

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

Completed by Grants.gov upon submission.

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

University of Maryland, College Park

* b. Employer/Taxpayer Identification Number (EIN/TIN):

52-6002033

* c. UEI:

NPU8ULVAAS23

d. Address:

* Street1:

3112 Lee Building

Street2:

* City:

College Park

County/Parish:

Prince George's

* State:

MD: Maryland

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

20742-5141

e. Organizational Unit:

Department Name:

Academic Achievement Program

Division Name:

Undergraduate Studies

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

* First Name:

Jerry

Middle Name:

L

* Last Name:

Lewis

Suffix:

Title:

Executive Director/PI

Organizational Affiliation:

UNIVERSTIY OF MARYLAND

* Telephone Number:

2404755197

Fax Number:

3013137974

* Email:

jleeleu@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

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* 15. Descriptive Title of Applicant's Project:

UM Talent Search Central

Attach supporting documents as specified in agency instructions.

Add Attachments

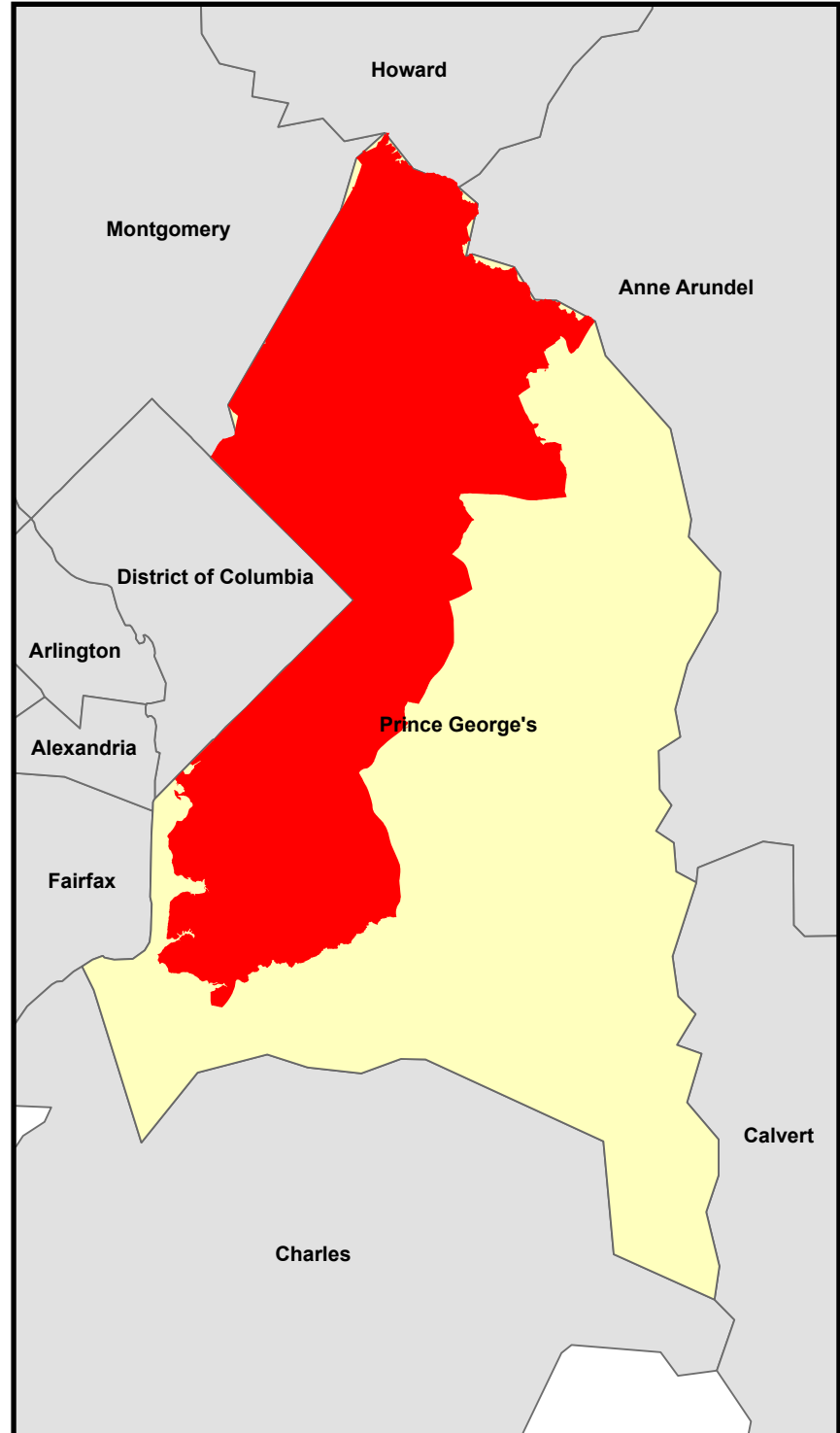
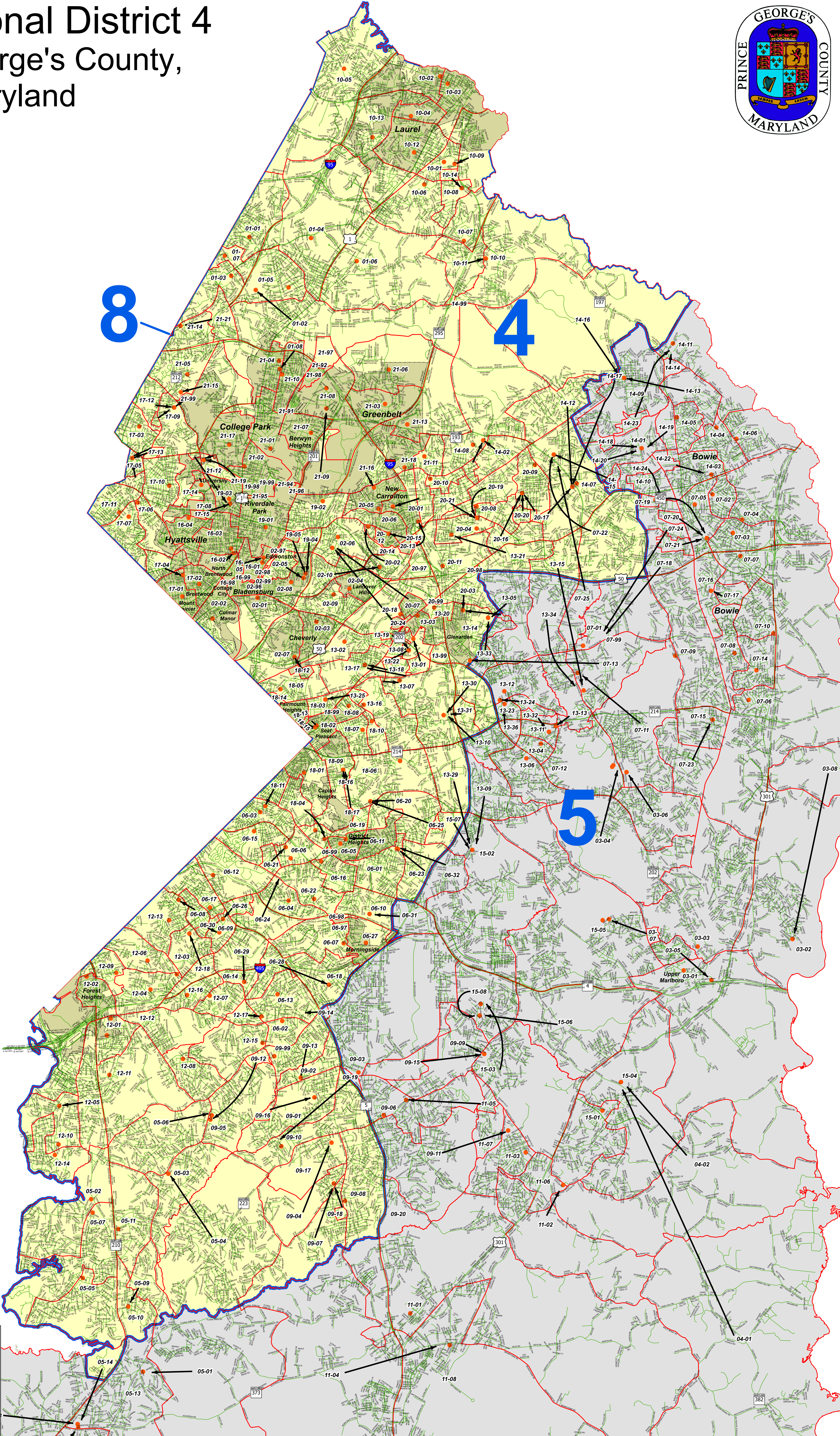
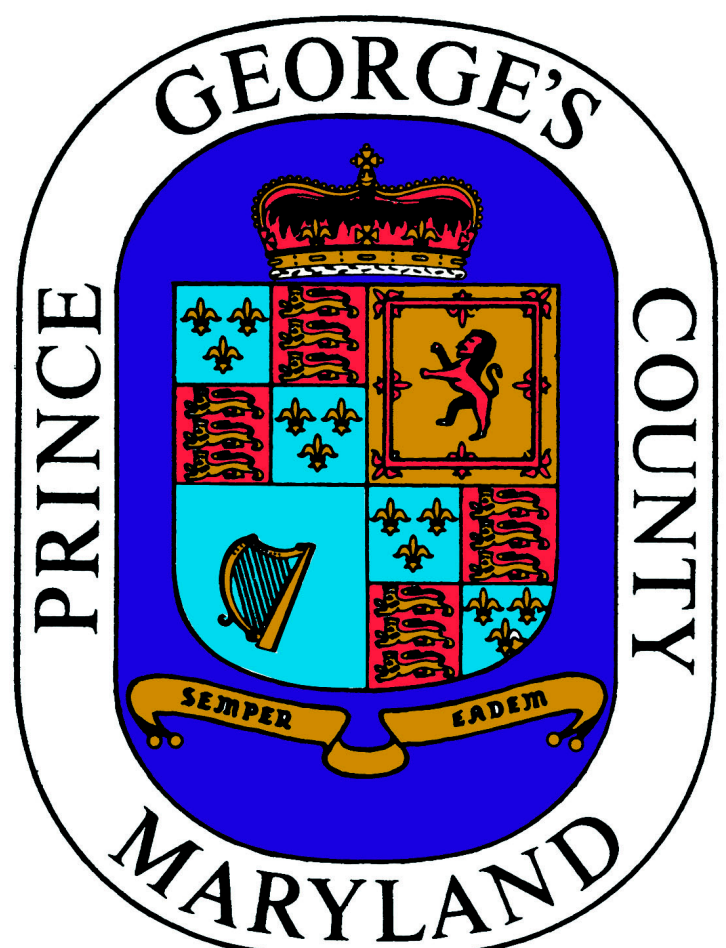
Delete Attachments

