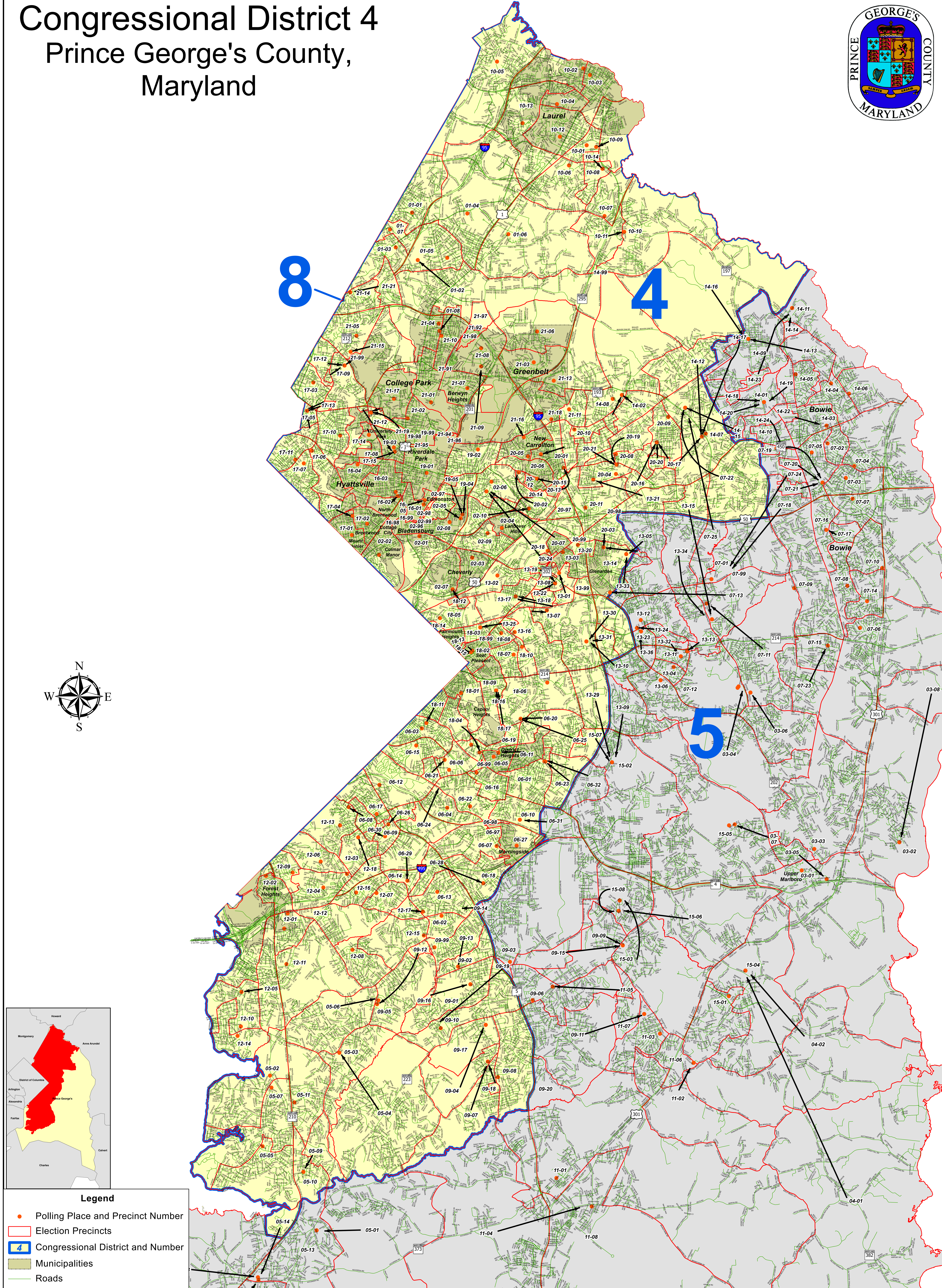
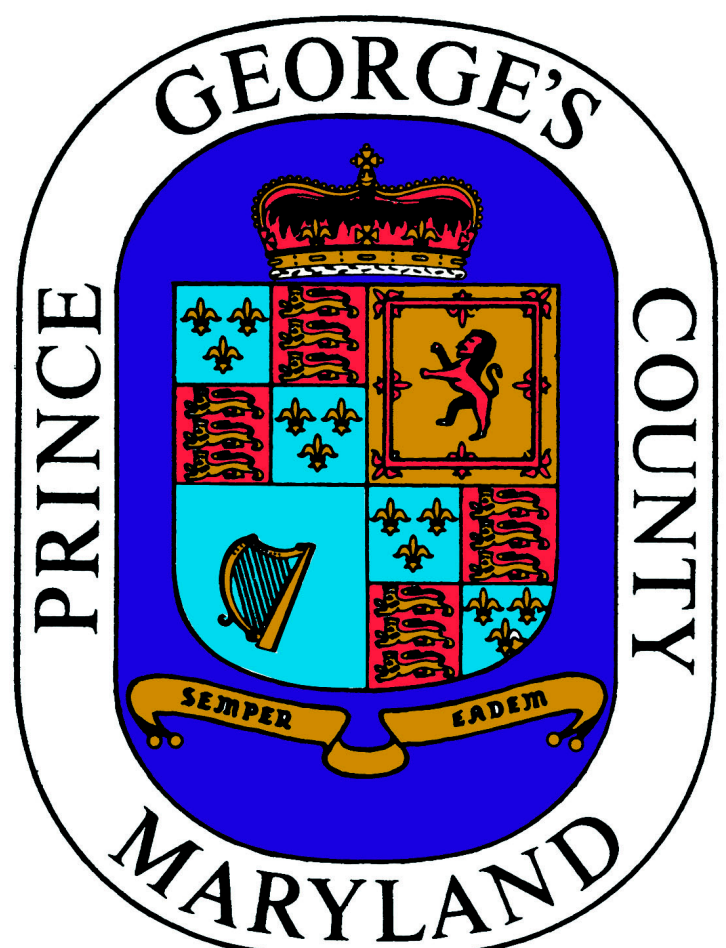
Delete Attachments

View Attachments

Application for Federal Assistance SF-424			
16. Congressional Districts Of:			
* a. Applicant	<input type="text" value="MD-004"/>	* b. Program/Project	<input type="text" value="MD-004"/>
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="09/01/2026"/>	* b. End Date:	<input type="text" value="08/31/2031"/>
18. Estimated Funding (\$):			
* a. Federal	<input type="text" value="1,751,270.00"/>		
* b. Applicant	<input type="text" value="328,715.00"/>		
* 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="2,079,985.00"/>		
* 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" value="Ms."/>	* First Name:	<input type="text" value="Lisa"/>
Middle Name:	<input type="text"/>		
* Last Name:	<input type="text" value="Fall"/>		
Suffix:	<input type="text"/>		
* Title:	<input type="text" value="Sr. Contract Administrator"/>		
* Telephone Number:	<input type="text" value="301-405-6269"/>	Fax Number:	<input type="text"/>
* Email:	<input type="text" value="oraa@umd.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."/>

Congressional District 4

Prince George's County, Maryland



DATA SOURCE	MNCPPC, OIT - GIS
DATE CREATED	FEBRUARY 2024
SERIAL NO	CONGRESSIONAL DISTRICTS



Disclaimer
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0.7 0.35 0 0.7 1.4 2.1 2.8 Miles
The base map was compiled from aerial photography data acquired 2000. All mapping is referenced to the Maryland State Plane Coordinate System 1983 North American horizontal datum and 1988 vertical datum in meters.

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:
Ms .	Bridget		Brandon	

* Project Director Level of Effort (percentage of time devoted to grant): 100

Address:

* Street1:	6811 Kenilworth Ave, Suite 504
Street2:	
* City:	Riverdale
County:	Prince George's
* State:	MD: Maryland
* Zip Code:	20737-3141
* Country:	USA: UNITED STATES

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

3014054736	3013149704
------------	------------

* Email Address:

bbrandon@umd.edu

Alternate Email Address:

jleelew@umd.edu

OPE ID(s) (if applicable)

--

NCES School ID(s) (if applicable)

--

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

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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:

On page 65

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.

Add Attachment

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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 Talent Search NORTH 2026.docx JLL.pdf

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University of Maryland Talent Search Program-North(UEI # NPU8ULVAAS23)

The **University of Maryland's Talent Search** (UMTS) (North) will serve 701 eligible participants who reside in Prince George's County, Maryland. This grant will select eligible students from 4 high schools and provide academic coaching to improve academic performance, persistence in school, and graduation with a regular high school diploma within the standard number of years. UMTS (North) will expand educational choice by increasing access to proven accelerated learning through high-impact tutoring, greater knowledge, and distance education and career pathways that lead to in-demand, industry-recognized credentials.

In response to specific required services, UMTS (North) will meet or exceed the benchmarks set in the program's five objectives: (1) Secondary School persistence rate of 82%; (2) Secondary school graduation rate of 73%; (3) Secondary School graduation rate of 21% (for Rigorous Curriculum) (4) Postsecondary enrollment rate of 40% and (5) Postsecondary degree attainment rate of 42%. These objectives will be accomplished by the high-quality staff employed and the detailed road map outlined in the plan of operation.

The program is designed to address Absolute Priorities (a), (b), and (c) as follows. Absolute Priority (a) focuses on expanding access to educational services that accelerate learning through high-impact, weekly small-group tutoring. Absolute Priority (b) focuses on expanding access to distance education, pre-apprenticeships, or Registered Apprenticeships, and on strategic collaboration and coordination with school counseling and Career and Technical Education partners to expose students to in-demand, industry-recognized credentials. Absolute Priority (c) focuses on expanding access to programs that lead to in-demand postsecondary credentials through partnerships with local workforce agencies and the use of Learning and Employment Records to document and track credentials and connect students to employers of high-demand jobs. The TS staff will establish a productive relationship with the public schools' staff, based on a Memorandum of Understanding executed between the Superintendent of PGCPs and the University of Maryland's Talent Search program.

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

University of Maryland Talent Search Program- NORTH

Detailed Budget with (2026-2027) (UEI # NPU8ULVAAS23)

1. PERSONNEL (SALARIES)						
Justification: Salaries for full-time personnel are based on state salary schedules for comparable degrees, years of experience, and position Category. The budget includes 3 full-time professional staff positions. Benefits of a full-time salary are governed by state law. The total personnel salary and wages are reasonable, relate to objectives and activities, and are necessary to achieve the objectives and implement the grant effectively and efficiently.						
Position	No.	Total Yearly Salary	Percent/ Hours Project	Months/ Weeks on Project	State Pd	Grant funded Request
PI/Exec. Director	1		15%	12 mos	\$ 31,800	
a. Program Dir.	1	\$97,242	100%	12 mos	\$15,000	\$82,242
b. Ed. Specialist 1	1	\$74,692	100%	12mos		\$74,692
c. Ed. Specialist 2	1	\$72,000	100%	12mos		\$72,000
d. Math instructor	1	\$2,000	3 Weeks	Summer		
e. Sci. Instructor	1	\$ 2,000	3 weeks	Summer		
f. Language Arts		\$ 2,000	3 weeks	Summer		
Subtotal Personnel (Salaries)					46,800	\$228,934
2. FRINGE BENEFITS (36.2% of full-time salaries.)						
PI/Exec. Director (15%)					11,512	0
a. Program Director (100% - 12 months)					5,430	\$29,772
b. Ed. Specialists 1					N/A	\$27,039
c. Ed. Specialists 2					N/A	\$26,064
d. Math Instructor					N/A	
e. Reading Instructor					N/A	
f. Science Instructor					N/A	
Subtotal Benefits (36.2% of full-time staff salary)					16,942	\$82,875
TOTAL SALARY and wages					63,742	\$311,809
3. TRAVEL						

University of Maryland Talent Search Program- NORTH

Justification: Staff travel and professional development are critical to preparing staff to provide high-quality services to students in line with best practices. It also provides critical networking opportunities for staff to share experiences, expertise, and successful practical partnerships with colleagues at the regional and national levels. Staff travel/training will be conducted safely in accordance with local, state, and national health & safety guidelines. Currently, there are limited funds allocated to Staff Travel		
a. Staff Professional Development/Training Travel MEAOPP Conference for 2 staff @ 300 miles at .60 per mile = \$180; hotel @ \$175.00 per night x 3 nights x 2 people = \$1,050, and registration fee of \$300= \$600, and \$75/day x 2 for Meals \$450. (only allowed if funds are available, adjusted if trainings are virtual)		\$
Professional training for Associate Director Regional/National conference registration \$450; Meals @ 75/day x 3 days = \$225; Hotel @ 200/day x 3 days=\$600, Airfare \$400 & ground transportation \$100. <i>May be adjusted if trainings are virtual. (Allowed only if funds become available)</i>		
b. Other Staff Travel Local travel to and from target schools @ 3,000 miles @ \$.60 per mile state rate for mileage reimbursement = \$900 x 2 staff. (Staff may also use State Vehicles Paid on AAP budget)		\$1,500
Sub-Total Staff Travel:		\$1,500
4. EQUIPMENT (As need, purchase as funds become available)		\$0
Justification: Computers' hardware maintenance and software updates as need when funds become available from underused lines.		
5. Office Rents Provided by the State-reversion of % of indirect cost funds.		
SUPPLIES:		
Office Supplies		\$1,000
Instructorial Supplies		\$1,500
Subtotal Office Supplies		\$2,500

University of Maryland Talent Search Program- NORTH

7. Justification Supplies: Instructional and general supplies for Academic and Summer Component participants as needed in core curriculum courses--to include textbooks, notebooks, lab experiment items, etc. @ \$15/ student for 100 students = \$1,500 . Academic year supplies & # of students will be increased if unused funds become available.		
General office supplies are critical to supporting the staff in providing day-to-day services. Suppliers are consistent with managing a program and office. Supplies also support staff in communicating with students, parents, and target schools. (AAP Office will supplement the TS program supplies needs)		
CONTRACTUAL (none)		\$0
7. OTHER COST CATEGORIES	State Support	
Postage	\$2,000	4,500
Public Relations		1,000
Communication: (phone, fax, and internet Services-\$250/month@ 12 months \$3,000 (supplemented by AAP Drif)		\$3,000
Printing And Reproduction		
Sub-total Other Operation Cost		\$8,500
8. PARTICIPANTS' COST		
Summer Program participant lab fee		\$2,500
Students Travel-College visits/cultural activities		\$2,000
Subtotal Participant Cost		\$4,500
9. Total Direct Cost		328,809
10. Less Participant Cost		\$4,500
9. TOTAL MODIFIED DIRECT COST		\$324,309
Indirect Cost (8% rate)		25,945
Justification: The budget is based on \$500 per student; the program will serve 701 eligible students during the budget year. The budget is designed to be responsive to achieving the Objectives and projected outcomes, implementing the Plan of Operation, and supporting staff, consistent with the employment policies of the University and the state. When there is staff turnover, funds will be reallocated to meet students' needs and to ensure the effective, efficient, and prudent use of budget resources.		
10. TOTAL COSTS	65,743	\$350,254

Project Narrative File(s)

* Mandatory Project Narrative File Filename: Talent Search NORTH Final Proposal Final J11 May

Add Mandatory Project Narrative File Delete Mandatory Project Narrative File View Mandatory Project Narrative File

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

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University of Maryland Talent Search Program-NORTH (UEI # NPU8ULVAAS23)

The University of Maryland, College Park Talent Search Program–North (UMTS-N) will partner with Prince George's County Public Schools (PGCPS) to serve 701 eligible Talent Search students each year from the northern part of Prince George's County, Maryland. UMTS-N will identify and assist students with the potential to succeed in postsecondary education and other Career and Technical Education (CTE) programs, including apprenticeships, certifications, workforce training, and licensure programs. The program will provide integrated services, such as academic advising, college access support, and career pathway guidance aligned with high-demand industries. It will raise awareness of and improve access to dual enrollment, pre-apprenticeships, and industry-recognized credentials, ensuring participants are prepared for both college and workforce entry. UMTS-N aims to support informed decision-making by exposing students to a full range of postsecondary options, including degree programs, skills-based training, and registered apprenticeships. This represents a shift from a "college-for-all" mindset toward a more inclusive, outcomes-focused approach that features vocational training, expanded career pathways, and better workforce mobility.

The Target Area (TA) for the University of Maryland's Talent Search - North program includes the metro townships listed in the tables below. Prince George's County has a population of approximately 967,201 residents and covers 499 square miles.

A. NEED CFR 643.21 (a) (1-6)

There are many disparities in the Target Area, including, but not limited to, poverty levels, education, job-readiness, high school graduation rates, eligibility for free and reduced-price meals, college-going rates, and baccalaureate degree attainment. Approximately 26,788, or **16%**, of the families in the County have incomes below 150% of the poverty index as established by the Department of Labor, and only 26% of residents in the Target Area (see **Table 1**) aged 25 and

University of Maryland Talent Search Program-NORTH (UEI # NPU8ULVAAS23)

older have earned a bachelor's degree or higher (Census Reporter 2023). These disparities in income and education form the foundation for the NEED for the UMTS-N in the Target Area.

Table 1: (i) A High Number and Percentage of L-I Families who Reside in the TA Area				
Target Area High Schools	Total Population	Total families	# of Families below 150% Poverty	% of Families below 150% Poverty
Table 1: High Number and Percentage of Families Below Poverty				
Maryland	6,177,224	1,541,015	164,543	10.6%
Prince George's	967,201	222,548	26,788	12.0%
Target Area				
Adelphi	16,823	3,433	728	21.2%
Chillum	36,039	7,663	1,076	14.0%
Hyattsville	21,187	4,301	605	14.0%
East Riverdale	18,459	4,006	1,056	26.3%
Langley Park	20,126	4,201	1,373	32.6%
Riverdale Park	7,351	1, 564	361	23.0%
New Carrollton	13,715	3,014	319	11.5%
Landover Hills	1,815	476	57	11.9%
Lanham	11,282	2,568	308	11.9%
Landover	25,998	5,360	1,108	20.6%
Totals/Average	172,795	35,022	6,991	16%
Source: Census Reporter. (2023). Census data is easy to use. https://censusreporter.org NOTE: All averages % in Charts are rounded to the nearest whole Number				

University of Maryland Talent Search Program-NORTH (UEI # NPU8ULVAAS23)

Table 1 shows that the TA for this UMTS-North has a population of 172,795 and approximately 35,022 families. On average, **16%** of families in the TA live below 150% of the poverty line, with rates ranging from 11.5% to 32.6%. Compared with the County, where 12% of families have incomes below 150% of the poverty level, and the state, where 10.6% of families have incomes below 150% of the poverty level.¹ The concentration of families living below the poverty line in the TA is roughly 4% to 6% higher than in the state and in Prince George's County.