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="1,663,170.00"/>		
* b. Applicant	<input type="text" value="342,330.00"/>		
* 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="2,005,500.00"/>		
* 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="3014056269"/>	Fax Number:	<input type="text" value="3013149569"/>
* 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



Legend

●

Polling Place and Precinct Number

□

Election Precincts

4

Congressional District and Number

■

Municipalities

—

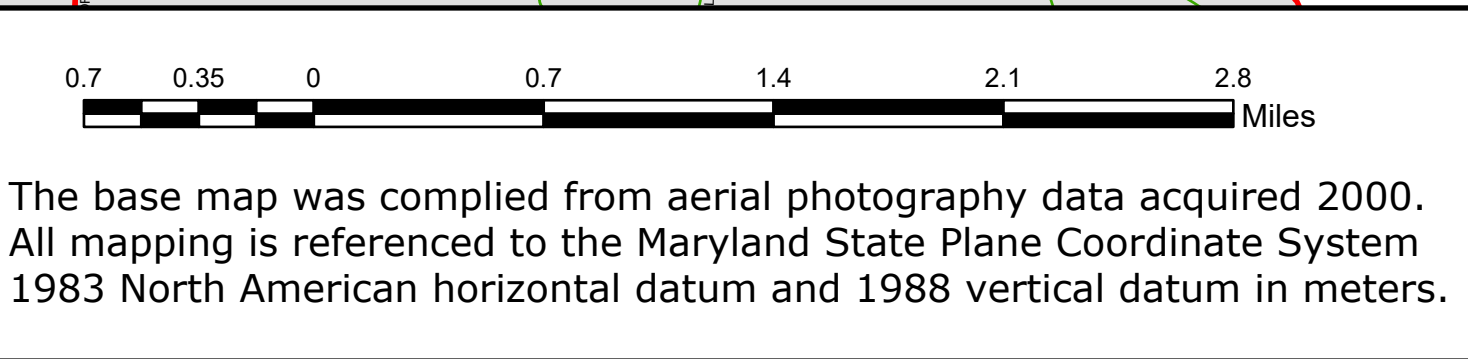
Roads

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



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

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

1. Project Director and Applicable Entity Identification Numbers:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Carla"/>	<input type="text"/>	<input type="text" value="Partlow"/>	<input type="text"/>