§642.21, (a), 1 (ii) Students Attending TS who are Eligible for Free or Reduced Lunches

Another indicator of poverty is the percentage of children in the Target Schools who are eligible for Free and Reduced Meals. See Table 2. Although the Free and Reduced Lunch scale, which ranges from 130% to 185% of poverty, does not perfectly align with the current low-income scale for TRiO programs, all of Talent Search-North's Target high schools, including the Middle Target schools, are Community Eligibility Provision (CEP) schools that provide FREE breakfast and lunch to 100% of their students. The free meal eligibility threshold is 130% of the poverty level, which is lower than the 150% for TRiO eligibility.

The University of Maryland's Talent Search Program—North will serve four feeder high schools and two middle schools, selecting 701 eligible low-income and first-generation students from these schools. Tables 2 and 8 show that 8,085 TS students (High School and Middle) received free or reduced-price meals (68%). Serving 701 students from these schools would reach only about **7.0%** of all potential income-eligible students across the target schools. Tables 1 and 2 highlight disparities and socioeconomic challenges faced by potential Talent Search students and their families.

¹ US Census, *Census data easy to use*. <https://censusreporter.org>. 2023,

University of Maryland Talent Search Program-NORTH (UEI # NPU8ULVAAS23)

Table 2: Students Eligible for Free and Reduced Lunch in TS			
	Total # HS Students	# Students Eligible Free and/or reduced	% Students Eligible for Free and/or Reduced Lunch
State of Maryland	277,617	128,347	46.2%
Prince George's Cty	39,907	23,257	58.3%
Target Area High School			
Bladensburg HS	2,095	1,474	70.3%
High Point HS	2,960	1,963	66.3%
Northwestern HS	2,396	1,372	57.3%
Parkdale HS	2,588	1,684	65.0%
Total High Schools	10,039	6,493	65.0%
Middle Schools			
Charles Carroll MS	1229	900	73.2%
Nicolas Orem MS	1052	692	65.8%
Total Middle MS	2281	1592	70.0%
Averaged Percents	12,320	8,085	68%
Source: Maryland Department of Education, Report Card 2024, Note: Table averaged %s is rounded to the nearest whole number			

§643.21 (a) 2: Low Rate of High School Persistence of Students in Target Schools

The persistence rates for the State, County, and TS students are shown in Table 3 below.

The TS persistence rates were calculated as the average four-year adjusted persistence over the

University of Maryland Talent Search Program-NORTH (UEI # NPU8ULVAAS23)

most recent four years for which data were available. According to the Maryland State

Table 3: Persistence Rates		
	All Students Persistence Rate (4 Yr Adj Cohort)	FARMS Persistence rate Students (4 Yr Adj Cohort)
State of Maryland	91.7%	88.3%
P. George's Cty	85.4%	83.4%
Target Schools		
Bladensburg HS	77.1%	77.6%
High Point HS	74.6%	74.6%
Northwestern HS	73.3%	73.2%
Parkdale HS	82.8%	81.4%
Average	77%	77%
Source: Maryland Department of Education: Report Card 2024. Note: Averaged %s in the chart are rounded to the nearest whole #.		

Department of Education, persistence rates are not tracked or reported separately. Dropout data determine persistence—if a student does not drop out or actively transfer and return the following school year, they are considered to have persisted. As shown in Table 3, the average persistence rate for all students in the TSs is 76.9%, and for FARM students, it is 76.7%. This small difference between the two groups' persistence rates results from the fact 100% of all in the Target Schools receive free or

reduced-price Lunch. This means the populations are practically identical, all are potentially low-income eligible, and have similar socio-economic characteristics, so the persistence rates for ALL students and FARM students are also practically identical.

§643.21(a) 3: Low Rate of Students in the TS who Graduate from High School with a Regular Secondary School Diploma in the Standard Number of Years.

As shown in Table 4 below, the adjusted four-year cohort graduation rate for all students graduating in 2024 at the state and county levels who earned a regular high school diploma within four years was **87.5%** and **81.8%**, respectively. The 4-year graduation rate for low-income

University of Maryland Talent Search Program-NORTH (UEI # NPU8ULVAAS23)

(FARM) students with a Regular Diploma was **81.8%** at the state level and **76.3%** at the county level. This is a 8% difference, even at these higher population levels. **See Table 4.**

Table 4: Low Rate of Students in TS Graduating with a Regular Diploma – 4yrs			
	Total # of Seniors	4 yr. Cohort Adjusted Graduation Rate	4 yr. Cohort FARMS Graduation Rate
State of Maryland	67,349	87.5%	81.82%
Prince George's Cty	9718	80.02%	76.35%
Target Schools			
Bladensburg	330	71.2%	70.1%
High Point	454	66.8%	63.9%
Northwestern	607	66.4%	63.3%
Parkdale	498	76.2%	73.1%
Total	1,719	70%	68%
Source: Maryland Department of Education Report Card 2024. Note: Averages are Rounded to the nearest whole Number.			

The differences in graduation rates for students in the TSs earning a Regular high school diploma in 4 years were even greater. In the TSs, the average four-year adjusted graduation rate for all students earning a regular high school diploma within four years was **70%**, and for FARM students, it is **68%**. This is approximately 17.5% lower than the *state's*

graduation rate for all students earning a regular high school diploma in four years and 10% lower than the *County's* graduation rate for **All** students earning a regular high school diploma within four years.

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The FARM students' graduation rate is approximately 14% lower than the state FARM students' rate and 8% lower than the County-level FARM students' rate.

Addressing Non-Academic Barriers to High School Graduation and Postsecondary and Industry Readiness

America's Talent Strategy (2025) highlights a significant misalignment between education systems and employers' needs, particularly in high-demand technical sectors. Students, especially those from low-income and first-generation backgrounds, often lack access to early career exposure, structured CTE pathways, and clear guidance on credentials that lead to good-paying jobs. Some Target Schools offer strong programs in STEM, health, and public safety. In contrast, others focus on less complex or broader courses, such as Business Administrative Services, Career Research and Development, ProStart, or basic apprenticeship access. These schools place less emphasis on advanced Artificial Intelligence, IT, biomedical, or other high-wage pathways. Because not every Target School provides on-site CTE programs in high-skill, high-wage, or in-demand career fields, UMTS proposes to: (1) increase early-career exposure for students in grades 7–12; (2) create structured pathways that include apprenticeships, dual enrollment, and industry-aligned training; and (3) integrate Learning and Employment Records (LER), and AI-Literacy and digital wallets into a college and career readiness model to support skills-based transition.

According to the Maryland State Report Card on Career and Technical Education: Comprehensive Local Needs Assessment 2024-2026, PGCPs demonstrates strong access to Career and Technical Education (CTE), with 85% of graduates participating in CTE programs—nearly double the statewide rate of 45%.² However, student persistence and completion rates are significantly lower: only 20% of PGCPs participants reach concentrator status, compared to 30%

² Maryland State Department of Education-Report, "Career and Technical Education: Comprehensive Local Needs Assessment 2024-2026, 2024.

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statewide. Even though low-income students participate at a high rate (31%), their transition to concentrator status remains low at 12%. Although there are many causes of these outcomes, one possible cause is the uneven CTE program offerings across the Target Schools. See Table 5 below.

Table 5: Target Schools CTE Program Offerings		
High Schools	Current Strengths Target Schools	Key Gaps vs. High-Skill / High-Wage Examples
Bladensburg	Strong STEM + CTE mix: IT Networking (Cisco), PLTW Biomedical Science, Pre-Engineering, Health Professions, TAM, Apprenticeship	Already strong; slight gap in cybersecurity specialization and deeper industry credentialing
Parkdale	Business, CDA, Homeland Security, Apprenticeship	Heavy on general/business; lacks advanced STEM (IT/biomedical)
Northwestern	TAM, Business Mgmt., CIS, Homeland Security, Apprenticeship	“CIS” is not equivalent to a rigorous CS/cyber pathway ; it lacks strong health/STEM
High Point	Apprenticeship, ProStart (culinary), Career Development	Very limited exposure to high-skill, high-wage sectors
<i>Maryland Career and Technical Education Four-Year State Plan - Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Plan Submission April 2020</i>		

To address these issues, the UMTS-North project will implement a comprehensive, early-intervention Talent Search model focused on college preparation, career awareness, and structured postsecondary pathways for students in grades 7–12. UMTS program staff will collaborate with the PGCPs CTE coordinator to inform parents of and engage students in the growing availability of CTE programs and opportunities, and to emphasize their alignment with college aspirations, which PGCPs is offering and will expand in 2027 through its 100% CTE High School at Crossland High School. Additionally, Talent Search services will embed LER creation in academic advising, career exploration, and postsecondary planning. Student activities--such as tutoring, dual enrollment, and CTE, --will be purposefully linked to competencies documented in LER

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structures. Advising sessions will use a workforce based program. To help students recognize and express their capabilities. AI-driven wallets will further enhance this process, enabling students to visualize career progression, pin skills gaps, and strategically select coursework and programs. Participants will use these tools throughout their experiences. Beginning in middle and high school, students will build basic LER profiles, steadily adding credentials like digital badges, coursework, and assessment.

§643.21(a) 4 (i): Low Postsecondary Enrollment and Completion Rates of Individuals in the TA and TSs as evidenced by...following:

As shown in Table 6 below, an average of **49.3%** of students who graduated from the Prince George's County School System (PGCSS) enrolled in college within 12 months of graduation.

Table 6: 4 (i) Low Rate of Enrollment in Postsecondary by Graduates of TS (2023 Data)				
	Total # of HS Students	Total # of Seniors	% enrolled in PSE after 12 mons.	% FARMS in PSE-after 12
State of Maryland	276,495	67,829	62.2%	48.9%
Prince George's Cty	39,627	10,117	49.3%	44.3%
Target Schools				
Bladensburg HS	2,164	376	36.1%	36.4%
High Point HS	3,003	480	33.2%	32.2%
Northwestern HS	2,346	492	33.6%	32.6%
Parkdale HS	2,561	442	41.2%	40.1%
Totals/ Averages	10,074	1,790	36.0%	35.0%
Source: Maryland Report Card, 2023. Note: Averages are rounded to the nearest whole #.				

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The 2023 enrollment rate of graduates from the TSs was relatively low compared to the *state* and *County* levels: **48.9%** at the *state* level and 44.3% at the County level, but only **35.3%** of eligible FARM students in the Target school graduated and pursued postsecondary education within 12 months of graduation. Only **36%** of all students who graduated from the TSs enrolled in postsecondary education (PSE) within 12 months³.

The data in Table 6 continues to show that potential Talent Search students in the TSs are being overlooked despite the implementation of the state Common Core Standard Curriculum in public schools. The data show that low-income and first-generation students in the TSs consistently face disparities across all criteria used to justify the need for the TSs and the TA.

§643.21 (a) 4 (ii): A High Number or Percentage of Individuals Residing in the Target Area with Education Completion Levels below the Baccalaureate Degree Level

As seen in Table 7, approximately **73.6%** of individuals over 25 living in the TA have less than a baccalaureate degree (*26% have a BS Degree*), compared to approximately 62.4% of those over 25 residing in the County have less than a baccalaureate degree. At the state level, 55.3% of adults aged 25 and older have less than a bachelor's degree, and (44.7%) have a bachelor's degree or higher. **Table 7** below also shows that, on average throughout the TA, **15.%** of individuals aged 25 and older have *some college* but have not completed a baccalaureate degree. What is most alarming is that 24.3% (1 of 4) of adults aged 25 and older have not completed high school. This suggests fewer educational role models for potential Talent Search students in their families and communities. The overall County population aged 25 and older has about 11% higher baccalaureate attainment than adults in the Target Area. Table 7 shows that only 26.3% of adults aged 25 or older have a bachelor's degree or higher. Almost 30% of adults aged 25 and older have

³ Maryland Report Card, 2024

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Table 7: 4 (ii). High Number or Percentage of Individuals Living in TA with education levels below a bachelor's degree.						
	25 years and older	Less than High School Graduate	HS Graduate No college	Some College, No degree	% below bachelor's degree	% Bachelor or higher
State-of MD	4,364,086	177,061	1,008,475	741,592 (16.9%)	55.3%	44.7%
Prince Georg. Co.	667,226	56,718/ (8.5%)	166,519 (24.9%)	115,155 (17.2%)	62.4%	37.6%
Target Area						
Adelphi	11,070	2,282	2,735	1,176	72.6%	27.4%
Chillum	23,998	4,664	6,589	3,226	76.3%	23.7%
Hyattsville	15,386	2,261	2,231	1,782	51.4%	48.6%
E. Riverdale	10,818	2,746	2,901	1,563	84.6%	15.4%
Langley Pk	12,632	6,508	2,758	522	91.2%	8.8%
Riverdale	4,364	1,770	1,008	741	55.3%	44.7%
New Carrollton	9,223	959	2,654	1,725	71.6%	28.4%
Landover Hills	1,374	229	429	271	83.4%	16.6%
Lanham	7,974	956	2,312	1,793	71.4%	28.6%
Landover	16,351	1,892	6,262	2,322	78.3%	21.7%
Average percents	113,190	24,267/ (24%)	29,879/ (30%)	15,121/ (15%)	74%	26%
Source: <i>U. S. Census, 2023 American Community Survey, 5-Year Estimates, Table S1501</i> Note % in the Table are rounded to the nearest whole Number.						

only a high school education. Table 7 also shows that in two townships within the TA—East Riverdale and Langley Park—84.6% and 91.2% of adults aged 25 and older, respectively, have education levels below a bachelor's degree. This data indicates that many TA and TS students lack access to college- or career-credentialed individuals in their families or immediate communities who could consistently serve as role models to guide, motivate, or inspire their higher educational interests, abilities, and aspirations.

A significant body of research supports a strong connection between parents' income and a child's school readiness and performance. Children's education appears closely correlated with their parents' education, especially the mother's.⁴ The UM Talent Search program staff and other professionals will connect with and advise students and parents about available role models and opportunities, exposing them to pathways to registered apprenticeships, internships, in-demand certification programs, and higher education options.

Data in Table 7 underscore significant disparities in educational attainment between the TA and the Target Schools, as well as the lack of role models for students in the Target Schools.

§643.21 (a) 5: The Extent to which the Target Schools do not offer Students the courses or academic support to complete a rigorous secondary program of study, or have low participation or low success by low-income or first-generation students in such courses

The state of Maryland requires every student to complete the Common Core State Standards Curriculum, which includes 22 credits: 4 in English, 4 in Math (including Algebra 1 and Geometry), 3 in science, and 3 in Social Studies. Students must also take the Maryland Comprehensive Assessment Program (MCAP) for each course to fulfill the requirements for a Maryland high school diploma.

⁴ The European Journal of Public Health, Double Advantage of Parental Education for Child Educational Achievement: The Role of Parenting and Child Intelligence, My, 2022

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There are three main components of the Rigorous State curriculum: the Dual Enrollment program, the International Baccalaureate program, Advanced Placement courses, and the honors course sequence. Maryland's required curriculum aligns with the definition of a rigorous course of study as stated in §643.7(b)(3) ..., established by the state education agency (SEA) or local education agency (LEA) and recognized as a rigorous program of study ...". However, only students who complete 4 of 6 rigorous course indicators with a B or better graduate with a regular diploma and are considered to have a rigorous course of study; the others receive a certificate of graduation.

In Prince George's County, MD, students can earn rigorous high school diplomas through specialized programs such as the International Baccalaureate (IB), 3DE, P-TECH (a six-year associate degree pathway), College Park Academy, and the Academy of Health Sciences@ PGCC. These programs emphasize college credits, STEM, and advanced coursework. Some high schools offer a rigorous curriculum leading to a Rigorous Diploma, including AP/IB and Career & Technical Education (CTE). Certain specialized CTE pathways provide industry certifications and licensures. Several UMTS Target Schools offer CTE programs, including Electrical, Carpentry, Barbering, Cosmetology, Health Professions-Nursing Assistant, Pharmacy Technician, Computer Information Systems, Homeland Security Science Pathway, Junior Reserve Officers' Training Corps, Career Research and Development (2 years), and Apprenticeship Maryland Program (2 years). However, even though some of these CTE programs are part of the "rigorous curriculum," they do not meet the requirements for a Rigorous Diploma. Low-income students are more likely to attend underfunded and under-resourced schools that do not offer advanced IB coursework.

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Increasing equitable access to rigorous curricula will help more underserved students graduate with a Rigorous Diploma and be better prepared for postsecondary success.⁵

Only 6 of the 36 county high schools offer the IB curriculum, and among the UMTS-N target schools, only 1 TS, Parkdale High School, offers this program. Students must complete a series of pre-enrollment requirements and assessments exclusive to IB schools. This effectively limits access to the IB program for many TS students. Of the 10,039 High School students enrolled in the TSs, including 2,588 (2023 data) at Parkdale High School, only 58 participate in the IB program, clearly indicating limited access and low participation among TS students. Table 8 presents the Number and percentage of students who participated and graduated with a regular diploma within four years, including those who successfully completed rigorous courses such as Advanced Placement (AP). Some students believe these challenging courses are only for the exceptionally bright, and without strong guidance and encouragement from high school counselors, students are unlikely to enroll in AP courses, including advanced math beyond Algebra II or science beyond Biology.

Advanced Placement courses are offered at each TS, but participation and performance vary significantly. As shown in Table 8, students who focus early on postsecondary education are most likely to access and engage in rigorous courses. Many potential Talent Search students, who are low-income and first-generation, are less likely to be recommended for these challenging courses by school staff.