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

Address:

* Street1:	<input type="text" value="6811 Kenilworth Ave., Suite 504"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Riverdale"/>
County:	<input type="text" value="Prince George's"/>
* State:	<input type="text" value="MD: Maryland"/>
* Zip Code:	<input type="text" value="20737-3141"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>

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

<input type="text" value="301-405-5736"/>	<input type="text" value="301-314-9794"/>
---	---

* Email Address:

Alternate Email Address:

OPE ID(s) (if applicable)

NCES School ID(s) (if applicable)

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

2. General Education Provision Act Section 427 Assurance:

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

3. New Potential Grantee:

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

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

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

☐ Yes ☐ No

4. Human Subjects Research:

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

☐ Yes ☒ No

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

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

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

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

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 Central 2026 (1) (1).pdf

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ABSTRACT

The **University of Maryland's Talent Search (TS)** (Central) will serve 653 eligible participants who reside in Prince George's County, Maryland. This grant will select eligible students from five high schools and three middle schools and provide them with academic guidance, coaching, and advising to enhance their academic skills and prepare them for postsecondary career options, such as college and trade programs.

The program will address Priorities 1 and 3 as follows. Priority 1 will be addressed by providing the required services, with an emphasis on advising and assisting with postsecondary education options and CTE programs, including apprenticeships, certifications, and workforce training and licensure programs. The grant will expand access to educational services by offering high-impact tutoring and expanding access to distance education, pre-apprenticeships, and registered apprenticeships, including those through CTE and dual enrollment programs for in- and out-of-school youth. As an institution of higher education, the University of Maryland addressed Priority 2 in its Talent Search proposal by providing access to its resources. Invitational Priority will be addressed through partnerships with local workforce agencies and the use of LERs and AI to document and track credentials, connecting students to employers for high-demand jobs.

In response to the required services, the UM-TS will meet or exceed the benchmarks for the program's five objectives: 1. Secondary School persistence rate of 85%; 2. Secondary School graduation rate of 79%; 3. Secondary School graduation rate of 20% for Rigorous Curriculum Programs; 4. Postsecondary enrollment rate of 41.8%; and 5. Postsecondary degree attainment rate of 42%. UM-TS requests \$326,634 to implement this program and achieve these objectives. Formative and summative evaluation methods will be used to measure students' success.

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 -CENTRAL

Detailed Budget with Justification (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	\$95,409	100%	12 mons	\$17,000	\$78,409
b. Ed. Specialist 1	1	\$70,797	100%	12mons		\$70,797
c. Ed. Specialist 2	1	\$60,000	100%	12mons		\$60,000
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)					\$48,800	\$209,206
2. FRINGE BENEFITS (36.2% of full-time salaries.)						
PI/Exec. Director (15%)					11,512	0
a. Program Director (100% - 12 months)					6,154	\$28,384
b. Ed. Specialists 1					N/A	\$25,629
c. Ed. Specialists 2					N/A	\$21,720
d. Math Instructor					N/A	
e. Reading Instructor					N/A	
f. Science Instructor					N/A	
Subtotal Benefits (36.2% of full-time sraff salary)					17,666	75,733
TOTAL SALARY and wages					\$66,466	\$284,939
3. TRAVEL						

University of Maryland Talent Search Program -CENTRAL

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

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/da x 3 days = \$225; Hotel @ 200/da x 3 days=\$600, Airfare \$400 & ground transportation \$100. May be adjusted if trainings are virtual. (Allowed only if funds become available)		
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:		
Network Software		2,500
Office Supplies		\$2,000
Instructorial Supplies		\$2,500
Subtotal Office Supplies		\$6,500

upload

University of Maryland Talent Search Program -CENTRAL

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		2,500
Office Supplies	2,000	
Public Relations		1,500
Communication: (phone, fax, and internet Services-\$250/month@ 12 months \$3,000 (supplemented by AAP Drif)		\$3000
Printing And Reproduction		2,500
Sub-total Other Operation Cost		\$9,500
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		306,939
10. Less Participant Cost		\$4,500
9. TOTAL MODIFIED DIRECT COST		\$302,439
Indirect Cost (8% rate)		24,195
Justification: The budget is based on \$500 pers 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 University's and the state's employment policies. When there is staff turnover, funds will be relocated to meet the needs of students and to ensure the effective, efficient, and prudent use of budget resources.		
10. TOTAL COSTS	68,466	\$326,634

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

CENTRAL Talent Search FINAL.docx MAY 1 upload.pdf

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The University of Maryland, College Park Talent Search Program–Central (UMTS-C) will partner with Prince George's County Public Schools (PGCPS) to serve 653 eligible Talent Search students each year. UMTS-C 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 pathways guidance aligned with high-demand industries. 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 UMTS-C program will serve low-income and first-generation students at Target Schools (TS) in the central and southern communities of Prince George's County, which have the highest poverty rates. Participants will come from five target high schools and three target middle schools in Prince George's County. The Target Area (TA) for the UMTS-Central program will include the metro townships listed in Table 1 below. Prince George's County has an estimated population of 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, levels of poverty, education, job readiness, high school graduation rates, eligibility for free and reduced-price meals, college-going rates, and baccalaureate degree attainment. Approximately 32,192, or 15%, of families in the County have incomes below 150% of the poverty line. Rates range from 5.1% to 29.2% across the TA, compared with 12% in the County and 10.6% in the state. These figures highlight disparities in the TA and clearly demonstrate a need for UMTS-C in this Target Area. See Table 1 below.

Table 1: A High Number & Percentage of Families Below 150% Poverty				
Target High Schools	Total Populations	Total Families	# of Families Below 150% of Poverty	% of Families Below 150% of Poverty
State of MD	6,177,224	1,541,015	164,543	10.6%
Prince George's	967,201	222,548	26,788	12%
Target Schools				
Capitol Heights	4,050	783	40	5.1%
Colmar Manor	1,588	315	29	9.2%
District Heights	5,959	1,445	422	29.2%
Forestville	12,831	2,600	428	16.4%
Fairmount Hgts.	1,528	312	43	13.7%
Largo	11,605	2,870	340	11.8%
Landover	25,998	5,360	1,108	20.6%
Oxon Hill	18,791	4,281	272	6.3%
Marlow Hgts.	6,169	1,614	410	25.4%
Peppermill Vill.	5,264	1,304	125	9.5%
Seat Pleasant	4,522	949	111	11.6%
Suitland	25,839	6,079	999	16.4%
Temple Hill	8,350	1,841	366	19.8%
Walker Mill	12,187	2,439	362	14.8%
Totals/Averages	144,681	32,192	5,055	15%
Source: U. S. Census, 2023 American Community Survey, Tables S1101 and S1702				

Additionally, only 27% of residents aged 25 and older have earned a bachelor's degree or higher (Census Reporter 2023), meaning 73% of the TA's residents have less than a bachelor's degree. These disparities in income and education form the foundation for the NEED for the UMTS-C in the Target Area.

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

Another indicator of poverty in the TA is the percentage of children in the Target Schools who are eligible for free and reduced-price meals. See Table 2 below for the number and percentage of students in the Target Area eligible for free and reduced-price meals. As shown in

Table 2, there are 4,780 students in the UMTS-C Target School who receive free and reduced-price lunches, representing 66%.

Table 2: Students Eligible for Free and Reduced Lunch in TS			
Target Area High Schools	Total HS/MS Students	# Students Eligible-Free and/or Reduced Lunch	% Students Eligible – Free and Reduced Lunch FARMS
Maryland	277,617	128,347	46.2%
Prince Georg. Cty	39,907	23,257	58.3%
High Schools			
Largo	1,020	612	60.0%
Potomac	1,206	729	60.4%
Central	817	547	67.0%
Fairmont	1,053	708	67.2%
Crossland	1,202	705	58.7%
Total HS	4,096	3,301	63%
Middle Schools			
Gholson	734	520	70.8 %
Stoddert	641	461	71.9 %
Thurgood Marshall	742	498	67.1 %
Middle Schools	2,117	1,479	70%
Total HS/MS	6,213	4,780	66%
Source: Maryland Report Card, 2024			

Although the free and reduced-price meals scale, which ranges from 130% to 185% of the poverty level, does not perfectly align with the current low-income scale for TRiO programs, two of the Talent Search-Central Target Schools (Fairmont Heights and Potomac) 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% threshold for TRiO eligibility. This data underscores that most students in the Target Schools

are potentially eligible for Talent Search. Across high schools and middle schools, an average of 66% of potential TS students are eligible for Free and Reduced Meals.

Serving 653 students from these schools (high schools and middle schools) would reach only about 13.8% of all potential income-eligible students across the Target Schools.

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

Persistence rates for the TSs were calculated using the average 4-year adjusted persistence rate over the most recent four years with available data. The Maryland State Department of

Table 3: Persistence Rate		
	All Students Persistence Rate (4 Yr. Adj. Cohort)	FARMS Std. (4 yr Adj. Cohort rate)
State of MD	91.72%	88.35%
PG County	85%	83%
Target HSs		
Largo	90.09%	87.60%
Potomac	73.14%	73.01%
Central	80.93%	78.86%
Fairmont Hgt	83.72%	81.46%
Crossland	81.97%	81.54%
Total TS Avg.	82%	80%
Source: MD Dept. of Education: Report Card 2024		

Education's Annual Report Card indicates that persistence rates are not tracked or reported as a separate data category; instead, persistence is determined through dropout data. The 4-year adjusted cohort dropout rate is defined as the number of students who leave school for any reason other than death, divided by the number of students in the

adjusted cohort within the 4-year period. Persistence is measured for students who do not drop out or actively transfer out and return in a subsequent period. Persistence is calculated by dividing the number of students who meet these criteria by the total number of students in the adjusted cohort.

As shown in Table 3 above, the average persistence rate for TS students is 82%, while it is **80%** (objective baseline) for FARMS students (Free and Reduced Meals). FARMS students' eligibility for free meals aligns with the income requirements for Talent Search. The persistence

rate of TS students is lower than the state average: 91.7% for all students and 88.35% for FARMS students. Additionally, the persistence rate of potential TS students is lower than the rates within the county school system: 85% for all students and 83% for FARMS students.

§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 4-year cohort graduation rate for all students in Maryland in 2024 was 87.55%, and for all students in the Prince George's County Public Schools (PGCPS) district, it was 80.02%. These results reflect students who entered 9th grade and graduated with a regular high school diploma within the standard four-year period. These statistics for the state and the County include students from all socioeconomic levels and schools of varying quality.

The Target School's average 4-year adjusted graduation rate for students earning a regular high school diploma within four years was 76% for all students and 74% for FARMS students (baseline for the objective). Across all students, the statewide graduation rate is 12% higher than the average graduation rate for all TS students in the target schools. At the state level, there is an 8% gap in graduation rates between ALL FARMS and ALL FARMS students in the Target Schools.

Table 4: Low Rate of Students in TS Graduating with a Regular Diploma-4 yrs.			
	Number of Seniors	4 yr. Cohort Adj. Graduation Rate	4 yr. Cohort FARM Adj Graduation Rate
State of Maryland	67,349	87.55%	81.82%
Prince George's Co.	9718	80.02%	76.35%

Target Schools			
Largo	232	86.21%	83.72%
Potomac	309	65.37%	63.19%
Central	194	77.84%	74.80%
Fairmont Heights	258	76.74%	73.60%
Crossland	244	75.00%	72.31%
Total/Average	1,237	76%	74%
Source: Maryland Report Card 2024 Note: Average %s are rounded to whole numbers			

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 fields. Low-income and first-generation students 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. These schools place less emphasis on advanced IT, Artificial Intelligence, biomedical, or other high-wage pathways.

Because not every Target School offers on-site CTE programs in high-skill, high-wage, or in-demand career fields, UMTS-C will recommend: (1) increasing early-career exposure for students in grades 7–12; (2) creating structured pathways that include apprenticeships, dual enrollment, and industry-aligned training; and (3) integrated learning and employment records (LER), AI literacy, and digital wallets into a college and career readiness model to support skills-based transitions.

Table 5: Target Schools CTE Program Offerings			
High Schools	Current Strengths	Key Gaps vs High-Skill/wages	Recommended New Pathways
Crossland	Skilled trades (electrical, HVAC, plumbing), some health & finance	Skilled trades (electrical, HVAC, plumbing), some health & finance	Slated to become 100% CTE in 2027
Fairmount Heights HS	Business Admin, Natura Resources, Apprenticeship	Limited access to high-wage, high-skill sectors (IT, health, engineering)	IT/Cybersecurity Pathway • Health Professions Academy (CNA → CCMA progression)
Potomac HS	Homeland Security, Criminal Justice, Apprenticeship	Strong public safety focus but lacks sector diversity (IT, health, STEM)	• IT/Cybersecurity Pathway • Biomedical/Health Sciences
Central HS	CDA, Apprenticeship, Career Development	Missing advanced technical pathways	Missing advanced technical pathways
Largo HS	Academy of Finance, CCMA, Early Middle College, Apprenticeship	Some postsecondary alignment but weak in advanced tech/STEM	• IT Networking / Cybersecurity • PLTW Engineering or Biomedical Science
<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>			

According to the Maryland State Report on Career and Technical Education, Comprehensive Local Needs Assessment 2024-2026, Prince George's County Public Schools (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%. However, student persistence and completion rates are significantly lower: only 20% of PGCPS participants reach concentrator status, compared with 30% statewide. Although low-

income students participate at a high rate (31%), their transition to concentrator status remains low at 12%. There are many causes of these outcomes; one possible cause is the uneven CTE program offerings across the Target Schools.