The **Dual Enrollment program**, another component of the Common Core that emphasizes rigor, also has a very low participation rate. As shown in Table 8, only 109 (0.7%) of high rigor,

⁵ National Association of College Admission Counseling, *Rigorous Curriculum*, Jan. 2025

Table 8: Low Participation, Limited Access to AP/IB Courses, and Rigorous Indicators						
	# Total HS Seniors	# of Students took AP Exams	Total # of Students in IB Curriculum	Total # sdts Rigorous Curriculum	Total % Rigorous Curriculum	Dual Enrollment*
State of MD	60,351	74,109	6,820	19,312	32.0%	15,512
P George's Cty	8,155	5,404	384	2,177	26.7%	2,429
Target Schools						
Bladensburg	330	112	NA	402	10.4%	NA
High Point	454	111	NA	497	15.5%	32
Northwestern	437	123	NA	448	18.1%	44
Parkdale	498	92	58	531	17.5%	33
Total/Avg	1,719	438	58	470	15.3%	109
Source: Maryland State Education Report Card 2024, * Maryland State Education Report Card 2024						

also has a very low participation rate. As shown in Table 8, only 109 (0.7%) of high school completers across all four TSs enrolled in Dual Enrollment, indicating minimal participation among TS students. The exact level of participation data for potential low-income FARM students was unavailable.

§643.21 (a) 6: Other Indicators of Need for a TS project, including low academic achievement, low standardized test scores, a high ratio of students to school counselors ...

a. Low Academic Achievement: The data in Table 9 continue to show disparities in academic achievement between potential TS students and non-TS ALL students. Achievement is measured by proficiency rates and performance on the TS at grade ten, compared with students across the state and within the school district at the same grade level. The Maryland

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Comprehensive Assessment Plan (MCAP) is administered statewide to **evaluate students' progress and proficiency in 10th-grade English Language Arts and Mathematics (including Algebra I & II)** and Geometry) and to assess their readiness for college and careers. The most consistent data for this assessment across the state, County, district, and TS comes from the 2024 school year. Overall, Target School students, especially low-income FARM students, scored lower on this statewide assessment than their peers. MCAP has five proficiency levels,

Level 1 indicates not meeting statewide expectations; Level 2 indicates partially meeting expectations; Level 3 indicates approaching expectations; Level 4 indicates meeting expectations; and Level 5 indicates exceeding expectations. The data in Table 9 focus on students who met or exceeded expectations. At the state and county levels, proficiency in English Language Arts for ALL 10th-grade students averaged 55% and 45%, respectively. In Math, the state proficiency levels for ALL students in Algebra and Geometry were 24% and 22%, respectively. However, for all FARM students at the state and county levels, proficiency in English Language Arts in 10th grade was 41% in both cases. For FARM students at the state level, proficiency in Math was 11% in Algebra II and 7% in Geometry. At the county level, proficiency in Algebra II and Geometry for FARM students was 8% and 5%, respectively.

Among Target Schools for FARM students, the English proficiency rate was 35% (10 percentage points lower than the state and county rates). In Algebra II and Geometry, the proficiency level for Target School FARM students was 5%, with some schools below 5% rounded up to 5%. This is a significant disparity between the two groups of students, reflecting differences in academic achievement, preparedness, and standardized test performance.

b. Low Standardized Test Scores: The current statewide assessment, the Maryland Comprehensive Assessment Program (MCAP), has been administered for 8 years and measure

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students' proficiency in specific subjects at the K-12 levels. Table 9 above presents results for students in English Language Arts and Math—Algebra I & II and Geometry.

Table 9: (MCAP) Proficiency on Statewide Assessment (Eng./Language Art & Math						
	All Students			FARMS		
	English 10 % rate	Math Alg. II	Math Geometry	English 10 % rate	Math Alg II	Math Geometry
Grade Level	10th	Higher level		10th	Higher level	
State	55%	24%	22%	41%	11%	7%
County	45%	11%	6%	41%	8%	5%
Target Schools						
Bladensburg	41.1%	5.1%	5.0%	43.3%	5.7%	5.0%
High Point HS	32.1%	5.0%	5.0%	35.1%	5.0%	5.0%
Parkdale HS	31.6%	5.0%	5.0%	29.7%	5.0%	5.0%
Northwestern	33.6%	5.0%	5.0%	33.4%	5.0%	5.0%
Averages	35%	5.0%	5.0%	35%	5.0%	5.0%
Source: Maryland Department of Education Report Card 2024						

The highest levels assessed were grade 10 English Language Arts and grade 10 Geometry. Therefore, the Scholastic Aptitude Test (SAT) is the most appropriate uniform standardized test for seniors. The SAT is designed to evaluate students' specific skills necessary for higher education.

As shown in Table 10, the state-level SAT composite scores for the Mathematics and Reading/Writing sections were 1000 and 899, respectively. The average SAT composite score for

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TS students across all four target schools was 841. None of the target schools met the County's

Table 10: SAT Mean Score Trends by Graduation Year				
	# Students Tested	Reading Writing	Math	Total Score
Maryland	43,457	512	488	1000
Prince George's Cty	5987	468	431	899
Target Schools				
Bladensburg HS	256	423	399	822
High Point HS	260	442	415	857
Northwestern HS	296	428	407	835
Parkdale HS	337	443	410	853
Total/Averages	287	434	407	841
Source: Maryland Department of Education, Report Card 2024				

average composite score of 899. The average SAT score for the target schools was roughly 159 points lower than the state level and 58 points lower than the county level. Low academic achievement and MCAP proficiency rates, along with lower SAT scores, continue to highlight the importance of the Talent Search

program.

c. High Student-to-Counselor Ratio in Target Schools: The ASCA recommends maintaining a ratio of 250 students per school counselor⁶. It also advises that counselors spend at least 80 percent of their time working directly or indirectly with students. In Maryland, the average counselor-to-student ratio is 332:1 statewide and **382:1 in the target schools**.

These figures surpass the ASCA recommendations and the state average. Maryland and the target schools fall significantly below the recommended ratio, with an average of 332 students per counselor at the state level and 382 at the target schools. According to ASCA,

⁶ American School Counselor Association, 2023-2024

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counselors play a vital role in helping students from families with no postsecondary education experience navigate college decision-making and application processes. More importantly, they help students find financial aid to pay for college or two-year in-demand industry certification programs. Counselors' time is often consumed by managing large caseloads, which forces them

Table 11: Counselor -to-Student Ratio			
Target School	Total # of Students	Total # of Counselors	Counselor-to-Student Ratio
Bladensburg	2,095	4	523:1
High Point	2,960	10	296:1
Northwestern	2,396	7	342:1
Parkdale HS	2,588	7	370:1
Average	2,509	7	382:1
Source: Each Prince George's Cty. TS Website's Faculty, 2025			

to spend more time addressing students' attendance, discipline, mental health, and other school or family-related issues, as well as helping students explore postsecondary options and connect with resources for

academic improvement. In contrast, counselors at higher-performing schools dedicate a larger share of their time to college admissions and selection.

d. Other Socio-economic Problems of Eligible Individual, including foster care and homeless children and youth in target schools or target area:

i. Unaddressed Needs of Homeless and Foster Care students in the TSs and Area

Prince George's County Public Schools (PGCPS) serves many students experiencing homelessness. District data show that approximately 1,035 to 1,733 students were identified each year under the McKinney-Vento Homeless Assistance Act during the 2018 and 2020 school years. These students often lack a stable, adequate nighttime residence and frequently face significant educational disruptions, such as mid-year school changes and chronic absenteeism. PGCPS faces

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a major challenge in supporting its homeless student population. District data reveal a troubling trend: many of these students are frequently absent, missing as many as 24-26 of 180 classroom days, making it difficult to identify and effectively engage them in meeting curriculum requirements. This negatively affects their ability to learn, persist, succeed, and benefit from the opportunities available to other students.

Students experiencing homelessness face complex risk factors, including poverty, family instability, and other challenges, and often lack consistent guidance on course selection, financial aid, and postsecondary pathways. These issues greatly reduce their chances of graduating from high school and enrolling in college. UMTS-N staff will work with school staff and officials to provide advising, counseling, academic coaching, and connections to in-school and out-of-school resources, whenever possible and affordable, to best support this vulnerable group.⁷

2. Food Insecurity: Food insecurity, as defined by the USDA, is the lack of reliable access to enough food for all household members to live an active, healthy life, along with uncertainty or limited availability of nutritionally adequate foods. Food-insecure children are those living in households experiencing food insecurity.

According to the Capital Area Food Bank's (CAFB) 2024 Hunger Report, 50% of households in Prince George's County experienced food insecurity between May 2023 and May 2024. In Prince George's County, the food insecurity rate is significantly higher than Maryland's mid-2025 average of 13.35%. By comparison, USDA ERS data for 2024 show that 13.7% of all U.S. households were food-insecure at some point during 2023. Many families in our community face food insecurity, which directly impacts students' ability to focus, learn, and thrive. This

⁷ Prince George's County Public School, Homeless Evaluation Report, FY2018-FY2020.

partnership helps ensure students receive the nourishment they need to succeed in school and beyond.

Children facing severe food insecurity often experience reduced attention span, motivation, and stamina. Research shows that children in families unsure where their next meal will come from are more likely to have lower math scores, repeat a grade, and experience developmental impairments in areas like language, motor skills, and behavior. Studies also indicate that children in homes without consistent access to food are more prone to developmental impairments in areas such as language, motor skills, and behavior. These are just some of the social conditions that the Talent Search students face and that the program staff will encounter while serving them⁸.

3. Unemployment and Underemployment: Unemployment affects every member of a family. The unemployment of family members impacts UMTS-N students in multiple ways. This often forces Talent Search-age students to take low-wage jobs to help support their families. Many Talent Search students worked during times that conflicted with regular classes and study hours. According to the Bureau of Labor Statistics (2025), as of July 2025, the youth employment-population ratio (16- to 24-year-olds) in the U.S. was 53.1%, representing 21.1 million employed young people. According to the Local Area Unemployment Statistics (LAUS), the unemployment rate in Prince George's County was the second-highest among counties in the state, at 5.5% for adults in December 2025. Youth unemployment was also notably high in specific areas, several of which are in the Target Area, with rates exceeding 12% to 22% in some Council Districts. Unemployment among adults and limited employment opportunities for youth are social and economic issues that potential Talent Search participants face. The UMTS, PGCPs, and community workforce teams will collaborate to close gaps in access to credentialing systems,

⁸ Hunger's Effect on Education, Feed the Children, July 27, 2023

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demonstrate how skills translate in the labor market, and provide targeted support that removes barriers related to digital literacy and AI tools.

4. School Truancy/Chronic Absenteeism: Truancy and high absenteeism remain significant issues in Prince George's County Public Schools and the Target Schools. As of early 2024, Prince George's County Public Schools (PGCPS) reported a chronic absenteeism rate of 29% to 31% for the 2023-2024 school year. Although this is a decrease from over 34% in early 2023, it remains a serious concern, with some schools experiencing very high rates (Prince George's County Council, April 2024). One of the TS-N target schools, Bladensburg High School, faces severe attendance problems: roughly half of its students are chronically absent, and about 40% miss 20% of school days, making it a key focus of anti-truancy efforts in Prince George's County. The Talent Search program will work to mitigate some of the factors contributing to absenteeism among program participants

In summary, **the NEED** to provide services through the UM-Talent-Search North Program at the Target Schools is overwhelming.

- **16%** of the families in the TA live below the poverty level
- **77%** of eligible students persisted from one year to the next based on the Cohort-adjusted data
- **70 %** of the children in grades 8-12 in the TA/TS were eligible for Free or Reduced meals (*middle schools 69.5%*)
- **74%** of the Individuals in the TA were without a baccalaureate degree
- **68%** of the TS students graduate with a regular diploma within four years
- **35%** of the students enroll in postsecondary education
- **23%** of the students in Target Schools did not persist from 9th through 12th grades
- **15.3%** students complete a rigorous AP curriculum in TS with 3-4 indicators

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B. OBJECTIVES:

34 §643.21(b) (1-5)

The University of Maryland's Talent Search Program will achieve the objectives outlined below. The program will serve 660 students annually, two-thirds of whom will be low-income and first-generation. The objectives are responsive to the NEED, and the Plan of Operation and Services provided will support meeting the established Performance Measure, as indicated in Table 12.

Table 12: Standardized Objectives

GOAL

Secondary School Persistence (Performance Measure #1)

1. OBJECTIVE: 82% 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.

AMBITIOUS: The baseline for this objective is 77%, as shown in Table 3. The 82% benchmark is 5 percentage points higher than the TSs' FARMs rate and closes the gap between the County rate of 83.4% and the Target School rate by 1.4 percentage points. This is ambitious because the County has several higher-performing schools with higher academic standards, unlike most TSs. Additionally, only 26% of Target Area adults of TS students have a BS degree or higher, and 16% of families live at or below 150% of the poverty line. Many students may lack in-family role models, and their parents often work multiple jobs, limiting their involvement in their education. Upper-income families have different circumstances and are more likely to be involved in their children's education.

ATTAINABLE: The UMTS-N program staff will work in concert with the PGCPs counselors, parents, tutors, and mentors to monitor students' attendance, coach and encourage students to stay engaged in the school curriculum and activities, and serve as advocates to minimize distractions and other factors that research shows contribute to disconnection and dropping out of school. TS staff will inform, encourage, and advise students about the various CTE programs and the benefits of participating in and successfully completing them to gain broader PSE opportunities. Additionally, the Plan of Operation for providing the required services will be implemented to maximize the use of allocated resources and keep students engaged and committed to academic success.

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GOAL	Secondary school graduation with a regular diploma within the standard 4 years. (Performance Measure #2)
<p>2. OBJECTIVE: <u>73%</u> of seniors served during the project year will graduate with a regular secondary school diploma within the standard Number of years.</p>	
<p><u>AMBITIOUS:</u> The baseline for this objective is 68%. As shown in Table 4, the adjusted four-year graduation rate for all students in the TSs who graduate with a regular diploma in four years is 70%, and for TRiO-eligible FARM students, it is 68%. The benchmark is set at 73% for this objective, representing a 5% improvement over the current baseline for eligible FARM students and a 3% increase over the graduation rate for all students in the TSs. Increasing the graduation rate of TS low-income and first-generation students is ambitious, especially in a context where, as shown in Table 6, 1 in 4 adults over the age of 25 does not even have a high school diploma, truancy and high absenteeism rates reach as high as 22% in most schools, and nearly 50% in one of the target schools. Staff will inform, encourage, assist, and advise students and parents about the benefits of participating in and successfully completing CTE apprenticeships, or workforce training, dual enrollment, or AP programs they may be enrolled in during HS.</p>	
<p><u>ATTAINABLE:</u> Many of the same strategies used in goal (1) will also be vital for Talent Search Students graduating within four years with a regular diploma. As outlined in the plan of operation, students will be connected to and/or provided with high-impact tutoring, academic and career coaching, mentoring, and review sessions (subject course reviews) on a weekly and monthly basis throughout high school. TS staff will work with school counselors and instructors to support their efforts to keep students on track and to make satisfactory academic progress. TS staff will also involve parents in supporting students' achievement and help students prepare for and pass high school assessment exams, which remain a major hurdle for many students—even those who have completed the necessary credits for graduation. This is evidenced by low participation and performance on the state assessment (see Table 10) and low scores on college entrance exams (see Table 11). The staff will also introduce students and inform parents, as early as 8th grade, about both the PSE academic pathways to higher education and the various CTE and other workforce training options available in the TA to maximize students' interest in succeeding and completing high school.</p>	

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<u>GOAL</u>	Secondary School Graduation w/rigorous secondary school program of study (Performance Measure #2)
<p>3. OBJECTIVE: <u>21%</u> 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.</p>	
<p><u>AMBITIOUS:</u> The baseline for this goal is 15.3%. As shown in Table 8, a few students in the TA participate in more advanced courses that lead to the Rigorous Course of Study. Based on who took and completed AP and IB courses, and on the 4 to 6 rigorous indicators needed to receive a regular high school diploma in a demanding secondary school program, the percentage was only 15.3%. This target is 5.7% higher than that of all students in the Target Schools; there was no comparison-group data for FARM students on this question. The real challenge will be to increase enrollment and participation in AP courses and ensure that students successfully meet the required indicators. This is a tough goal because the Talent Search program has limited control over many factors in the academic environment, including counselors' and teachers' recommendations, as well as social, economic, and mental health issues at home. Therefore, improving the rate of successful completion of AP indicators by 5.7% in a rigorous course of study makes this an ambitious aim, especially given the low-income and first-generation status of Talent Search students.</p>	
<p><u>ATTAINABLE:</u> This objective is attainable through tutoring, academic guidance, coaching, and advocacy interventions provided by the TS program and staff. These interventions will provide students and their parents with information to better understand the best pathways for preparing for postsecondary opportunities, as well as CTE options and the benefits of participating in and successfully completing CTE and workforce training. Additionally, staff will collaborate with high school counselors to identify students likely to succeed in the rigorous AP and/or IB curriculum, encourage them to seek recommendations, and closely monitor their progress to keep them on track. TS staff will work closely with this group of students to ensure they have access to school, program, university, and community resources, including mentoring and high-impact tutoring, to increase the likelihood that students enrolled in the rigorous curriculum will remain in the courses and achieve greater success.</p>	
<u>GOAL:</u>	Postsecondary Education Enrollment: (Performance Measure #3)

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4.	<p>Objective: <u>40%</u> of participants, who have graduated with a regular secondary school diploma, during the project year, will enroll in a postsecondary program by the fall semester immediately following high school graduation or will have received notification, by the fall semester immediately following high school, from a program of study of acceptance but deferred enrollment until the next academic semester (e.g., spring semester).</p>
	<p>AMBITIOUS: The baseline goal for eligible low-income students is <u>35%</u>, as shown in Table 6. The benchmark of 40%, which is 5% higher than the current rate for eligible FARM students (potentially low-income students) in the TSs, exceeds the rate for non-low-income students in the TSs by 4 percentage points. This benchmark is within 3% of PSE enrollment in the County, which has significantly higher educational and income levels than the TS areas. The project aims to close the gap between FARM (potential Talent Search students and the PGCPS enrollment rate. Since PGCPS has two schools in the County with PSE enrollment rates over (51%) & (61%), which is double the rate in TS and 6% higher than for All Target Schools students. A 5% improvement remains very ambitious for lower-performing Target schools and students who face many socioeconomic challenges, unlike non-low-income students.</p>
	<p><u>ATTAINABLE:</u> Enrollment is the hallmark of the TS program's work. Staff will be trained to plant the seed of thought among 8th-grade students and their parents. They will work with 9th- and 10th-grade students to ensure they are familiar with the PSE and CTE options outlined in the Plan of Operation. They will also assist juniors and seniors in preparing for and successfully completing admission and financial aid applications. First, staff will identify students most likely to enroll in postsecondary education, carefully monitor applications, support continuous engagement, coach students to succeed in their courses, and connect them to tutoring and other essential resources for successful PSE enrollment. Second, the program staff will arrange college visits and shadowing opportunities for 12th-grade students before they complete their college applications. Third, TS staff will provide parents with information and assistance on the financial aid process, conduct financial literacy workshops, and involve representatives from the Financial Aid Office and financial advisors to explain how to pay for postsecondary programs. These combined interventions will make this objective achievable.</p>
<u>GOAL:</u>	Postsecondary Attainment (Performance Measure #4)

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5. OBJECTIVE: 42% 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.