To address these issues, the UMTS-C 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. The UMTS-C program staff will collaborate with the PGCPs CTE coordinator to inform parents and engage students in the growing availability of CTE programs, which PGCPs is offering and will expand in 2027 through its 100% CTE High School at Crossland High School, and their alignment with college aspirations.

Additionally, Talent Search services will embed LER creation in academic advising, career exploration and postsecondary planning. Student activities—such as dual enrollment, and Career and Technical Educational (CTE)—will be purposely linked to competencies documented in LER structures. Advising sessions will use a workforce-based model to help students recognize and express their capabilities. AI-driven wallets will further enhance this process, enabling students to visualize career progression, pinpoint skill gaps, and strategically select coursework and programs. Participants will engage with 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) and (ii) Low Postsecondary Enrollment and Completion Rates of *Individuals in the TA* and Schools as evidenced by...the following

As shown in Table 6, an average of 38.56% of ALL students in the TSs enrolled in postsecondary education within 12 months of graduation. However, only **36.8%** (the baseline for

Table 6: 4 (i) Low Rate of Enrollment in Postsecondary Education by Graduates of the Target Schools, (2023 School Year Data)				
	Total HS Students	# of Seniors 2023	% Enrolled in PSE after 12 months - ALL	% Low-income enrolled in PSE after 12 months
Maryland	889,971	67,829	62.2%	48.9%
Prince George's	131,143	10,117	49.3%	44.3%
Target Schools				
Largo	914	200	53.6%	54.4%
Potomac	1,253	202	34.4%	30.5%
Central	754	136	36.9%	33.3%
Fairmont Heights	1090	196	38.8%	37.3%
Crossland	1094	199	29.1%	28.5%
Total # & Average %	4191	933	38.56%	36.8%
Source: Maryland Department of Education, Report Card 2023				

the objective) of FARMS (low-income) students did so. At the County level, 48.9% of FARMS graduates enrolled in postsecondary education within 12 months of graduation; at the county level, 44.3% FARM students did so. The 2023 state postsecondary enrollment after 12 months was **62.2%** for all students, and 48.9% for FARMS students. See Table 6¹.

In three of the TSs, the college enrollment rate is roughly 30% lower than the state rate. At one TS school, Crossland, it is almost 50% lower than the state rate.

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

As shown in Table 7 below, an average of 8.5% of individuals in the TA did not complete high school; 24.9% had a high school diploma but no college education; and 7.0% of individuals

¹ Maryland Report Card, 2023

aged 25 and older have some college or an associate degree but not a bachelor's degree. Only 26.5% of individuals in the TA have a bachelor's degree. This data highlights educational deficiencies in the TA and in the homes of many potential Talent Search students. Many students in the TA and TS lack family college backgrounds and educational role models to guide, motivate, or inspire their educational interests, abilities, and aspirations.

Approximately 73.5% of individuals aged 25 and older in the Target Area have educational attainment below a baccalaureate degree, compared with about 53.3% statewide and 62.4% at the County level. The data in Table 7 further underscores the lack of educational role models available to potential Talent Search students in their homes and communities.

As shown in Table 7, *five townships within the TA have almost 80% of residents aged 25 and older who have education levels below a bachelor's degree.* According to the data in Table 7, many TA and TS students lack access to college- or career-credentialed individuals in their families or immediate communities, who can serve as role models to guide, motivate, or inspire children's 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. Parental education, particularly the mother's, is a critical driver of a child's success, often a stronger predictor of academic performance than income alone.²

Table 7: 4 (i). High Number or Percentage of individuals Residing in the Target Area with Education Completion Levels below the Baccalaureate Degree Level						
	25 years & older	Less than High	High School	Some College,	%	%

² The European Journal of Public Health, Double Advantage of Parental Education for Child Education al Achievement: The Role of Parenting and Child Intelligence, My, 2022

		School Graduate	Graduate No College	No Degree	Bachelor Degree or higher	Below Bachelor Degree
Maryland	4,364,086	177,061	1,008,475	741,592	45%	55%
PG Cty	667,226	56,718	161,519	115,155	38%	62%
Target Area						
Landover	16,351	1,892	6,262	2,322	23%	78%
Largo	8,722	66	1,591	1,937	46%	54%
Fairmount Hgts.	1,039	127	364	217	18%	82%
District Hgts	3,911	85	1,203	942	32%	69%
Capital Hgts	2,444	299	761	509	21%	79%
Pepper Mill Village	3,701	277	1,626	543	21%	79%
Colmar Manor	986	197	275	138	30%	70%
Walker Mill	6,806	254	2,282	1,870	28%	72%
Seat Pleasant	3,578	169	1,501	606	23%	78%
Totals/ Avg. %	47,538	3,366	15,865	9,084	27%	73%
Source: U. S. Census, 2023 American Community Survey, 5-Year Estimates, Table S1501						

Therefore, the number of non-high school graduates, limited bachelor's degree attainment,

and limited models to promote children's educational interests and career aspirations contribute to the problems, and to academic success among Target Schools students.

§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 follow the Common Core State Standards Curriculum and to earn a 70% or higher score in four of six rigorous (AP) courses to graduate with a regular high school diploma. Three main components that make the Common Core Curriculum rigorous are the *Dual Enrollment program*, *Advanced Placement Courses*, and the *honors course* sequence. The **honors** course sequence is available to all students. The curriculum includes four years of English, four years of mathematics (which must include Algebra I, Geometry, and two additional math credits), three years of lab sciences (one each of Life Science, Physical Science, and Earth and Space Science), three years of social studies (one each of World History, U.S. History, and National, State, and Local History), and two consecutive years of a foreign language or American Sign Language. *This curriculum is recognized by the state as a rigorous course of study. Maryland's required curriculum aligns with the definition of a rigorous course of study as specified 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."* Therefore, under this definition, all students in the PGCPs system are offered a "rigorous course of study." However, only students who complete four of six rigorous course indicators with a B or higher graduate with a regular diploma and are considered to have completed a rigorous course of study; other students 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)*, 3D Scholars, P-TECH, and the Academy of Health Sciences PGCC (six-year associate degree pathways) and College Park Academy. These programs emphasize college credits, STEM, and advanced coursework. These highly selective programs are not available in most schools; **only one Target School, Central HS,**

offers the IB option. None of the other programs is available in the Talent Search Central Target Schools.

CTE programs, including pathways that provide industry certifications and licensure, are part of the Rigorous Curriculum but do not lead to the Rigorous Diploma. Low-income students are more likely to attend underfunded, under-resourced schools that do not offer advanced IB coursework. Expanding equitable access to rigorous curricula will help more underserved students graduate with a Rigorous Diploma and be better prepared for postsecondary success.³

PGCPS **International Baccalaureate** (IB) is a high-profile, rigorous course of study. However, only *six of the 36* county high schools offer the IB curriculum, and *only one* of those, Central High School, a Target School, offers the program. Of the 4,096 high school students enrolled in the TSs, only 14 participated in the IB program, indicating limited access and low participation among TS students.

Table 8 displays the number and percentage of students who participated and graduated with a regular diploma within four years, as well as those who completed a rigorous course of study and successfully finished **Advanced Placement (AP) courses**. Many low-income students, particularly those who are not focused on college attendance upon entering 9th grade or who believe they are not eligible or qualified to enroll in more rigorous courses, often do not recognize the value of these courses, especially if they are not encouraged by high school counselors or teachers. Often, there is a lack of understanding that the postsecondary planning process begins in 8th grade, which helps students qualify for honors courses that are typically prerequisites for AP courses in 11th or 12th grade.

The **Dual Enrollment** program is another component of the Common Core that makes it

³ National Association of College Admission Counseling, *Rigorous Curriculum*, Jan. 2025

rigorous, and it also has a very low participation rate. As shown in Table 8, of the 2,429 students enrolled in the County's Dual Enrollment program, only 125 of the TS high school completers across all five TSs were enrolled in dual enrollment programs, a very low proportion.

As shown in Table 8, among the seniors in the TSs, 79 took AP exams, and 135 enrolled in the rigorous curriculum. Only 14% completed it, meeting 4 of 6 rigorous curriculum indicators. Approximately 135 students completed the rigorous curriculum, graduated within the normal 4-year timeframe, and earned a rigorous diploma.

Table 8: Low Participation, Limited Access to AP/IB Courses, and Other Rigorous Indicators						
	Total # HS Completers	Total # Students to take AP Exams	Total # of Students in IB Curriculum	Total # Rigorous Curriculum	Total % Rigorous Curriculum	Dual Enrollment Students
Maryland	60,351	74,109	6,820	19,312	32.0%	15,512
P. G. Cty	8,155	5,404	385	2,177	26.7%	2,429
Target Schools						
Central	131	50	51	N/A	5%	7
Fairmont	196	74	N/A	26	13.3%	27
Largo	223	83	N/A	53	23.8%	66
Potomac	218	89	N/A	20	9.2%	16
Crossland	220	100	20	36	16.4%	9
Total/Avg	988/198	79	36	135	14%	125
Source: Maryland Report Card 2022, 5% utilized for $\leq 5\%$; specific data not reported						

In summary, potential Talent Search, low-income, and first-generation students are often not the highest-profile students, and Staff are less likely to recommend them for these rigorous courses of study.

§643.21 (a) 6: Other Indicators of Need for a Talent Search project, including low academic achievement, low standardized test scores, a high ratio of students to school counselors in the target schools, and the presence of unaddressed academic or socioeconomic problems ...

a. Low Academic Achievement: The data in Table 9 below show disparities in academic achievement between TS and non-TS students. Achievement is measured by proficiency rates and student performance among TS students in grade 10, compared with students across the state and those in the same grade level within the school district.

Table 9: (MCAP)						
Proficiency on Statewide Assessment (English Language Arts & Mathematics0						
	All Students			FARMS		
	English	Math Algebra I	Math Geometry	English % rate	Math Algebra I	Math Geometry
Grade Level	10	Higher level reported		10	Higher level reported	
<i>State</i>	55.3%	20.0%	21.9%	40.6%	8.5%	7.1%
<i>County</i>	45.1%	8.8%	6.2%	41.1%	6.8%	5.0%
Fairmont Heights HS	30.7%	5%	5%	30.4%	5%	5%
Central HS	29.1%	5%	*	26.8%	5%	*
Largo HS	45.3%	5%	5%	44.9%	5%	*
Potomac HS	30.6%	5%	*	30.1%	5%	5%
Crossland HS	38.9%	5%	*	37.4%	5%	*
Average	34.9%	5%	5%	33.9%	5%	5%
Source: Maryland Report Card (data years 2024, the last year data consistently reported).						
Notes on data	5% utilized for $\leq 5\%$; specific data not reported					

The Maryland Comprehensive Assessment Plan (MCAP) is administered statewide to evaluate students' progress and proficiency in grades 10 in English Language Arts and Mathematics (Algebra I and Geometry) and to gauge college and career readiness. The most

consistent data available for this assessment, reported across the state, County, district, and TS, pertain to the 2024 school year.

Target School students, including FARMS students, generally had lower proficiency on this statewide assessment at the 10th-grade level. MCAP has five proficiency levels: Level 1 does not meet the statewide expectation; Level 2 partially meets the expectation; Level 3 approaches the expectation; Level 4 meets the expectation; and Level 5 exceeds the expectation. The data in Table 9 focus on meeting and exceeding expectations (levels 4 and 5) for the administration of the assessment for all students and FARMS students. At the state and county levels, the data highlight performance related to these expectations. The proficiency levels in English Language Arts for grade 10 at the state and county levels averaged 55.3% and 45.1%, respectively. For Algebra I, the proficiency rates at the state and county levels were 20.0% and 8.8%, respectively. For Geometry, the *state and county* rates for all students were 21.9% and 6.2%, respectively. Among FARMS students at the state and county levels, proficiency in English Language Arts for grade 10 was 40.6% and 41.1%, respectively. *For FARMS students, state-level proficiency in Math was 8.5% in Algebra I and 7.1% in Geometry; at the county level, the proficiency in Algebra I and Geometry was 6.8% and 5.0%, respectively.* As shown in Table 9, students at the TSs had lower proficiency and performance on the MCAP at the state and county levels. The TS students' overall proficiency in English Language Arts in grade 10 averaged 20%, lower than the state and county levels, with the County 10 percentage points lower. *For FARMS TS students, the average proficiency rate in 10th-grade English Language Arts was even lower, at 33.9%. However, none of the Target schools' FARMS students' Algebra I and Geometry proficiency rates exceeded 5%, and many TS fell slightly below 5%.*

b. Low Standardized Test Scores: Several indicators highlight the need for the Talent Search program in the Target Schools, particularly in relation to achievement on standardized tests. The current statewide assessment is the Maryland Comprehensive Assessment Program (MCAP), which has been used for eight years to measure students' proficiency in certain subjects at various points from K-12. Table 9 showed results for students in English Language Arts and Math, including Algebra I & II and Geometry. The highest grade level assessed was 10th grade in English Language Arts, Algebra I, and Geometry. No data were available on the 12th graders' achievement for the 2024 school year. Therefore, the SAT is the best standardized assessment for seniors, as it is designed to measure students' skills relevant to college.