AMBITIOUS: The baseline for this objective is 37%. This baseline for this objective was established by comparing six-year graduation rates at six public colleges and universities in Maryland, where 85% of talented high school students have traditionally enrolled. The institutions include Frostburg State University (55%), University of Maryland Eastern Shore (37%), Bowie State University (38%), Coppin State University (26%), Morgan State University (47%), and Prince George's Community College (PGCC) (18%). The average six-year graduation rate across the colleges, including three years at PGCC, is 36.8%. The benchmark for this goal is 5% higher than the average graduation rate of the schools mentioned above. This is an ambitious target because the actual rate ranges from 18% to 55%, and a significant percentage of Talent Search HS graduates pursue associate degrees, certifications, and licensure programs at Prince George's Community College. In this case, the benchmark for this goal is 100% higher than PGCC's rate, and it exceeds the six-year graduation rate for four of the six schools PSE institutions compared, making this benchmark very ambitious.

C. PLAN OF OPERATION

34 CFR [§643.21(c) (1-6)]

The first step in the Plan of Operation is to inform the University, partner schools, community organizations, and residents in the target area about the program's purpose, goals, objectives, and selection and participation criteria. Additional details are provided in the Plan to Inform Schools, Institutions, Residents, and Communities (Table 13).

Plan to Inform: Schools, Residents, and Community...

Table 13: A. Plan to Inform Schools, Residents, and Community Organizations		
Who	What	When
PI Admin. and Program Dir. <ul style="list-style-type: none"> TS Staff Program Staff Program Director 	<ul style="list-style-type: none"> Send an award notification letter to campus stakeholders Issue public service announcements on the radio and TV. Create social media pages (e.g., Instagram, Facebook, and X); produce brochures, flyers, and postcards; and design posters for posting at the local library. Notify school counselors and principals and request referrals through invitations to grade-level administrative and counselor meetings. Attend high school back-to-school nights, parent nights, and grade-level meetings. Attend PTA meetings virtually or on-site. Meet with potential/eligible students and parents as requested or as assembled via Zoom, in person, or at schools. Distribute brochures in target schools, PTA meetings, guidance offices, and school cafeterias. Maintain an up-to-date program website. Publish announcements in the County News and in the media in the TA and TS. Share outcome results with school officials and the County Board of Education. 	<ul style="list-style-type: none"> <i>Initial start-up (within 1st - 3rd) months, and once a year, after the Annual Performance Report is completed, to share program outcomes.</i>

1. The Plan to Identify and Select Eligible Project Participants.

A. **Plan to Identify:** The main principle guiding the identification and selection of students in the UMTS program is that every eligible student should have equal access to consideration and participation, ensuring compliance with Civil Rights laws and the Constitution, as well as nondiscriminatory practices. Collaborative efforts with the school will be made to identify

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and select children in foster care and at homeless shelters. The target population includes students in grades 7 through 12. Table 14 below outlines the process.

Table 14: (A) Plan to Identify Participants		
Who	What	When
<ul style="list-style-type: none"> PI Admin., Program Director, and Ed Specialist 	<ul style="list-style-type: none"> Inform target schools, community agencies, and places of worship about application deadlines and requirements via press releases, emails, mail, and other media platforms, and distribute applications. 	<ul style="list-style-type: none"> Initial grant (w/in 1st and 2nd month, & On-going
<ul style="list-style-type: none"> Program Director and Ed. Specialist 	<ul style="list-style-type: none"> Request recommendations from school personnel and other agencies in TA and obtain a list of eligible (FARM) and interested students. 	<ul style="list-style-type: none"> on-going until required # of students are selected
<ul style="list-style-type: none"> Program Director and Ed Specialists 	<ul style="list-style-type: none"> Conduct in-school and after-school application workshops at community agencies and places of worship (youth ministries) to attract potential students. 	<ul style="list-style-type: none"> On-going
<ul style="list-style-type: none"> Program Director Ed Specialists 	<ul style="list-style-type: none"> Partner with the CTE, AP, and IB departments to encourage participation and identify students 	<ul style="list-style-type: none"> On-going
<ul style="list-style-type: none"> Program Director and Ed. Specialists 	<ul style="list-style-type: none"> Collaborate closely with in-school Career and Technical Student organizations, Workforce Development and CTE Coordinators, as well as Apprenticeship and Certificate programs, to identify students who are interested and eligible. 	<ul style="list-style-type: none"> On-going
<ul style="list-style-type: none"> Ed Specialist and Prog. Director 	<ul style="list-style-type: none"> Attend back-to-school nights and PTA meetings, and encourage them to identify their children 	<ul style="list-style-type: none"> September - October

b. Plan to Select: Selection will be based on a thorough review of students' academic records, income or first-generation status, and other program requirements to ensure an equitable process for selecting students. See the Selection Rubric in Table 15 below.

A rating scale will be used to select students; the scale will be based on a total of up to 100 points. A student should score at least 65 points to be considered favorably or prioritized for admission to the program. Admission will be offered on a rolling basis.

Table 15: Student Selection Criteria and Rubric		
Cornerstone Criteria	SELECTION CRITERIA	Rubric Points
▪ Residency	▪ Applicant must be a citizen or national of the United States, a permanent resident of the U.S., a resident of a Pacific Island or Territory, or a resident of the Freely Associated States, and provide evidence of intent to become a permanent resident of the U.S.	15
▪ Age	▪ Applicants must have completed six years of elementary education or be at least 12 years old but no more than 27 years old.	10
▪ Status	▪ A participant must be enrolled in grades seven through twelve or have dropped out of secondary school.	10
▪ Low-Income	▪ Participants must use the TRiO annual income, and that income must be documented by one of the four means outlined in the HEOA as amended Documentation provision.	15
▪ First-generation	▪ Must be from families where neither parent or legal guardian has completed a baccalaureate degree	10
▪ Need for Academic Services of the program.	▪ Assessment materials included with the application, as discussed in the Plan to Assess Needs.	15
	▪ School transcript showing at least 2.3 for 9th and 10th grades and 2.5 for 11th grade students (a slight deviation will be allowed)	5
	▪ Foster care or homeless living arrangement documentation	
▪ Higher Ed. Potential and Credentialing or other PSE Pathways	▪ Needs for one or more of the project services to succeed in secondary or postsecondary education.	5
	▪ 2.3 Cumulative GPA via School Verification	5
	▪ Taking a general curriculum vs. rigorous courses	5
▪ Parent/Guardian cooperation	▪ Parents or guardians must provide the required participant's eligibility documents, including a signature on the application.	5
Total Points		100

A rubric will be used to maximize objectivity in the selection process. A major focus of the selection process will be "potential completion of the academic preparation for postsecondary

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education, including apprenticeships, workforce development training, or certificate programs leading to early career pathways."

c. Application Review Process: The Evaluation Review Form and the review will help staff focus discussions on applicants' applications in a more objective manner and make equitable decisions.

Table 16: A. Application Review Process		
Who	What	When
▪ Director	▪ Accept application forms	▪ Sept./May
▪ Dir., Ed Spec./Admn	▪ Establish a file for each applicant	▪ Within 30 days
▪ Director, ▪ Program staff	▪ Review students' records, low-income eligibility documents, transcripts, and citizenship/eligibility status	▪ Within 15 days of application
▪ Prog. Director/staff	▪ Review and rank each application package based on the scoring scale	▪ W/in 30 days of application
▪ Program Director and program staff	▪ Assign a numerical score to each criterion: low-income and first-generation, academic potential (GPA), and recommendations.	▪ W/in 15 days of application
▪ Program Director and program staff	▪ Select students from the applicant pool based on the numerical ranking of the applicants and the totality of the application.	▪ W/in 20 days of completed application
▪ Director and staff	▪ Notify applicants and respective school administration of application status.	▪ W/in 10 days of acceptance
▪ Program Director and program staff	▪ Notify students who are not selected by mail; eligible but not selected students will be placed on a waiting list.	▪ Within 30 days of the decision
▪ Director and program staff	▪ Invite selected students and parents for group interviews. During each interview session, the student and parent sign consent and commitment forms	▪ Within 30 days of the decision dates
▪ Director & staff	▪ Make and announce final selections	▪ Within 30 days of acceptance

(3)-B. The Plan for providing the services delegated in §643.4 as appropriate is based on the project's Assessment of each participant's needs for services.

Assessment of Students' Need for Services: After selection is complete, each participant will complete a comprehensive needs assessment within 30 days of enrollment. Results will be used to develop an individualized service plan that aligns specific services with identified academic, college-readiness, and career-development needs.

A major part of the assessment process will be based on staff's careful review of routine data for each student, including completed application materials, statewide assessments, the MCAP, the PSAT, students' transcripts, and, if provided, letters of recommendation. These data will also be used to evaluate students' academic potential and likelihood of postsecondary enrollment, including CTE certifications, apprenticeship licenses, and workforce training programs. Career interest inventories, such as "School Links," College Board, "ACT Profile," "Career Cluster Inventory," and the Department of Labor's My Next Move Career Profile Assessment tools, or other instruments that help staff assess students' college and career readiness, will be used. Middle school students' career aptitudes and interests will be assessed to inform and advise students and their parents on the most appropriate college or CTE pathway that best aligns with each student's career interests. See the Plan to Assess Students' Needs in Table 17 below.

Table 17: 3. (A). Plan to Assess Participants' Needs		
Needs Assessed	Type of Assessment Inquiries	Survey or Likert Scale
Academic	-Potential for Postsecondary and Credentialing education --Math performance, -Prior tutoring, and in what course -School attendance records -Knowledge of the relationship between secondary courses and programs of study and college competitiveness.	

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	-Desire for participation and postsecondary education via a statement of interest.	
College Preparedness	<ul style="list-style-type: none"> -Knowledge of the college admissions process -Knowledge of entrance exams -Knowledge of financial aid processes -Knowledge of several types of colleges and CTE programs -Knowledge of academic major or workforce development -Knowledge of your plan to afford college 	PSAT, SAT, or ACT, HS Transcript Survey & Dual enrollment and Credentialing reports
Career Interest/ personal Development	<ul style="list-style-type: none"> -Career interest inventory, exposure to enrichment activities or other personal capital opportunities -Exposure to the schools' CTE program and advise of the benefit,-Knowledge of and experience with any of the CTE programs, and -Experiences with college visits. 	Survey/ Career Interest Inventory

3-B. Plan to Provide both Required and Permissible Services

1. Required Services

(a) Connections Student to high-impact tutoring: Participants identified as academically at-risk (e.g., GPA below 2.5 or below grade-level proficiency) will be offered tutoring via school, library, or virtually on an ongoing basis. Participants will receive academic support through extended-day after-school tutoring at schools, including small-group, one-on-one, and online tutoring, as available. The most consistent access to tutoring will be through online sessions, scheduled on-campus study groups, and in-person sessions when the campus is accessible and students have transportation. Using professional and peer tutors (upper-class UM students) and collaborating with high school teachers and counselors, the UM-Talent Search Program will connect student to effective tutoring resources and make them available through the program and by connecting students to other academic service providers, such as the libraries' tutoring services and in-school and after-school tutoring, especially in STEM courses, to enhance students' chances of

overcoming barriers. to academic success and to enable students to complete secondary courses and CTE programs.

(b) Advice and assistance in secondary school course selection and initial postsecondary planning: UMTS staff will collaborate with school counselors through quarterly coordination meetings to ensure that 100% of participants are enrolled in the common core standard secondary school curriculum aligned with their postsecondary goals and in CTE programs to maximize career readiness. Additionally, Talent Search staff will coordinate with Workforce Development, training, and career coordinators to connect interested students with short-term certificates and apprenticeship opportunities, offering alternative career pathways. They will also conduct college pathway advising workshops for 7th- and 9th-graders and their parents to ensure both are aware of options for selecting courses aligned with their career and college goals. The TS staff will advise and assist both students and their parents in course selection and connect students with school resources to enhance preparation for postsecondary education and career pathways of their choice. Additionally, the UMTS program will help participants develop and use verified records of their competencies that align with leading career pathways and current labor-market expectations. With AI-driven digital wallets, students can securely organize and share LERs with postsecondary institutions and employers, enhancing their capacity to navigate education-to-workforce pipelines.

(c). Assistance in preparing for College Entrance Examinations and College Applications: The program staff will provide participants in grades 10–12 with structured SAT/ACT preparation, including at least five instructional sessions and practice assessments annually. Using staff and campus resources, TS will expose students to learning strategies and key approaches that foster a stronger testing mindset and aptitude for those entering high school, college, or other postsecondary options. At each grade level, students will participate in activities focused on

college and career applications, personal statement writing, critical-thinking drills, and resume-writing exercises appropriate to their grade. Talent Search staff will work one-on-one and in group sessions with students and/or parents to assist with completing college applications, the FAFSA, securing letters of recommendation, and drafting personal statements for college admission or CTE programs. They will also help students make decisions about CTE program options and the workforce entry skills required. Additionally, participants will receive clear guidance on presenting their skills to colleges and employers. Students will also use AI-driven wallets in structured settings to assess career options, evaluate postsecondary paths, and align learning with work-based opportunities.

(d). i. & ii. *Information on the full range of Federal Student Financial Aid programs and benefits (including Federal Pell Grant awards and loan forgiveness), scholarships, and assistance with completing financial aid applications, including the Free Application for Federal Student Aid (FAFSA).*

i. Full Range of Financial Resources: At the 9th-10th grade levels, the program staff will provide instruction on the nature of financial aid, roles and responsibilities in researching and applying for grants, scholarships, and loans, and the importance of meeting deadlines. The program will create an extensive in-house Financial Aid database that includes information on the full range of financial aid amounts and types available at community colleges and at public and private institutions, as well as other scholarships, grants, loans, and paid apprenticeships from both private and public organizations, including churches. This manual will be part of the Talent Search online Library and accessible to parents and students during the admission and Financial Aid Search processes.

ii. **Completing the FAFSA:** The staff will provide informational sessions for juniors, especially seniors and their parents, covering critical information and guidance on navigating the financial aid process for postsecondary pathways, whether college or workforce career options. Twelfth-grade students will have the opportunity to participate in more structured workshops focused on researching specific colleges of interest, understanding required information, and completing the FAFSA. The TS staff will assist students, parents, and counselors with this process. Talent Search students may submit their application and financial application to the TS staff for review before submission. Students and parents will be encouraged to discuss their FAFSA with TS staff before submission. UMTS will ensure that at least 85% of eligible seniors complete the FAFSA through targeted workshops, one-on-one assistance, and application review support. Students will also receive guidance on the CSS Profile, the College Board's online national application for admission and scholarships.

5. Guidance on and assistance in---Secondary school reentry; alternative education programs for secondary school dropouts that lead to the receipt of a regular school diploma, and Entry into general educational Development (GED) programs

i. **Secondary School Re-entry:** For students eligible to return to secondary school, TS staff will advise and assist them with the re-entry process and guide them toward suitable alternative high school completion and career options. *Throughout the grant*, the Talent Search staff will connect students to evening high school, apprenticeships, and workforce development training, which are designed to allow students who left school in good standing (due to schoolwork conflicts or teen parenthood) to reenroll and complete their high school requirements. It will also advise, connect, and assist those who choose the certificate or workforce training options to those opportunities. This group of students will benefit as skills-based hiring, digital credential transparency, and the integration of artificial intelligence in education and workforce navigation. At the Re-entry stage, the

UMTS, PGCPs, and the community workforce partners will emphasize early-stage implementation of these innovations in a TRIO context—a rare approach. By using networked records, the project brings together secondary education, postsecondary access, and workforce systems, so student learning stays visible and transferable across sectors, which will provide students with an in-depth understanding of skills-based career pathways, improved alignment of postsecondary plans and skills, and higher enrollment in programs linked to workforce demand.

ii. Alternative to Dropouts: A primary focus of the UMTS Program is preventing high school dropouts and reducing absenteeism. As a standard ongoing practice, TS staff will use an intrusive monitoring-and-engagement model to ensure students are aware of their school's presence and of their attendance and participation levels. This dropout-prevention strategy fosters a more collaborative relationship among program staff, school counselors, students, and parents to improve behavior, attendance, academic achievement, and students' sense of belonging. The goal for TS staff will be to maintain frequent contact, provide coaching, and engage students to reduce the likelihood that students will consider dropping out.

iii. Entry into GED program: The UMTS Program will assist students *throughout the year* in identifying GED, evening high school, and alternative education programs that meet the requirements for a regular high school diploma. TS staff will work directly with ~~the~~ UM-EOC to enroll ~~or re-enroll~~ students who wish to reenter the PSE pipeline to complete secondary or college education, if interested. TS staff will connect these students with the County workforce and training program to expose them to these opportunities and, where appropriate, assist them in enrolling.

iv. Entry into postsecondary education: The UMTS Program will provide, on an ongoing *basis*, open-door, walk-in, or online services to assist any former UMTS student with the admission and financial aid processes. This is for students who have met the high requirements and wish to enroll

in postsecondary education at a community college or other four-year degree-granting institutions. The program's primary goal is to provide current, former, and dropout students with information, support, encouragement, and assistance *throughout* the admissions and financial aid processes to help them enroll in postsecondary pathways. As described above, the main focus of ~~the~~ postsecondary education enrollment will be the current seniors who will be engaged in *a year-long* ~~postsecondary~~ admission and financial aid curriculum to maximize each interested student's opportunity and readiness for admission to their choice of college or other career options.

6. Connection to education or counseling services designed to improve the financial and economic literacy of participants or parents, including financial planning for postsecondary pathways:

a. Financial Literacy: UMTS staff will collaborate with the University of Maryland Student Financial Aid Office, community financial institutions, and professionals to offer comprehensive presentations *annually* on the wide range of financial options available for higher education or other alternative postsecondary education choices. Additionally, the program staff will invite speakers from banking institutions through the Prince George's County Chamber of Commerce to provide at least one workshop per year for parents and students focused on enhancing financial literacy. Topics will include, but are not limited to, credit card use, debt management, paying for college, loans, balancing work and studies, money needs, time management, and the relationship between money and education. All workshops will be community-oriented and aimed at assisting TS low-income and first-generation students and families in the TA in developing more effective money management skills, such as banking, saving, and an introduction to investments.

3. C. Plan to Provide both Required and Permissible Services

i. Personal Counseling: Talent Search staff will offer individual and small-group counseling to students on a variety of issues, including, but not limited to, personal, school-related

(academic and social), and home and family issues, on an ongoing basis. They will also, where appropriate, connect students to professional school counselors, community and church counselors, and/or family counselors to promote each student's healthy emotional, social, personal, and mental well-being.

ii. College Visits: The Talent Search program will offer students the opportunity to attend college visits, tours, and activities *each year*, where affordable, to promote interest in postsecondary pathways and college choice, to build career awareness, and to develop social and personal capital.

iii. Range of Career Options: The Talent Search staff will administer career interest inventories *annually or at the beginning of program participation* to assess students' attitudes, career skill alignment, and knowledge of various career paths. Based on the results, they will conduct workshops that provide students and parents with a broad range of information and activities, introducing students to different career options. TS staff will focus on students interested in and participating in CTE to achieve concentrator status. UMTS will address any gaps through structured advising, pathway alignment, mentoring, and work-based learning opportunities.

In summary, the services provided by the TS staff, as described above, are based on the defined NEEDs delineated in the various Tables in the NEED section. The services are responsive to the needs for interventions and support to improve persistence, secondary enrollment, performance on the state-side assessment, graduation, and postsecondary completion, including a rigorous diploma, college enrollment, and college or CTE programs.

The Delivery Plan to Provide Grade-Level Services:

The UMTS program's primary focus will run from September to August, with June dedicated to helping students prepare for final exams. The detailed per-grade-level service delivery plan for UMTS to implement the required and permissible services will primarily operate Monday through

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Thursday, either during the school day or virtually. Tutoring and mentoring will take place after school or online. See Table 18.

During the summer months, the Talent Search program plans to offer on-campus enrichment and engagement activities for approximately 100 interested students, with parents agreeing to provide lunch and transportation. The activities will include short-term on-campus or at a selected site, workshops focusing on Language Arts, Math, and/or STEM immersion experiences. Innovative and engaging learning methodologies and pedagogy will be used to inspire students' engagement in learning and to reinforce Language Arts and STEM skills. The program will partner with other community organizations and the public schools to offer this learning engagement opportunity to students. It will also connect students with summer internships, apprenticeships, and workforce skill-development opportunities in July and August.

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Table 18: Plan to Provide Services -- Delivery Schematic per grade level					
Services	Grades 9-10	Grade 11	Grade 12	Resources	Frequency/Location
<i>High-impact tutorial services</i>	Tutoring, Support w/math, science, and statewide test AP & IB courses	Tutoring, Support with math, science, AP, and IB courses	Tutoring, math, test-taking, science, and MCAP, AP, and IB	TS Dir., TS Ed Advisors, Space, Tutors, materials, Computers,	<ul style="list-style-type: none"> ▪ October-May ▪ Monday –Thurs on- site or online
<i>Academic advice and assistance... Secondary</i>	Workshops w/parents & students on HS registration, HS Planning	Advise students in collaboration with H.S counselors on registering TS students	Advise courses to support college majors pathways and assist w/college course selection	TS Dir., TS Ed Advisers & Space, HS counselors & Computers	<ul style="list-style-type: none"> • September -May • Mon.- Thursday • During school schedule, or after school.
<i>Assist with preparing for college entrance exams</i>	Workshops, general sessions for patents and students	Practice exams, 5 sessions on test-taking strategies, test anxiety & time management, prep for PSAT and SAT	Practice exams, 5 sessions on test-taking strategies and test anxiety & prep for ACT, SAT, and MCAP	TS Dir., TS Ed Advisers, Space, Tutors, resources, Math, and Science instructors	<ul style="list-style-type: none"> ▪ Sept.-Nov. Uni. Campus, classroom space in High Schools
Information on the <i>full range of financial aid</i> , assistance w/admissions, financial aid forms & FAFSA	General money management workshop, those attending the general management workshop will be	2 workshops on Financial Aid Literacy and money management, information on a full range of financial and start Ed Goals	Support with FAFSA and Financial Aid Application	TS Dir., Ed. Specialist, Space, HS counselors Parents, EOC staff, Financial Aid office & computers	<ul style="list-style-type: none"> ▪ September and March ▪ School site work-shops, community ▪ locations ▪ Virtual or in-person

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<i>Guidance on and assistance with re-entry to secondary and alternative GED and entry in PSE</i>	Connect with a mentor and receive advice on successful school engagement strategies.	Ed. Goals Clarification & HS Course Selection, assist in selecting college major, connect with tutoring, and provide information on alternative CTE	Individual and group instruction on PSE admissions, assistance with fee waivers, letters of support for students' college app., & scholarships.	TS Dir & staff Space, HS staff, EOC staff Alternative School directors, Alternative Ed. prog., Community Resources	<ul style="list-style-type: none"> ▪ September – May ▪ (As needed for re-entry and alternative Ed programs. ▪ TS program office.
Table 19: Service Delivery Schematic per Grade Level for Permissible Services					
Services	Grades 9-10	Grade 11	Grade 12	Resources	Frequency/ Where
Exposure to college campuses and CTE options, events unavailable to students.	one academic and CTE program per semester by groups (e.g., middle school students)	At least one college visit and/or academic or CTE program per year	All Seniors. One college visit and/or academic or CTE program per semester by groups	TS staff, Bus or Van, Budget, support, & Space	Sep–July As scheduled. Site to be selected
Informational wk.shops for parents and students exposing them to the range of career options.	One group workshop per semester to distribute and discuss information about academic and CTE programs.	Offer college and Career Fair 10th–12th-grade students & parents to discuss CTE and academic programs.	Provide a College and Career Fair for all 10th–12th-grade students /parents. One group workshop per semester to distribute/discuss	TS staff, Business leaders & career volunteers	Oct. -- February (as convenient for volunteers).

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The services outlined in Table 20 are designed to support seventh- and eighth-grade students and their families as they prepare. These services will emphasize early awareness, informed decision-making, and family engagement, ensuring students have the knowledge and resources needed to make the next-level academic and career decisions for long-term success.

Table 20: Services Provided to Seventh and Eighth -Grade Students		
7th Grade Services	Resources	Frequency/location
Provide sessions and workshops with parents/Students.	Program Fliers, Program printed information, purposes, services, and eligibility requirements, and Application distributed	Parent Back to School Night in September
Administer Career Exploration Inventory	Interest Inventories such as O*Net Interest Profile, GetMyFuture.org, and/or California Career Zone to introduce students to careers.	Mid-fall semester each year
Provide a PSAT preparation workshop.	PSAT Prep Work Book/resource materials, study and test-taking tips sheet created by TS staff	Mid-Spring semester each year
8th Grader Service	Resources	Frequency/Location
Structured college awareness sessions about rigorous academic courses.	School counselors, college planning materials, high school course catalogs, guest speakers (e.g., high school staff or college reps), digital platforms (School Links, College Board tools)	Offered 2–3 times per year; held during school hours in classrooms or counseling offices
Structured early career awareness sessions about workforce-aligned pathways.	Career counselors, career interest inventories (e.g., Holland Code), CTE program brochures, local industry speakers, online career exploration tools (e.g., Career One Stop)	Offered quarterly or integrated into advisory classes; held in classrooms, media centers, or career centers

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Education workshops to inform parents about high school transition preparation and expectations.	School counselors, parent guides, presentation slides, translated materials (if needed), school websites/portals	Offered 1–2 times per year (evenings or weekends); held in school auditoriums, cafeterias, or via virtual platforms (Zoom/Teams)
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Emphasis will be placed on ensuring that students and parents are aware of the full range of educational options available in PGCPs, including the 100% CTE school at Crossland High School. Students from any country can select this high school if their primary interest is college and career readiness through the Career Technical Education track. Talent Search Staff will advise and assist students transitioning from middle school to high school in making the best decision that aligns with their career aptitudes and interests.

4. The Plan to work in a coordinated, collaborative, and cost-effective manner as part of an overarching college access strategy with the disadvantaged students to provide participants with access to and assistance in completing a rigorous secondary school program of study.

UMTS will operate within a coordinated college access strategy by collaborating with Prince George’s County Public Schools, university programs, community organizations, credential registries, workforce boards, and technology providers to deliver integrated, cost-effective services. With formalized partnerships supported by quarterly coordination meetings, shared data systems, and clearly defined roles, and alignment with national LER and digital wallet frameworks, the project will ensure service coordination, avoid duplication, enable resource cost-sharing, and promote interoperability and long-term portability, maximizing efficiency, sustainability, and participant impact.

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a. Partnering with schools to ensure access to rigorous study programs: Standardized Objective 3 focuses on a "rigorous secondary school program of study." The Plan to ensure that the projected number of students complete a rigorous secondary school program of study includes the following steps: (1) securing from schools a list of AP, IB, and other "rigorous" courses offered; (2) collaborating with school counselors to identify students in grades 9–12 who may be academically ready for rigorous courses but are not currently enrolled; (3) engaging parents as partners to encourage students to enroll in a more rigorous course of study; (4) advising identified students on appropriate rigorous courses.

b. Partnering with schools and the University's Academic Achievement program, the Honors and Scholar departments provide academic support...

Priority tutoring, supplemental instruction, and study skills sessions for rigorous courses will be offered to students after school on select days of the tutoring schedule. Services will be provided virtually and, on a more limited basis, in person. Students who are ready for or enrolled in rigorous programs of study will receive additional encouragement and support to improve their success.

c. Work in collaboration with the University's financial aid office, Community Agencies, and local banks to provide financial literacy and college admissions literacy to parents, and with the TRiO programs at the University of Maryland to connect students to those services.

The presence of other TRiO and University programs in the department makes collaboration and cost-sharing practical and beneficial. Examples include inviting all students to participate in activities of relevant AAP and TRiO programs. Invite AAP's "Student Success Services" and the TRiO McNair scholar to serve as speakers and mentors for Talent Search students. This collaboration will enable all TRiO staff to participate in staff development activities, share costs for supplies, materials, and appropriate personnel (e.g., office support,

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coordinators, tutors), and work jointly with Pre-College Upward Bound through college visits, cultural events, and other shared-cost initiatives.

e. Coordinate and celebrate TRiO Day.

TRiO programs will collaborate with other TRiO programs on campus and statewide to implement National TRiO Day activities that inform campuses and external communities about the purposes, objectives, requirements, outcomes, and impact of TRiO programs. The event is held each February and engages current and prospective students, their families, and others in the community.

1. 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.

THE MANAGEMENT PLAN

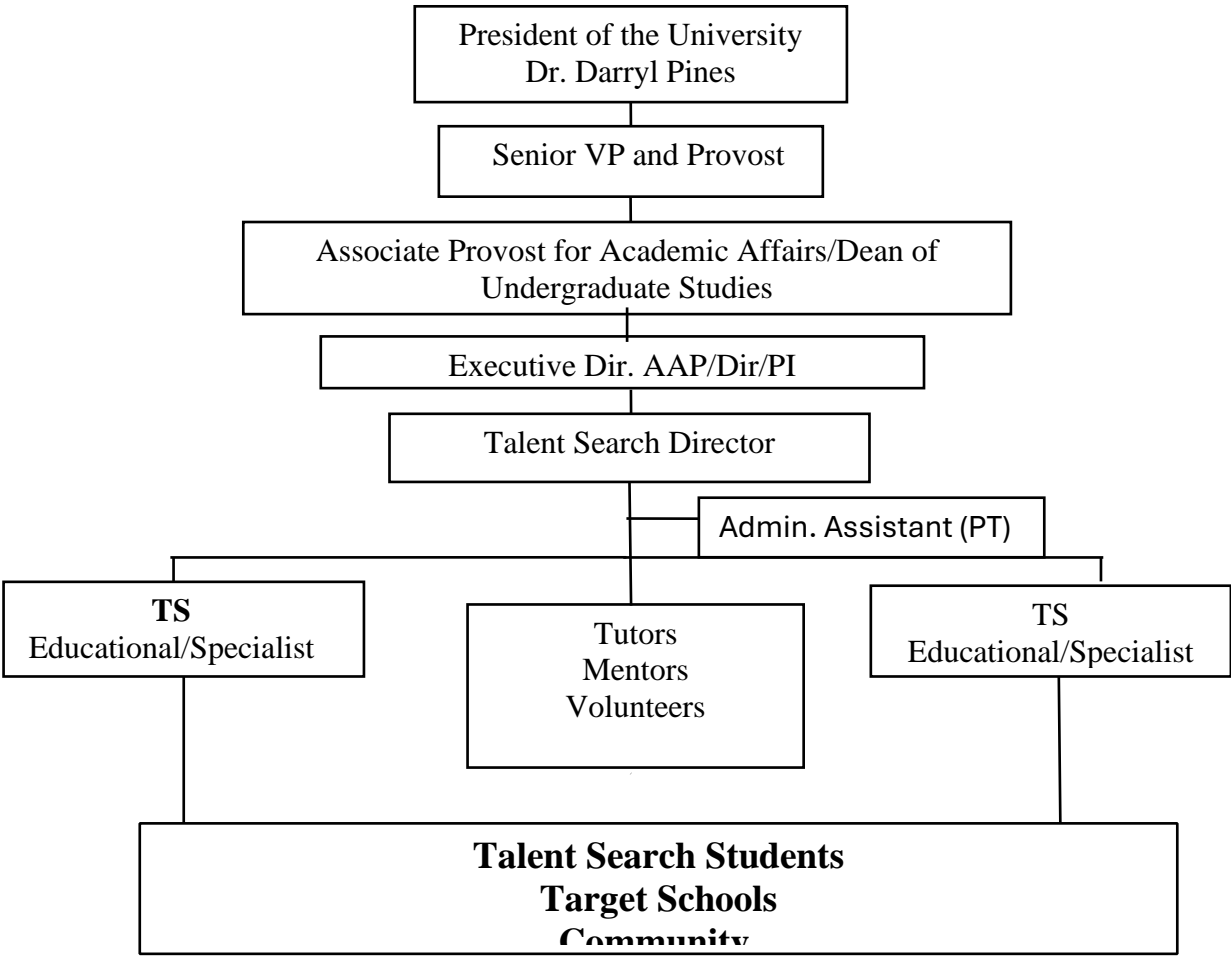
§643.21 (5)

A. Organizational Structure/Administrative Alignment in the University

The Plan for Efficient Administration begins by outlining how the program aligns with the University and how it will be used effectively and efficiently across all program resources. UMTS will implement a structured management system to ensure efficient, compliant, and results-driven administration of all project activities, in accordance with University policies and procedures and federal grant requirements (Uniform Guidance, EDGAR, and HEOA, as amended), and aligned with the approved objectives.

Key Performance Indicators (KPIs) will be used to increase high school graduation rates, postsecondary enrollment rates, FAFSA completion rates, and participant persistence in postsecondary education and in programs that prepare students for the workforce and various career options.

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These KPIs will be reviewed quarterly to guide program improvements. Program staff will participate in monthly performance review meetings to monitor progress toward objectives, address challenges, and implement continuous improvement strategies.

A. Timelines of Services and Operations

The program will be managed to achieve and exceed objectives and to demonstrate added value for its students and their families. The timeline for key components of services provided to the Talent Search participants is detailed below:

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Table 21: Time of Program Services												
Timeline for service delivery	Months											
Service	J	F	M	A	M	J	JY	A	S	O	N	D
Assistance w/completing college admission, financial aid applications, including FAFSA	x	x					S	S	x	x	x	x
Academic advice/assistance in secondary school and college course selection						x	S	x	x			
Assistance w/preparing for college entrance EXAM	x						S	S	x	x	x	
Tutorial services	x	x	x	x	x	x	S	S	x	x	x	
Information on the full range of federal financial aid programs, benefits, and scholarships	x	x	x		x	x	S	S	x	x		
Financial/Economic Literacy		x	x	x	x		S	S	x	x		
Guidance and assistance with PSE entry	x	x					S	S	x	x		
Exposure to college campuses, cultural events, academic programs, and other activities not usually available to disadvantaged youth			x	x	x		S	S		x		
Workshops and counseling (non-clinical) for parents of students served			x				S	S		x		
Workshops for 7 th and 8th-grade students and parents on career exploration, course pathways to college or career readiness, and workforce training				x	x				x	x		

C. Time Commitment of Talent Search Staff on the Grant: The staff's time commitment is outlined in Table 22 below. The program will employ three professional staff members, and 3 work-study students, and a part-time administrative assistant.

Table 22: Talent Search Staff (key personnel) Time Commitment on the Grant				
			Funding Source	
TITLE	Numbers	% Time	State \$	Grant \$
Executive Director (PT)	1	15%	100%	
Program Director	1	100%		100%
Education Specialist/Advisors	2	100%		100%
Administrative Assistant	1	20%	state	10%
Note: The Administrative Assistant will be part-time between Trio programs, if funded.				

A. Other Management Practices that will ensure effective and efficient operations of the University of Maryland's Talent Search Program. See below.