Table 10: Standardized Test Scores (SAT)			
	Reading	Mathematics	Total
State	512	488	1000
County	468	431	899
Target Schools			
Largo	437	396	833
Potomac	409	378	786
Central	438	399	838
Fairmont Heights	427	394	822
Crossland	422	381	804
Averages	427	389	817
Sources: Maryland Report Card, 2024			

As indicated in **Table 10**, the SAT composite score in the Mathematics and Reading/Reasoning competence area was 1000 at the state level and 899 for PGCPs; however, for TS students, the average composite score was 817 across all five target schools. None of the target schools reached the County's composite score of 899; the average target school's

composite SAT score (817) was approximately 183 points lower than at the state level.

The low academic achievement/ proficiency rate on the MCAP and the lower performances on the SAT, as seen in Tables 9 and 10, underscore the need for the Talent Search Program to help improve the Talent Search students' overall standardized test performance, likelihood of high school completion, readiness for college, and to enhance skill needed for college and enrolling in

postsecondary education.

c. High Ratio of Students to Counselors in the Target Schools: The ASCA recommends that schools maintain a ratio of 250 students per school counselor. It also recommends that school counselors spend at least 80 percent of their time working directly with students or indirectly supporting them. In Maryland, the student-to-counselor ratio is **332.1**, and across the TSs, the average ratio is **271.9**. Both exceed the ASCA recommendation. The potential negative effects of insufficient counseling support for low-income and first-generation students are even more concerning.

Table 11: Counselor-to-Student Ratio			
	# of students	# of Counselors	Counselor /Student Ratio
Target Schools			
Potomac	1,347	4	336.8
Largo	1,159	4	289.8
Central	754	4	188.5
Fairmont Hgts	1,090	4	272.5
Crossland	1,094	4	273.5
Average Ratio	4,350	4	271.9
Sources:	2025 Schools' Website and Staff Directories		

According to ASCA, the counselor plays a critical role in helping students from families with no college experience navigate the maze of college decision-making and the application process, and,

even more importantly, secure funding through the financial aid process to pay for college. Counselors' time allocation with large caseloads forces counselors to spend more time working on students' attendance, discipline, mental health and other school and personal problems involving both students and parents or family members than they can with college admission and connecting students to resources for academic improvement, whereas counselors in the higher

performing schools spend a greater percentage of time providing PSE admissions and selection services⁴.

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

(i) **Food Insecurity:** Food insecurity is the USDA's measure of the lack of consistent access to enough food for an active, healthy life for all household members, and of the limited or uncertain 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 factors, such as shortened attention spans and lack of motivation, contribute to the challenges children face when they experience severe food insecurity. Research shows that children in families unsure of where their next meal will come from are more likely to have lower math scores and to repeat a grade, among other challenges. Studies also show that children in homes without consistent access to food are more likely to experience developmental impairments in language, motor skills, and behavior. These are some of the social conditions that Talent Search students face and that program staff will encounter when serving them.⁵

ii. **Unemployment and Underemployment:** The unemployment of family members impacts UMTS-C students in multiple ways. This often forces Talent Search-age students to take

⁴America Scholl Counselors Association, 2023-24

⁵ Hunger's Effect on Education, Feed the Children, July 27, 2023

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, reaching 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% in Council Districts 4, 5, 6, 7, and 9, and reaching 22% in District 6 as of September 2025. Unemployment among adults and limited employment opportunities for youth are social and economic issues that potential Talent Search participants face.

This program will empower all eligible students, especially those who are low-income and first-generation, homeless, and foster care students, with early exposure to tools integral to postsecondary and workforce success. The UMTS-C, PGCPs, and community workforce teams will collaborate to close gaps in access to credentialing systems, show how skills translate in the labor market, and provide targeted support that removes barriers related to digital literacy and AI tools.

(iii) School Truancy/Chronic Absenteeism: Truancy and high absenteeism

Absenteeism rates remain a major issue in Prince George's County Public Schools. Contributing factors include bus driver shortages, long commute times, and safety concerns at schools, as well as family-related issues such as economic hardship, housing displacement, and sibling care. Academic factors, mental health challenges and learning difficulties, may also play a role.

Under existing county policy, chronic absenteeism is defined as missing 10% of school days, excused or unexcused, while habitual truancy is defined as missing 20% or more of school days. Over 30% of Prince George's County students are chronically absent. Chronic absenteeism harms students' education from kindergarten through high school; students 16 years and older can be withdrawn from public school for chronic absenteeism. Students under 16 with 20% or more unlawful absences in a quarter, semester, or school year may also be referred to the Truancy Reduction Court. The Talent Search program will work to mitigate some of the factors contributing to absenteeism.

(iv). Unaddressed Needs of Homeless and Foster Care students in the Target Schools

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 in 2018 and 2020. 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 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, or receive the benefits available to other students.

Aligned with national and state trends, homeless students are significantly less likely to stay on track academically or enroll in postsecondary education without targeted support. 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-C staff will work with school staff and officials to provide

advising, counseling, academic coaching, and connections to in- and out-of-school resources, whenever possible and affordable, to best support this vulnerable group.⁶

In summary, the NEED criteria supporting UMTS-C in the TSs are compelling.

- 15% of families in the TA live below the poverty level.
- 66.28% of children in grades 8-12 in the TA/TS are FARMS-eligible.
- 73% of individuals in the TA do not hold a baccalaureate degree.
- 76.23% of TS students graduate with a regular diploma within four years.
- 7.1% of individuals in the TA have not graduated from high school.
- 18.03% of students in Target Schools did not persist from 9th through 12th grade.
- 36.8% of TS low-income students are enrolled in postsecondary education.

B. OBJECTIVES

34 §643.221 (b) (1-5)

The University of Maryland's Talent Search Program will achieve the objectives outlined below. The program will serve 653 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 Performance Measures indicated in Table 12.