Table 23: Other Operational Practices to Ensure Efficient Management

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Personnel Management Hiring	<ul style="list-style-type: none"> ▪ The Executive Director/PI must approve the hiring of the Director, in consultation with the Associate Provost and the University Human Relations. ▪ All positions must have a clearly defined job description on file. ▪ Search committees are appointed by the Program Director in consultation with the Executive Director/PI of AAP and approved by the College Equity Officer. ▪ The Director will make the final hiring decision in consultation with the Executive Director/PI of AAP. ▪ Staff must comply with all University policies, procedures, and federal laws. ▪ Staff will participate in new employee orientation through HR. ▪ The Director will conduct an annual PRD for each TS staff member. ▪ All hiring will be based on Civil Rights Assurance/Compliance and will be nondiscriminatory.
Time / Effort Reporting	<ul style="list-style-type: none"> ▪ All TRiO personnel must account for time via Time and Effort Reporting ▪ Forms must be reviewed, approved, and filed by the Program Director
Office Hours	<ul style="list-style-type: none"> ▪ Standard office hours are 8:30 am – 5:00 pm ▪ Some evenings and weekends will be required to fulfill the duties of the positions and to meet the needs of the students and families
Office Manual	<ul style="list-style-type: none"> ▪ An Office Operations Manual will be created to explain administrative practices and procedures, including travel, leave policy, service documentation process, professional development, and service delivery models and time frames.
Relationship Building with Schools	<ul style="list-style-type: none"> ▪ The Program Director and staff will build and maintain positive relationships with the PGCPS TSs and community agencies to achieve program objectives and other public education goals. ▪ Periodic meetings will be held with school personnel and community leaders to share program purposes and outcomes
Relationship Building with University Personnel	<ul style="list-style-type: none"> ▪ The Program Director and staff will build and sustain positive relationships with university personnel, such as admissions, financial aid, and stakeholder departments. University personnel will be invited to serve as guest presenters, advisors, mentors, and tutors
Financial Management	<ul style="list-style-type: none"> ▪ The Director and the Executive Director/PI will prepare annual budgets, and staff must operate within them.

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and Budget Reconciliation	<ul style="list-style-type: none"> ▪ The Executive Director/PI must approve all budget expenses. ▪ All expenses must be supported by proper documentation (e.g., signing sheets and receipts) and must be allowable, allocable, and reasonable per federal standards. ▪ Expenses will be tracked down and maintained centrally by the Exec. Dir. Assistant and the Grant Administrator. ▪ Budgets will be reconciled monthly using the University's financial system to avoid deficits and internally by AAP's fiscal budget person. ▪ The Executive Director/PI and the Director will work closely with the grant office and other university personnel to address budget issues and transfers. ▪ All expenses and supporting documentation will be maintained with the main Exec. Director for the period required by Uniform Guidance.
Records Management: General	<ul style="list-style-type: none"> ▪ The AD will maintain oversight of all office records, ensure their safekeeping, and regularly submit copies of financial transactions to the Director and the AAP main office. ▪ All records, including student, activity, and attendance records, will be maintained by the AD and the Program Director. ▪ Student files will be maintained and secured, and <i>may not leave the office</i>. ▪ A database for storing students and other data will be maintained by the program and the AAP IT staff and will be password-protected. ▪ All equipment and supply inventories will be maintained by the AAP IT staff and audited annually. Equipment inventories will be filed with the procurement department and the AAP Executive Dir/PI within 30 days of purchase.
Students' Records Management	<ul style="list-style-type: none"> ▪ Examples of student records that will be maintained include application, eligibility data/documents, need assessment records, graduation data, admissions and financial aid information, college enrollment data, college persistence and graduation data, report cards, exit surveys, proof of services, college transcripts, and tutoring records. The records will be secured in a filing system.
Performance Records	<ul style="list-style-type: none"> ▪ Records will be kept that show formative outcomes toward goals, summative outcomes to show achievements, APR, etc.

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Records Management: Parents	<ul style="list-style-type: none">▪ Parents receiving services will have a file maintained in the office.▪ Parent records will include requests for service forms, proof of service, and Exit Surveys; records of appropriate signature on required forms
Professional Development	<ul style="list-style-type: none">▪ Staff will be encouraged to participate in professional activities offered by Human Resources and by state, regional, and national TRIO associations, and to pursue advanced degrees in accordance with university and program policies.▪ Records of professional Development will be maintained in staff files with the AAP's budget/personnel file.

2. Plan to follow former participants as they enter, continue, and complete PSE

UMTS will implement a comprehensive tracking system to follow a random sample of former participants as they enter, persist in, and complete postsecondary education by taking the following steps:

- (1) Ensure that students' exit information includes the permanent address and the address of a non-household contact who can reach participants six years after graduation.
- (2) Maintain a centralized tracking database, updated annually using participant surveys, institutional data, and National Student Clearinghouse PSE verification.
- (3) Conduct a Senior Exit Survey (March-May) to document students' future plans.
- (4) Conduct an annual Alumni Survey to assess their progress in college.
- (5) Use social media platforms (e.g., Facebook, Instagram, LinkedIn, and other platforms) to track participants.
- (6) Use the DEs guidelines for random sampling and check annually with the clearinghouse for status.
- (7) Follow-up data will be used to evaluate program effectiveness and inform ongoing service improvements.

D. APPLICANT COMMUNITY SUPPORT

34 CFR [643.21 (d), 1-2, i,...]

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The University commits professionals, staff support, facilities, and financial resources to support the Talent Search program and ensure its success. The University's libraries, classrooms, and meeting spaces will be available to TS students and staff to facilitate program services and activities. All spaces and facilities will be ADA-compliant. See details below.

1. Facilities and Equipment

A. Facilities: The Talent Search program will be located in the Academic Achievement Program (AAP) Outreach Center, 2 miles from the main campus. This is an off-campus leased suite of offices for the Talent Search and Educational Opportunity Center. The University's Talent Search and EOC Programs space will be approximately 1,600 square feet. The quality and appearance of the Outreach Center space will be equivalent to those of the main office space on campus. The Talent Search staff/program will occupy five offices and have access to a kitchen, a large conference room, a small conference room, storage, and filing space with secured filing cabinets. Each TS staff member will have a private office, a telephone, and internet access. An on-campus activity space will be provided by reservation; all space and facilities used by TS will be ADA-compliant.

B. Equipment: The UM-TS program will not own any equipment with a unit value of \$5,000 or more; the program will, however, share a leased copy machine, fax, and other equipment supported by the programs in the Outreach Center. Below is a summary of the committed resources available to the Talent Search Program.

Table 24: Equipment and Supplies Contributed by Applicant				
Items	Number	Sources	Estimated Value/Cost	
Receptionist Furniture	1 Love Seats	Contributed/shared	\$1,500	
Office Desks/chairs (ea staff)	5	Contributed	2,500	
Bookshelves (ea. staff)	3	Contributed	1,000	
Lateral Files (4 drawers)	3	Contributed	1,000	

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Lateral Files (2 drawers)	4	Contributed	800	
Five Staff Chairs	5	Contributed	1,000	
Storage Cabinet with Lock	1	Contributed/shared	500	
LCD Panel Projector (staff)	1	Contributed/shared	850	
Desktop Computer (Staff)	5	In-house resource	2,300	
Laptop Computer Director	4	In-house resource	2,500	
Conference table w/10 Chairs	1	Contributed	8,000	
Small conference table w.6 chairs	1	Contributed	3,000	
Copy/fax Machine (Leased)	1	EOC/TS shared	3,000	
Paper and Envelope	50 Boxes	Grant		1,200
SAT Booklets/Appl.	1,000	Free		
College Catalogs/Appl.	Varies	Free		
Network equipment		Contributed and on grant	1,200	1,200
General Office Supplies		AAP/state	2,500	2,000
Student Access Data System	1	TS Grant		1,700
Total “in-kind” equivalent contributions			\$24,650	\$6,100

As shown above, the University commits approximately \$24,650 equivalent in-kind office furniture, equipment, consumable supplies, and other office supplies to support the Talent Search program. Staff will have equal access to campus space by reservation.

2. Personnel and Other Resources Committed by the Applicant:

Several professional staff members from the AAP office, along with administrative and staff support from other on-campus offices, will support the Talent Search program. The Executive Director of AAP and PI on the grant will devote a minimum of 15% of their time to the program, working in concert with the program director to set annual operational strategies, staff performance goals, and budget management timetables. They will also serve as the official University administrator, overseeing and approving all major budgetary decisions and working with the director to ensure audit-readiness preparations are completed once per grant year. The Director

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will be responsible for day-to-day management, operations, staff development, and program evaluation.

Table 25 Search: Actual or Equivalent Dollar Commitment

1.	\$31,800 (15%) of the Executive Director's salary as the program PI
2.	\$ 11,512 benefits on the Exec. Director/PI salary- work time 15%.
3.	\$ 2,000 (5%) of AAP Program Management Specialist (not on grant) for support & grant administration.
4.	\$ 7,000 (15%) of AAP Assoc. Dir. For Program who handles all general operational and management support from the main AAP office to the Talent search program.
5.	\$3,500 for 3 to 5 tutors provided by AAP to support TS tutoring needs.
6.	\$140,000 for Indirect cost variance; 8% as opposed to 47% campus rate.
7.	\$12,500 estimated value of annual rent cost
8.	\$2,000 actual commitment from the Dean of Undergraduate Studies
	Total Estimated/Equivalent dollar commitment.....\$210,312

The University has committed approximately \$25,500 in indirect cost revenue to cover the annual rent and supplement operations. The Chart above represents the *equivalent dollar value* of the program's resource and time commitments. The Student Financial Aid Office will provide a staff liaison to work with TS staff to conduct Financial Aid Literacy workshops for parents and students and to assist program staff in staying current on Financial Aid information and procedures. The Assistant Director of Academic Achievement Programs will devote approximately 10% of her time to working with the Executive Director and the Director of TS to conduct monthly budget reviews and quarterly budget projections, ensuring compliance with federal and state policies. She will also handle all personnel postings and hiring procedures.

3. Other Commitments Documented from the Applicant, Target Schools and Community:

The Table below summarizes the support letters from the University, Target Schools and the community partners in support of the TS program. The most compelling supporting document for the Talent Search, on behalf of all target schools, is an officially executed Memorandum of

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Understanding (MOU) between the University (AAP) and the Talent Search Program. See details below.

Table 25: Memorandum of Understanding, AAP and PGCPs Board of Education	
PURPOSE	
The purpose of the MOU is to set the terms and conditions under which the University of Maryland Academic Achievement Programs (UMD-AAP) shall provide support and guidance for establishing an Educational Talent Search Program. The objective of the project is to provide critical career, academic, enrollment, and financial literacy information to increase the number of middle and high school students who complete high school and pursue postsecondary education. The program MOU has not changed and is still in effect as executed.	
THE RESPONSIBILITIES OF THE BOE-PGCPS UNDER THIS MOU ARE:	
<ul style="list-style-type: none">• With the written approval of BOE-PGCPS, authorizes the respective school principals to work with the University of Maryland Academic Achievement Programs (UMD-AAP) to create an Educational Talent Search Program.• Identify and recommend students and families who could benefit from the services offered through the Educational Talent Search Program.• Receive and maintain signed parental documentation and consent forms for participating students.• Publicize the partnership with BOE-PGCPS.	
FACILITIES USE	
Based on availability, BOE-PGCPS authorizes the University of Maryland Academic Achievement Programs (UMD-AAP) to use the schools and facilities during the day and after school for the purposes of implementing the terms and conditions of this MOU. The University of Maryland Academic Achievement Programs (UMD-AAP) is a 501 (c) (3) nonprofit organization that is offering its programs and services at no cost to the BOE-PGCPS or its students/parents; thus, the rental fees associated with the implementation of this MOU shall be waived as a free educational function for students.	
Dr. Monica Goldson, Chief Exec. Officer , PGCPs, 10/24/2022 Prince George's County Public Schools, Upper Marlboro, MD	

A summary of other University, Community, and Target Schools' letters of commitment are presented below:

Date of Letter	Summary of Commitment	Source of Commitment
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4/17/26	...The university's commitment to this proposal includes office space for staff members and access to conference space, 100% of the Exec. Director's salary/ PI, office furniture, and <i>a commitment program of \$2000 annually from the Dean's office and \$12,500 for annual rent cost.</i> Campus resources, such as libraries, would be available to the participants. The Exec.Director/PI is a member of the Dean's Administrative Council and works collaboratively in carrying out the mission and activities of the office of Undergraduate Studies.	Dr. William Cohen, Assoc. Provost for Acad. Affairs University of Maryland, College Park, MD
2/23/26	...continue to support... UMD TS program; ...continue to work in collaboration with the program to serve low-income and first-generation students in our... schools. ...the program consistently provides academic advising, mentoring, tutoring, and support to help students persist and enter postsecondary CTE and/or higher education... will support partnership amongst the various schools and the program to facilitate provision of TS services...., partially with the professional counseling staff of PGCPs... ..	Ronald W. Wilson, Office of Partnerships & Community Engagement, PGCPs Upper Marlboro, MD
4/13/26	...This partnership has been instrumental in supporting our students' college and career readiness goals...I am pleased to reaffirm our strong commitment to our partnership with UMTS. We will provide ...information to parents and students to keep students on the effective pathway to graduation and post-secondary education...	Nkenge Barker, Principal, Northwest HS 7000 Adelphi Rd., Hyattsville,
3/4/26	...We commit to continuing our support through identifying and referring eligible students who would benefit... providing dedicated space and access to school facilities... promoting program services and events through school communication... our students have consistently benefited from the comprehensive services provided by UMD Talent Search, including academic advising, financial aid guidance and career exploration...	Dr. Miguel Chacon, Principal High Point HS 1601 Powder Mill Rd., Beltsville, MD
4/13/26	This partnership has been instrumental in supporting students. Bladensburg HS administration and school counseling staff continue our support through facilitating communication between Talent Search staff, students, counselors, and parents...allowing reasonable access to students during school hours...collaborating with Talent Search advisors to monitor student progress and address barriers...These services complement our school's mission to prepare all students for postsecondary success...	Lisa Faulkner-Jones, Principal Bladensburg High School, Bladensburg, MD
2/10/26	We remain committed to supporting the UMD Talent Search program in providing pivotal resources to parents and students...We will continue to invite Talent Search staff to present program information in grade-level meetings...recommend eligible students to participate...	Consuela Pettigrew, Prof School Counselor, Bladensburg HS

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2/11/26	I write to confirm our counseling department's continued support for the UM Talent Search TRiO Program...we value the collaborative relationship established to support students; post-secondary goals...the School Counseling Department will continue to support...by recommending eligible students...and ensure students are informed of scholarship and other postsecondary opportunities...	Dr. Emyrtle Bennett, Prof School Counselor, High Point HS
3/3/26	I write to confirm my support for the college preparation that you provide for students...the students enrolled in my SAT class improved their scores by an average of 37 points... I look forward to supporting...specifically offering SAT Prep classes, providing tips and strategies to help students improve test-taking skills...	James Miller, Teacher, SAT Prep

Other letters of commitment/support received from community partners include Felice S. Li, College Consultant Services, Construction Trades Workforce Institute, Prince George's County, Maryland, and Dr. Tasha L. Graves, Principal, Parkdale HS, Riverdale, MD. Marla West, Principal, Charles Carroll, MS, and Michelle Towles-Monroe, Nicolas Orem, Middle School, Principal. All letters are on file in the program office.,

(E)	QUALITY OF PERSONNEL	34CFR [643.21(e) (1-3)]
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(1)	Qualifications Required of the Project Director
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(a). Key Personnel: Project Director. Qualifications: A master's degree is required, along with at least five years of administrative experience in higher education or another educational setting. Preference is given to candidates with experience in TRIO-type programs, particularly those that help students overcome barriers similar to those faced by low-income and first-generation students.

The Director must have at least 5 years of experience and a track record of success in planning, budgeting, staffing, evaluating, and managing programs in a higher education or similar setting, including facilitating public school and campus collaborations, conducting program evaluations, and coordinating effectively and efficiently between the university and PGCPs. They

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must have experience developing and monitoring TRIO-type programs and grants and devising mechanisms to assess the impact of these programs' services on students' academic competitiveness, persistence, and graduation. The Director must also have a track record of overcoming barriers like those faced by low-income and first-generation students.

(b) Educational/Advisors (2) full-time: Qualifications: A master's degree in education or a related field is preferred; a bachelor's degree is required, with two years' experience (preferably) working with middle- to high-age students in a school setting. A person must have experience demonstrating that they have overcome barriers and challenges similar to those faced by TRiO students.

(c) **Academic Resource Instructors:** (Math, English, and Science). Qualifications: A master's degree in a subject area (math, English, or science) and/or three years of teaching and/or related experience are highly preferred. The instructors must have experience demonstrating they have overcome barriers and challenges similar to those faced by TRiO students.

(d) **Academic Interns, Tutors/Supplemental Instruction Leaders (hourly).**
Qualifications: a minimum grade of "B" in the core course for which the individual is tutoring and a cumulative GPA of at least 2.75 are required. Experience teaching or tutoring students with skill development needs is preferred. Experience and a high level of comfort working with TRiO-type students are also preferred.

(3) **Plan to Employ Personnel for the program**

- (1) The plan to employ personnel who provide services to Talent Search Participants:
- (2) The Director will create the Job Description, Screening and Selection Plan, and set the salary in compliance with University policy and procedures.

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- (3) The Director will appoint a committee composed of individuals with diverse backgrounds and experience in the program and in working with low-income and first-generation students.
- (4) The position will be posted in media such as the Baltimore Sun and Washington Post, nationally (in some searches), in the local community, on social media platforms, in Target Area media, and in local county newspapers.
- (5) The Director will receive three recommendations from the committee, interview each candidate, and employ the most qualified candidate with the education, experience, and success in overcoming barriers similar to those experienced by TRIO-type participants.

F. BUDGET (Summary and Justifications)	CFR 34 643.21 (g)
The detailed Budget with Justification and the Budget Summary are in the Appendix.	

G. EVALUATION PLAN	CFR 34 643.21 (g)
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The University of Maryland Talent Search (UMTS) evaluation plan is a comprehensive, rigorous, and data-driven framework aligned with 34 CFR §643.21(g). It integrates baseline data and mixed-methods evaluation (quantitative and qualitative; formative and summative) to assess program effectiveness, ensure accountability, and support continuous improvement across key objectives—persistence, graduation, rigorous coursework, postsecondary enrollment, and attainment. Using a longitudinal cohort pipeline model (Persistence → Graduation → Postsecondary Enrollment → Postsecondary Completion), the plan systematically tracks participant outcomes and ensures that all evaluation activities are directly aligned with federal performance and efficiency measures and Annual Performance Report (APR) requirements, meeting “Excellent” standards for clarity, rigor, and alignment.

Appropriateness of Evaluation Plan: Formative and summative evaluations will be used to assess each participant’s progress.

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1. Formative evaluation will be based on materials such as pre- and post-tests, tutor comment sheets, staff contact sheets, school/class assessments, and mid-semester progress report cards. These materials will be used to evaluate the participant's progress throughout the semester and the academic year. Formative evaluation components will help improve the program by focusing on program activities, outputs, and short-term outcomes to monitor progress and make mid-course corrections, and generate ideas and suggestions for improvement.

2. Summative evaluation will include mid- and final-semester grades, the staff's. An annual survey of students and school contacts will assess satisfaction with program operations, staff preparedness, professionalism, and service delivery practices/strategies. Summary evaluations will include mid-year and annual reviews to assess the quality of the data collected, the quality of data services delivered, and the quality of recordkeeping by program staff. The data analyst will also assess progress toward meeting the objectives and the completion and submission of the annual performance Report (APR). Summative Evaluation components will help determine whether the program achieved the objective.

Pre- and post-test evaluation methods will assess participants' academic and intellectual strengths and growth in specific domains. This evaluation will include the impact of tutoring or other academic support provided or referred by the program.

3. Assessing Progress Toward Achieving Objectives: Staff will review the PERT chart monthly and determine whether Program Objectives are being met. In addition, during monthly meetings and retreats, program staff will conduct self-evaluations, with each member reviewing and reporting on their progress toward the objectives. Program components—such as recruitment, recordkeeping, service delivery, and relationships with schools and services—will be analyzed using SWOT analysis to identify strengths, weaknesses, threats, and opportunities. These results

will then be incorporated to improve relevant operations or services, ensuring the program remains on track to meet objectives

4 Review/assessment of the Effectiveness of Service to Students: At the beginning of the year, the prior year's report card, test records, and other quantitative data—such as grades, test scores, and attendance—will determine whether each student is on track academically and to graduate on time. Ed specialists/advisors will conduct individual and small-group interviews and use intake and self-reported information to gather qualitative data—student and advisor perspectives from surveys or interviews. This data will inform referrals to in-school or community resources to support student improvement. The staff will focus on identifying factors, such as motivation or personal challenges, that may impede student success and use this information to develop the most effective intervention strategies to support students. **Table 27** details the Evaluation Plan and its connection to program objectives and outcomes.

Finally, the evaluation plan integrates empirical (data-driven, observational) and conceptual (theoretical, idea-based) analyses, drawing on established frameworks and expert perspectives to address the underlying problems associated with each identified need and to evaluate potential solutions. The combined data and analyses focus on enhancing student services and strengthening the UTMS program's capacity to promote academic achievement, credentialing, and graduation with postsecondary and/or workforce readiness skills. This integrated plan is fully aligned with federal requirements (34 CFR § 643. 21), grounded in rigorous, quantifiable measures, comprehensive in incorporating both formative and summative evaluation, adaptive in supporting continuous program improvement, and capable of demonstrating measurable impact on student success. By combining data- driven analysis with ongoing feedback mechanisms,

UMTS ensures effective service delivery and improved educational outcomes for its target population.

6. Unanticipated Outcomes: Defined as results not foreseen in the original evaluation design, they will be systematically identified, documented, and analyzed to assess their implications for program effectiveness and participant success. These outcomes may include both positive and negative effects (e. g., unexpected changes in academic performance, engagement, attendance, or service utilization).

Unanticipated outcomes will be reviewed regularly (monthly and semiannually) through staff meetings and formal evaluation checkpoints. The Project Director and data analyst will document findings, assess their impact on program implementation, and determine whether modifications to services, strategies, or evaluation methods are warranted. Significant findings will be incorporated into internal evaluation reports and the Annual Performance Report (APR), as appropriate. Results will inform continuous program improvement, including refining service delivery, adjusting evaluation tools, and adding indicators as needed to ensure ongoing monitoring. This process ensures that UMTS maintains a comprehensive, data-driven evaluation framework that supports accountability, responsiveness, and continuous improvement in alignment with federal requirements under 34 CFR §643.21(g).

The UMTS evaluation plan is fully aligned with federal Talent Search performance measures, grounded in rigorous data collection and analysis, and designed to demonstrate **measurable impact on student success. By integrating longitudinal tracking, cost-efficiency** analysis, and continuous feedback, the plan ensures accountability, supports evidence-based decision-making, and maximizes program effectiveness in preparing students for postsecondary success and workforce readiness.

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A. Table 27: Evaluation Plan Relations to Objection and Program Purpose and Operations						
	Data-Formative	Data-Summative	Data Schedule Collect	Data report schedule	Resources	<u>Outcome</u>
A. Persistence 82%... will complete the current academic year & and continue in school for the next academic year, at the next grade level & CTE Sequenced Programs/ Apprenticeships	-Attendance record, -Counselors' school reports, -Contact with students, -Parents contacts -Need Analysis, early identification of at-risk students,	Semester progress report Students' Transcripts, End-of-Year Student Report Card	Monthly Monthly Weekly Each semester Weekly As needed. Beginning of the program	Monthly Monthly at staff Meetings Mid-year internal APR report	UTMS Director, TS staff, CTE/HS counselors, Tutors, other school & community resources, PGCPs's Memorandum of Understanding, Parents' involvement, Advising, & counseling	82% retained and return in next grade level & CTE Sequenced Programs/ Apprenticeships within the next year/Cohort Tracking for Program Effectiveness
B. School Graduation 73% ... Secondary School graduation secondary school w/regular diploma w/in 4 yrs... or GED and /or industry credentialing.	In-take assessment, PSE planning survey, Students' transcript mid-yr.,	End of year interview, Students' transcripts, Year-end, PSE admit and aid applications, and PSE enrollment verified reports.	Sept/October, April /May, Oct/November, Mid-year, Senior progress meeting, April, May & June	Quarterly students' progress meeting, Yearend student's status meeting	TS Ed. Specialist, CTE/HS Counselors, Students/parents, Copy of Transcript, Practice exams-assistance/w PSE entrance exams, with apps, with Aid apps	73% graduate w/ regular diploma or GED w/in four years with and /or industry credentialing/ Cohort Tracking for Program Effectiveness
C. Graduate with rigorous secondary, 21%... of seniors will complete with secondary school w/rigorous	Pre & Posttests for high impact tutoring in core & CTE subjects, Students' transcripts 9-11 grades, 1 st of	Students' transcripts 9-11 grades, 1 st of yr. interview w/student end of year	Sept/October, April and May	May-July Planning meetings	TS staff, CTE/ HS counselors, and benchmark class teachers' recommendations, tutoring resources, Parents	21% graduate with secondary diploma w/rigorous program of study and/or industry credentialing/Cohort Tracking for Program Effectiveness

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program of study...and/or industry credentialing	year, interview w/student/parents					
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Evaluation Plan Relations to Objection and Program Purpose and Operations. Cont.'s						
	Data-Formative	Data-Summative	Data Schedule Collect	Data report schedule	Resources	<u>Outcome</u>
D. <u>Post-Secondary enrollment</u> 40% Students with a regular diploma, GED, postsecondary education or Registered Apprenticeship programs	Career & college survey, annual interview, Mid-years transcript, Schedule of entry exams, Verify the entrance exam, College Admit & Aid app	Copy of final 12 th grade Transcript, record of entrance exam, copy of college App, & student's Aid, verification of PSE enrolled & State apprenticeship databases, & employer verification	September and October January and February May and June	September and October January and February May and Jun On APR	TS staff, PSE enrollment report Resources \$ for Clearinghouse reports	<u>40%</u> enrolled in PES the following fall after graduation or local employment in a high-skill, high-wage, and in-demand career field

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E.. Post-Secondary Attainment...42% Participants... enrolled.... will ...complete PSE pr Registered Apprenticeship within six years...prepared for a high-skill, high- wage, and in-demand career field	Program tracking reports each year, PSE enrolled report from participants, PSE enrolled reports institution	Clearinghouse report at the end of six years, Clearinghouse tracking report, Verified document from PSE institution & State apprenticeship databases & Employer verification	June after 4 th year, June after 5 th yr., October after 5 th and 6 th years	June after 4 th year, June after 5 th yr., October after 5 th and 6 th years, On APR	TS Staff Resources \$ for Clearinghouse reports	42% of students enrolled in PSE or Registered Apprenticeship 6 six prior would have graduated by or in the 6 th year, prepared for a high-skill, high-wage, and in-demand career field.
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General Education Provision Act Section 427 Assurance:

GEPA Compliance: UM-TS North will take all necessary steps to ensure that participant selection, participation in the program, and services to participants comply with Section 427 of the General Education Provisions Act (GEPA). UM-TS will be administered under the University of Maryland’s non-discriminatory policies; selection and participation will be without regard to race, gender, national origin, color, disability, and/or age. Specific efforts will be made to ensure that all aspects of the program’s physical facilities, location, and service information are accessible to all eligible participants. The application for participation in the UMTS program will specifically state the University’s “equity in treatment and non-discriminatory policy” with respect to selection, participation, and employment in the program. The University is committed to GEPA principles in selecting and serving participants and in the employment of all staff without regard to race, age, disability, national origin, or gender, in accordance with the needs of the program and the qualifications of the employee.

Other Attachment File(s)

* Mandatory Other Attachment Filename: TS 2026 North Profile Sheet 3-12-26 (1) - Copy (2

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

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2026 TALENT SEARCH PROGRAM PROFILE FORM

Instructions: All applicants must complete this page. The completed page must be attached to the Other Attachments Form in the application package in Grants.gov (as a .pdf document) in the application. **DO NOT MODIFY OR AMEND THE CONTENTS OF THIS PAGE.**

1. Applicants currently funded under the Talent Search Program (FY 2021-2026) must provide their current grant award number. This can be found in Block 5 of the Grant Award Notification. New applicants should leave this item blank.

PR/Award Number (Current Grantees Only please provide the last six digits of your current PR#): P044A 210897

Is this application that's being submitted designated to receive prior experience: Yes ☒ No ☐

2. State/Institution/Agency/Organization/School (Legal Name):
University of Maryland, College Park, MD

3. All applicants must indicate the address where this project will be physically located.

Project Address: 6811 Kenilworth Ave, Suite 509
City, State, Zip Code Riverdale, Maryland , 20737

4. Multiple applications submitted: No: ☐ Yes: ☒ How many? ☒

5. Application addresses Priorities (check all that apply):

Note: See pages 6 and 7 of the Application Notice and Instructions to review the full language of each priority. Narratives for the Absolute and Invitational Priorities, and a letter from the State's governor stating that the application is designated for the CPP, should be included under Other Attachments.

- I. Absolute Priority- Expanding Education Choice ☒

Projects or proposals that will do one or more of the following:

- a. Expand access to education services that accelerate learning such as high-impact tutoring ☒
- b. Expand access to one or more of the following at the high school or postsecondary level: distance education, pre-apprenticeships, or Registered Apprenticeships, including apprenticeships for in-school or out-of-school youth ☒
- c. Expand access to programs or coursework that lead to in-demand, industry-recognized postsecondary credentials ☒

- II. Competitive Preference Priority- Returning Education to the States ☐

Projects or proposals that will be carried out by one or more of the following:

- a. State educational agencies ☐
- b. State workforce development agencies or boards ☐

c. State higher education agencies ☐

d. An Indian Tribe, Tribal organization, or Tribal educational agency ☐

III. Invitational Priority- Talent Marketplaces ☒

6. List the target schools and estimated number of participants to be served at each school:

(1) Bladensburg HS	126	(8)	
(2) High Point HS	125	(9)	
(3) Northwestern HS	125	(10)	
(4) Parkdale HS	125	(11)	
(5) Charles Carroll Middle School	100	(12)	
(6) Nicolas Orem Middle School	100	(13)	
(7)		(14)	

Note: The project must be located in a setting accessible to the individuals the project proposes to serve. Add an additional page to list target schools, if needed.

7. Provide the total number of proposed participants to be served each year: 701

(Note: Projects are expected to serve a minimum of no less than 500 participants annually and the same number of participants, each year. Two-thirds of the participants served must be low-income, first-generation college students).

8. Program Objectives:

Please fill in the proposed percent for each objective.

*Note: These are the same objectives that **MUST** be stated in Part III -- Project Narrative section of your application when addressing the Objectives and the Evaluation criteria.*

A. Secondary School Persistence: 82 % 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.

B. Secondary School Graduation (regular secondary school diploma): 73 % 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.

C. Secondary School Graduation (rigorous secondary school program of study): 21 % 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.

D. Postsecondary Education Enrollment: 40 % 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).

E. Postsecondary Attainment: **42**% 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.

Please note the following definitions:

Graduation in a standard number of years: means the attainment of a regular secondary school diploma at the conclusion of, before the conclusion of, or during the summer immediately following a participant's fourth year of high school, unless a high school begins after ninth grade, in which case the standard number of years is the number of grades in the school.

Enrolled: a participant who has completed the registration requirements (except for the payment of tuition and fees) at the institution that he or she is attending.

Acceptance but Deferred Enrollment: a participant has received an acceptance letter from the institution that he or she will attend, but cannot enroll in the fall semester immediately following high school graduation for reasons determined by the institution. The institution defers enrollment until the next semester.

Regular Secondary School Diploma: means a level attained by individuals who meet or exceed the coursework and performance standards for high school completion established by the individual's state.

Rigorous Secondary School Program of Study: means a program of study that is--

(1) Established by a state educational agency (SEA) or local educational agency (LEA) and recognized as a rigorous secondary school program of study by the Secretary through the process described in 34 CFR 691.16(a) through 691.16(c) for the ACG Program; or

(2) An advanced or honors secondary school program established by States and in existence for the 2004-2005 school year or later school years; or

(3) Any secondary school program in which a student successfully completes at a minimum the following courses:

(i) Four years of English.

(ii) Three years of mathematics, including algebra I and a higher-level class such as algebra II, geometry, or data analysis and statistics.

(iii) Three years of science, including one year each of at least two of the following courses: biology, chemistry, and physics.

(iv) Three years of social studies.

(v) One year of a language other than English; or

(4) A secondary school program identified by a State-level partnership that is recognized by the State Scholars Initiative of the Western Interstate Commission for Higher Education (WICHE), Boulder, Colorado; or

(5) Any secondary school program for a student who completes at least two courses from an International Baccalaureate Diploma Program sponsored by the International Baccalaureate Organization, Geneva, Switzerland, and receives a score of a "4" or higher on the examinations for at least two of those courses; or

TS Program Profile *continued*

(6) 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.

Postsecondary Attainment: completion of a program of postsecondary education that has led to a certificate, associate or baccalaureate degree.

Institution of Higher Education: means an educational institution as defined in sections 101 and 102 of the HEA.

Program of Postsecondary Education: a formal instructional program whose curriculum is designed primarily for students who are beyond the compulsory age for high school. This includes programs whose purpose is academic or vocational, and excludes avocational and adult basic education.

A note concerning the Postsecondary Attainment Objective:

Section 402A(f)(3)(A)(vi) of the Higher Education Act, as amended in 2008 by section 403(a)(5) of the Higher Education Opportunity Act, requires the Department to use postsecondary education completion, if practicable, to assess the success of a TS project. To implement this statutory requirement, §643.22(d)(6) of the TS program regulations states that an “applicant may determine success in meeting the objective by using a randomly selected sample of participants in accordance with the parameters established by the Secretary in the Federal Register notice inviting applications or other published application materials for the competition.”

The following guidelines provide the required parameters for establishing a random sample of participants. Applicants should consider these parameters as they establish performance targets for the postsecondary completion standardized objective and as they develop participant tracking systems for that objective. Note that the purpose of §643.22(d)(6) is to reduce, not increase, the burden on grantees. A grantee must follow the sampling guidelines discussed below or a grantee may choose to track all participants that complete secondary schools and enroll in postsecondary education.

Determining Sample Size

Currently, TS grantees are serving between 500 and 2,000 students. For the FY 2026 competition, the minimum number of participants to be served annually will be 500. To help determine the sample size needed to provide reliable data on the postsecondary attainment of project participants, we have used performance report data from existing TS projects. The data has shown us that, typically, 20 percent of Talent Search Participants are considered “college ready,” and out of those 78 percent enroll in postsecondary education. To that end, we are using those statistics to determine the sample size that each TS project should use, based on number of participants served.

The table below breaks down how we are determining the proper sample size for each project. For example, if your project is serving 1400 students, we can assume that 280 of those students are considered “college ready” and out those, 218 will enroll in postsecondary education. So, we determine that our sample size should be 140 students.

Total Participants Served	20% College Ready	78% Enrolling in Postsecondary Education	Sample Size (95% Confidence Level)¹
500	100	78	65
550	110	86	71
600	120	94	76
650	130	101	8
700	140	109	86
750	150	117	90
800	160	125	95

¹ In the National Center for Education Statistics – Statistical Standard 5-1-3 – states that the criterion for judging statistical significance will be 0.95 for confidence intervals.

Total Participants Served	20% College Ready	78% Enrolling in Postsecondary Education	Sample Size (95% Confidence Level)¹
850	170	133	99
900	180	140	103
950	190	148	108
1000	200	156	112
1050	210	164	116
1100	220	172	120
1150	230	179	123
1200	240	187	126
1250	250	195	130
1300	260	203	134
1350	270	211	137
1400	280	218	140
1450	290	226	143
1500	300	234	146
1550	310	242	149
1600	320	250	152
1650	330	257	155
1700	340	265	158
1750	350	273	160
1800	360	281	163
1850	370	289	166
1900	380	296	168
1950	390	304	170
2000	400	312	173

Determining a Random Sample

Once a project has properly determined the sample size, the project needs to establish a process for randomly choosing the participants that make up the sample. As a reminder, we know that if we have a TS project of 1400 students, 218 will enroll in postsecondary education, which will give us a sample size of 140 students. So, we will in turn use the 218 students as the “pool” in which to choose the sample.

When establishing a random sample, each of the 218 students (in this case) has an equal chance of being chosen. We believe the best way to get a proper random sample is described below.

- The list you use to determine your sample size should be in random order. Your list should not be in alphabetical order, in order by sex, race or age.
- Once you have your list of students, you should assign each of them a random number. Please see example below.

ID Number	Last Name	First Name	Race	Sex
001	Jones	Mary	W	F

002	Frederick	Jonas	H	M
D Number	Last Name	First Name	Race	Sex
003	Henderson	Jacob	AA	M

- Once your list has been established and you have randomly assigned students ID numbers, use a random number generator – for example <http://www.randomizer.org/form.htm>

As you can see from the screenshot below, the first screenshot shows how the numbers are entered into the form to determine your sample. The most important numbers entered were the numbers per set – which is the number of our sample size, and the number range – which is the total number of students that are enrolled in college.

The second screenshot shows the results (example) of the numbers that were generated.


- These numbers generated determine the students that you will track from your Talent Search project.

The screenshot shows the Research Randomizer website interface. At the top, there's a navigation bar with links: Randomize, Tutorial, Links, and About Us. The main heading is "RESEARCH RANDOMIZER" with a dice icon. Below the heading, instructions state: "To generate random numbers, enter your choices below (using integer values only):".

The form includes the following fields and options:

- "How many sets of numbers do you want to generate?" with a text input set to "1" and a "Help" link.
- "How many numbers per set?" with a text input set to "140" and a "Help" link.
- "Number range (e.g., 1-50):" with "From:" set to "1" and "To:" set to "218", each with a "Help" link.
- "Do you wish each number in a set to remain unique?" with a dropdown menu set to "Yes" and a "Help" link.
- "Do you wish to sort the numbers that are generated?" with a dropdown menu set to "Yes: Least to Greatest" and a "Help" link.
- "How do you wish to view your random numbers?" with a dropdown menu set to "Place Markers Off" and a "Help" link.

A "Randomize Now!" button is located at the bottom of the form. On the right side, there's a "Site Overview" sidebar with links: "Randomize Now" (with a description: "Use the Randomizer form to instantly generate random numbers."), "Quick Tutorial" (with a description: "See some examples of how Research Randomizer can be used for random sampling and random assignment."), "Related Links" (with a description: "Visit links on random sampling, random assignment, and research methods."), and "About Research Randomizer" (with a description: "Learn more about Research Randomizer and read our User Policy."). At the bottom right, there's a "Randomizer Box" with a description: "Add this tool to your website and generate your own number sets." and a small thumbnail image of the randomizer interface.



[Print](#)
[Download in Excel](#)
[Close](#)

Research Randomizer Results

1 Set of 140 Unique Numbers Per Set
 Range: From **1** to **218** -- Sorted from Least to Greatest

Job Status: **Finished**

Set #1:

2, 3, 6, 7, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33,
 34, 36, 37, 38, 39, 40, 43, 45, 48, 49, 50, 52, 54, 55, 56, 61, 64, 69, 71, 72, 73, 74, 76, 77, 80,
 81, 82, 85, 86, 87, 89, 90, 93, 94, 98, 99, 101, 102, 103, 105, 108, 110, 111, 112, 113, 114,
 115, 116, 117, 118, 119, 121, 122, 123, 124, 125, 126, 127, 129, 130, 131, 133, 135, 136,
 142, 145, 147, 149, 150, 151, 152, 153, 154, 155, 157, 158, 159, 161, 163, 165, 167, 168,
 170, 171, 172, 173, 174, 176, 177, 179, 182, 183, 184, 185, 186, 189, 190, 191, 193, 194,
 195, 196, 197, 199, 200, 201, 203, 204, 206, 209, 210, 211, 213, 217

Attach this Profile sheet 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.

University of Maryland Talent Search-North UEI # NPU8ULVAAS23

UM TALENT SEARCH NORTH LOGIC MODEL					
<i>Building Pathways, Expanding Opportunity, Transforming Futures</i>					
INPUTS (RESOURCES)	ACTIVITIES	OUTPUTS	SHORT- TERM OUTCOMES (1-2 YRS)	MID-TERM OUTCOMES (3-4 YRS)	LONG- TERM OUTCOMES/ IMPACT
<ul style="list-style-type: none"> •UM Talent Search staff (advisors, tutors, mentors) •UMD & federal funding •PGCPS partnership & target schools 	<i>ACADEMIC & COLLEGE READINESS</i> <ul style="list-style-type: none"> •Tutoring •Academic advising & testprep •FAFSA & college application support •College visits 	<ul style="list-style-type: none"> •701 students served annually •Increased tutoring & advising sessions •Increased FAFSA completion •College visits, workshops, career fairs 	<ul style="list-style-type: none"> •Improved grades, SAT/Formative assessments for MCAP scores •Increased attendance & engagement 	<ul style="list-style-type: none"> •Increased enrollment in AP, dual enrollment, and CTE •Increased FAFSA & college application completion 	<ul style="list-style-type: none"> •82% student persistence rate (increase from 77%) •73% high school graduation rate (increase from 68%) •21% completion of rigorous curriculum and industry licensures programs (increase from 15.3%) •40% postsecondary enrollment, credentialing, & apprenticeship rate (increase from 35%) •42% postsecondary program completion (increase from 37%)
<ul style="list-style-type: none"> •CTE prog. & dual enrollment partners •Workforce/industry partners (e.g., CTWI) •Technology (AI learner wallets, LGRs, SchoolLinks) 	<i>CAREER PATHWAYS</i> <ul style="list-style-type: none"> •Career exploration & advising •Dual enrollment & CTE enrollment •Certification prep (IT, Cyber, CNA, etc.) •Preapprenticeships & apprenticeships •Work-based learning 	<ul style="list-style-type: none"> •Increased enrollment in dual enrollment & CTE •Increased participation in apprenticeships & wkbased learning •Increased use of LERs & AI advising tools 	<ul style="list-style-type: none"> •Increased awareness of college & career pathways •Increased participation in advanced coursework 	<ul style="list-style-type: none"> •Increased participation in apprenticeships 	
<ul style="list-style-type: none"> •Data systems (academic & labor market tools) •Transportation & virtual learning platforms •Curriculum (SAT/ certification prep) 	<i>ACCESS & INNOVATION</i> <ul style="list-style-type: none"> •Distance learning (online/hybrid, GED, credit recovery) •LERs + AI advising tools •Talent marketplace integration 	<ul style="list-style-type: none"> •Expanded access to distance learning programs 	<ul style="list-style-type: none"> •Improved digital access & engagement •Early adoption of LERs for planning 	<ul style="list-style-type: none"> •Effective use of LERs & workforce data tools 	
<ul style="list-style-type: none"> •Wkshop presenters •School System & community partners 	<i>ENGAGEMENT</i> <ul style="list-style-type: none"> •Parent workshops 				

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	•Cross-sector collaboration				IMPACT <ul style="list-style-type: none"> •Increased credential attainment •Strong education-to-workforce pipeline •Improved eco. mobility •Scalable, data-driven advising system
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Assumptions: Theory of Change-Students will actively participate in Talent Search services and interventions, while schools and program staff collaborate consistently and families engage when provided with accessible support and information; through increased exposure to academic, college, and career resources and early intervention at the middle and high school levels, students will build college readiness and enrollment pathways, and by addressing academic, social, and economic barriers, the program will ultimately improve student persistence and completion.

External Factors: Such as economic instability (including poverty, unemployment, and food insecurity), limited school resources (such as high counselor-to-student ratios), policy and funding changes, barriers to technology access and transportation, and variability in family support may influence students' ability to fully engage in program services and impact overall academic progress, persistence, and postsecondary outcomes.

Our Mission: To empower with the knowledge, skills, and opportunities to achieve academic success, earn industry-recognized credentials, and transition into postsecondary education and high-demand careers.

I - ABSOLUTE PRIORITY-EXPANDING EDUCATION CHOICE

Expand access to education services that accelerate learning, such as high-impact tutoring, to help students feel supported and confident in their abilities.

A. The University of Maryland Talent Search Program (UMTS) will expand education choice by increasing access to proven accelerated learning with an emphasis on dual enrollment options, college and career pathways, and access to coursework and work-based learning opportunities that lead to in-demand, recognized postsecondary credentials for low-income and first-generation students. UMTS will serve about 701 students each year, focusing on those with academic needs and limited access to advanced courses. The program will offer weekly high-impact small-group tutoring. Students will be offered academic help after school, weekly, from trained teachers and tutors, including small-group, one-on-one, and online sessions.

The UMTS program will collaborate with high school teachers and counselors to provide tutoring and connect students with other academic service providers, such as in-school and after-school tutoring, especially in STEM courses that lead to in-demand, industry-recognized credentials. This will enhance participants' chances of overcoming academic barriers and enable them to complete secondary courses and CTE programs. Continuous improvement will be implemented and sustained through quarterly Plan-Do-Study-Act (PDSA) cycles and by monitoring student performance. The goal is to help participating students build confidence while improving their course grades and standardized assessment outcomes.

B. Expand access to one or more of the following at the high school or postsecondary level: distance education, pre-apprenticeships, or Registered Apprenticeships, including Registered Apprenticeships for in-school or

B. UMTS will also expand access to distance education, pre-apprenticeships, and Registered Apprenticeships via a coordinated, year-round system. This approach will clearly define how services are delivered, what students receive, and when and where services occur. In partnership

University of Maryland --Talent Search Program-(NORTH) (UEI # NPU8ULVAAS23)

with Prince George’s County Public Schools (PGCPS), Target High Schools’ Career and Technical Education (CTE) departments, community workforce organizations, industry partners, and local training providers such as the Construction Trades Workforce Initiative (CTWI), UMTS will create structured, scalable pathways from secondary education to postsecondary training and employment. UMTS will implement this work through strong cross-sector collaboration that aligns education with workforce demand. CTE partners will integrate career pathway exposure into students’ academic experiences. Workforce and industry partners will co-develop and deliver pre-apprenticeship and apprenticeship-aligned programming. These partnerships will provide students with direct access to employer-informed training, mentorship, and work-based learning opportunities. UMTS will also incorporate virtual and hybrid delivery models to expand access to distance education, ensuring that students—including those disconnected from traditional school settings—can engage in flexible, high-quality learning and workforce preparation.

Early exposure will include career workshops, industry panels, and advising based on regional job demand in fast-growing fields such as AI, cybersecurity, healthcare, IT, and skilled trades. Students will participate in pre-apprenticeships that offer technical skills, workplace training, and exposure to industry standards.

For advanced students, UMTS will help students enroll in Registered Apprenticeships or similar programs that combine paid on-the-job training with related classes, leading to valuable credentials. Distance learning is central to reaching and reconnecting out-of-school youth. UMTS will connect students with online and hybrid options, including credit recovery, GED prep, and certification programs. These options will enable out-of-school youth and those facing barriers to return to education and begin career paths linked to apprenticeships and jobs.

University of Maryland --Talent Search Program-(NORTH) (UEI # NPU8ULVAAS23)

During the school day, in school, youth will attend regular programs, including CTE-focused sessions, advising, and career exploration activities. Summer and school breaks will offer career institutes, pre-apprenticeship training, and work placements. For out-of-school youth, UMTS will assist with re-enrollment and connection to online classes, and personal support to help with re-entry and persistence. Services are offered at many locations, including Target High Schools, community partners, training centers such as CTWI, and online platforms. This multi-option model lets students access help at school, in the community, or remotely, as needed. UMTS connects education, workforce systems, and industry partners to expand quality career paths.

C. Expand access to programs or coursework that lead to in-demand, industry-recognized postsecondary credentials

C. UMTS will increase access to top credentials by making clear pathways that link school to work. With dual enrollment, stronger CTE classes, and partners in colleges and industries, students get coordinated, credential-focused courses, not just single classes. The program will direct students to certification instruction, tutoring, test prep, and career advising, guiding students from early exploration (grades 7–8) through pathway placement (grades 9–10) to credentials (grades 11–12). Students will choose fields such as AI, Cybersecurity, IT, healthcare, and skilled trades, and pursue certifications such as CompTIA, CNA, and Google Career Certificates. Services will be available at schools and colleges, and online, backed by real partnerships for labor-market matching. Targeted recruitment, support plans, and local schools help increase participation, creating a scalable, data-focused model that ensures students graduate ready for college and work.

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APPENDICES

H. BUDGET NARRATIVE
I. TALENT SEARCH PROGRAM PROFILE
J. TALENT SEARCH PROGRAM ASSURANCES
K. ABSOLUTE PRIORITY NARRATIVE
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N. DISCLOSURE OF LOBBYING ACTIVITIES
O. GRANTS.gov LOBBYING FORM
P. ASSURANCES- NON-CONSTRUCTION PROGRAMS

II - INVITATIONAL PRIORITY-TALENT MARKET PLACES

Strengthening career and personal counseling through scalable data infrastructure to improve student persistence, postsecondary access and opportunity, and create a scalable data infrastructure that connects education to workforce outcomes

The University of Maryland Talent Search (UMTS) project strengthens career and personal counseling by embedding a scalable, data-driven infrastructure that connects education to workforce outcomes, improving student persistence, postsecondary access, employment pathways, and integrating Learning and Employment Records (LERs) and AI-enabled learner wallets, by expanding access to talent marketplaces (Jobs for the Future, 2025).

A. Integrating Learning and Employment Records (LERs) with AI-enabled learner wallets to transform student services into personalized, skills-based pathways to postsecondary success and employment

UMTS will integrate LERs with AI-driven learner wallets to transform traditional counseling into a personalized, skills-based advising system. Beginning in middle school and continuing through high school, students will build portable, verified records of their skills, credentials, and experiences through activities such as tutoring, dual enrollment, and Career and Technical Education (CTE). These records will be utilized in advising sessions, where counselors—trained in a workforce-aligned skill framework—use AI-enabled tools to help students identify strengths, address skill gaps, and align academic plans with career pathways (Jobs for the Future, 2025). The AI-driven wallets will allow students to visualize career trajectories, evaluate postsecondary options, and curate skills-based resumes, creating a dynamic, continuous pathway from education to employment. Implementation will begin with pilot programs in Year 1 and scale across all target schools by Year 3, ensuring sustained impact and continuous improvement throughout the year.

B. Expanding access to talent marketplaces and credential registries, skills-based job description generators, LERs that connect Talent Search participants, employers, and education providers through a common currency of skills

UMTS will expand access to talent marketplaces by connecting students, educators, and employers through networked, skills-based data systems. The program will partner with workforce organizations, credential registries, and employers to publish education and training opportunities in structured, open-data formats, enabling seamless alignment between student competencies and labor market needs. Students will engage with tools such as skills-based job description generators (e.g., O*NET, My Next Move) and digital credential platforms to better understand in-demand careers and required competencies (U.S. Bureau of Labor Statistics, 2025). LERs will function as a shared “currency of skills,” allowing employers and postsecondary institutions to easily recognize and evaluate student capabilities (National Association of Counties, 2024). Development and partner onboarding will begin in Year 1, with expanded marketplace functionality and full integration by Years 2–3, and continued scaling through Year 5.

Together, these strategies create a unified ecosystem in which personalized advising, transparent credentialing, and real-time labor market connections enhance student engagement, expand opportunities and access to postsecondary pathways, and improve transitions into high-quality employment.

These innovations will immediately strengthen student persistence by helping students stay engaged and motivated, by focusing on early exploration (grades 7–8) through pathway placement (grades 9–10) to credentials (grades 11–12), which will culminate in expanding postsecondary access, boosting employment outcomes by providing skill-focused pathways that guide students from education to rewarding careers. Together, these efforts address federal priorities by expanding educational choice and developing modern talent markets that connect learning to employment.

References

Jobs for the Future. (2025). *Verifiable credentials wallets in a skills-first talent marketplace.*

<https://www.jff.org/idea/verifiable-credentials-wallets-in-a-skills-first-talent-marketplace/>

Jobs for the Future. (2025). *Advising in a skills-based ecosystem: Using digital tools and credentials to support learner pathways.*

<https://www.jff.org>

U.S. Bureau of Labor Statistics. (2025). *Employment Projections: Skills data.*

<https://www.bls.gov/emp/data/skills-data.htm>

National Association of Counties. (2024). *Advancing a skills-driven workforce: Learning and employment records.*

<https://www.naco.org/resource/advancing-skills-driven-workforce-learning-and-employment-records>

TALENT SEARCH PROGRAM ASSURANCES

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

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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

Lisa Fall

Printed Name of Authorized Certifying Official

Sr. Contract Administrator

Title of Authorized Certifying Official

University of Maryland, College Park

Name of Applicant Institution/Organization

04/30/2026

Date Signed

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TALENT SEARCH PROGRAM ASSURANCES

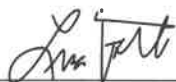
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BUDGET INFORMATION - Non-Construction Programs

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. UM Talent Search-N	84.004	\$	\$	\$ 350,254.00	\$ 65,743.00	\$ 415,997.00
2.						
3.						
4.						
5. Totals		\$	\$	\$ 350,254.00	\$ 65,743.00	\$ 415,997.00

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SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1)	(2)	(3)	(4)	
	UM Talent Search-N				
a. Personnel	\$ 228,934.00	\$	\$	\$	\$ 228,934.00
b. Fringe Benefits	82,875.00				82,875.00
c. Travel	1,500.00				1,500.00
d. Equipment	0.00				0.00
e. Supplies	2,500.00				2,500.00
f. Contractual	0.00				0.00
g. Construction	0.00				0.00
h. Other	8,500.00				8,500.00
i. Total Direct Charges (sum of 6a-6h)	324,309.00				\$ 324,309.00
j. Indirect Charges	25,945.00				\$ 25,945.00
k. TOTALS (sum of 6i and 6j)	\$ 350,254.00	\$	\$	\$	\$ 350,254.00
7. Program Income	\$	\$	\$	\$	\$

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SECTION C - NON-FEDERAL RESOURCES					
(a) Grant Program		(b) Applicant	(c) State	(d) Other Sources	(e)TOTALS
8.	UM Talent Search-N	\$ 65,743.00	\$	\$	\$ 65,743.00
9.					
10.					
11.					
12. TOTAL (sum of lines 8-11)		\$ 65,743.00	\$	\$	\$ 65,743.00

SECTION D - FORECASTED CASH NEEDS					
	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	\$ 350,254.00	\$ 87,563.50	\$ 87,563.50	\$ 87,563.50	\$ 87,563.50
14. Non-Federal	\$ 65,744.00	16,436.00	16,436.00	16,436.00	16,436.00
15. TOTAL (sum of lines 13 and 14)	\$ 415,998.00	\$ 103,999.50	\$ 103,999.50	\$ 103,999.50	\$ 103,999.50

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.	UM Talent Search-N	\$ 350,254.00	\$ 350,254.00	\$ 350,254.00	\$ 350,254.00
17.					
18.					
19.					
20. TOTAL (sum of lines 16 - 19)		\$ 350,254.00	\$ 350,254.00	\$ 350,254.00	\$ 350,254.00

SECTION F - OTHER BUDGET INFORMATION	
21. Direct Charges:	22. Indirect Charges: 8%
23. Remarks: Participant support in the amount of \$4500 was excluded from UMD's indirect cost base.	

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