Standardized Objectives (Table 12 below)

⁶ Prince George's County Public School, Homeless Evaluation Report, FY2018-FY2020.

Table 12: OBJECTIVES	
Goal	A. Secondary School Persistence (Performance Measure #1)
	<p>1. OBJECTIVE: <u>85%</u> 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.</p> <p>AMBITIOUS: The benchmark for this objective is <u>85%</u>, 5% above the 80% baseline, as shown in Table 3. This is the adjusted cohort persistence rate for TS FARM students. This benchmark is 3% higher than the average for all TS students. Mitigating factors include: 66% of TS students are low-income (FARMS); 15% of families have incomes below 150% of the poverty line; and 75.8% of families in TA lack a bachelor's degree. Therefore, a benchmark of a 5% increase over and beyond their peer group of FARMS students is ambitious.</p> <p>ATTAINABLE: The Talent Search staff will work in concert with the school counselors, parents, tutors, and mentors (CPP) to monitor students' attendance and coach students to stay engaged in the school curriculum and activities. The Staff will serve as advocates to minimize distractions and other factors that research shows contribute to disconnection and school dropout. 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.</p>
GOAL	B. Secondary graduate/w regular diploma w/in standard 4-years: (Performance Measure #2)
	<p>2. OBJECTIVE: <u>79%</u> 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.</p> <p>AMBITIOUS: The baseline is 74%, the adjusted cohort 4-year graduation rate for TS FARMS students shown in Table 4. The benchmark for this objective is 79%, which is 5% higher than the TS FARMS students' rate, approximately 3% higher than the All FARMS students' rate, and within 1% of the rate for all students throughout the County. Given that PGCPs has the second-lowest graduation rate of any school district in the state, the benchmark, which is 5% higher than for FARMS students in the TS and higher than for FARMS students in the County, is very ambitious, especially given the lower percentage of individuals</p>

earning a bachelor's degree in their communities, as shown in Table 7, where only 27% of adults over 25 in the TA have a bachelor's degree.

Attainable: Many of the same strategies used in objective (A) will be foundational for Talent Search students graduating within four years with a regular diploma. As indicated in the plan of operation, students will be connected to, and/or provided with, tutoring, academic coaching, mentoring, and review sessions, including subject- or course-specific reviews, throughout high school. The TS staff will work with school counselors and instructors to supplement their efforts to keep students on track and making satisfactory academic progress; the TS staff will engage parents in support of student achievement and provide students with assistance in preparing for standardized tests, which is a major stumbling block for many students, even when they do complete the requisite credits for graduation.

GOAL	C. Secondary School Graduates with rigorous secondary school program of study: (Performance Measure #2)
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3. OBJECTIVE: 20% 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.

AMBITIOUS: The baseline for this objective is 16%, as shown in Table 8, and is based on seniors who completed AP exams or took IB courses and received a regular high school diploma with a rigorous secondary school program of study. This benchmark of 20% is 4% higher than the rate for all students in the five Target Schools, only one of which offers the IB option; there was no comparison-group data for the FARMS students on this question. The real challenge will be to increase enrollment in AP and IB courses, help parents understand the value of enrolling in AP and IB courses, taking the AP and IB exams, and complete 4 of 6 AP indicators to graduate with a rigorous curriculum. Talent Search has limited control over many contributing factors in the academic setting (teacher and counselor recommendations) and at home (social, economic, and mental health issues), which makes the 4% increase in successful completion of the 4 to 6 AP indicators for a rigorous course of study an ambitious goal for the low-income and first-generation population of Talent Search students.

ATTAINABLE: This objective is attainable through tutoring, academic guidance, coaching, and advocacy interventions offered by the TS program/staff to students, especially 8th- and 9th-grade students and their parents, to help them better understand the best pathway for college preparation. The Talent Search staff will also expose students and parents to CTE programs, explain them, and encourage consideration of those that best align with their career interests and aptitudes, preparing them

for meaningful employment options. Secondly, the Staff will work with the counselors at the middle school and high school levels to identify likely candidates for success in the rigorous AP curriculum and/or IB courses; encourage recommendations, and closely monitor them to keep students in the programs and achieve success. TS full-time staff will work closely with this group of students to ensure they have access to school, program, university, and community resources, including mentoring, to increase the likelihood that students who enroll in the rigorous curriculum stay in the courses, take the exams, and achieve greater success.

GOAL	D. Postsecondary Education Enrollment: (Performance Measure #3)
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4. OBJECTIVE: 41.8% 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).

AMBITIOUS: The baseline is 36.8%; see Table 6. The benchmark of 41.8% is 5 percentage points higher than the current rate for eligible FARM students (potentially low-income students) in the TSs. It exceeds the rate for AAL students in the TSs by 3 percentage points. This benchmark is within 2% of the County's PSE enrollment for FARM students, who have significantly higher educational and income levels than those in 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 almost double the rate of most TS. A 5% improvement remains very ambitious for lower-performing Target Schools and students who face many socioeconomic challenges, unlike non-low-income students.

ATTAINABLE: Postsecondary enrollment is the hallmark of the TS program's work. Staff will be trained to help 11th- and 12th-grade students prepare for and complete college admission and financial aid applications, or to prepare to enroll in apprenticeship programs. First, Staff will identify students most likely to enroll in college, apprenticeship, and CTE programs that are part of rigorous curricula. They will provide careful monitoring of class registration, support continuous engagement, coach students to succeed in each class, and connect students to tutoring and other important resources for successful high school completion and postsecondary enrollment. Second, program staff will arrange college visits and shadowing opportunities for 12th graders before they complete college applications. Third, TS staff will provide parents with information

and assistance on the financial aid process and, in collaboration with representatives from the Financial Aid Office and financial advisors, conduct financial literacy workshops for students on how to pay for college and apprenticeship programs. The combination of these interventions will make this objective attainable.

GOAL	E. 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.

ATTAINABLE: The Talent Search staff will follow these steps to achieve the goal: (1) prepare students for college success by encouraging and coaching them through the rigorous curriculum, (2) assist students with the financial aid process so they can afford college after acceptance, (3) carefully match students to colleges that align with their characteristics, academic strengths, and interests, (4) connect students with campus resources, such as learning and tutoring centers and SSS programs, (5) regularly contact students via electronic means, and (6) invite students to return as speakers and peer mentors to inspire juniors and seniors, and stay connected to the Talent Search staff and program who they have a trusted relationship.. After a student enrolls, the student is granted permission to receive a copy of their semester transcript or enrollment status each year.

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****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 and with nondiscriminatory practices. Collaborative efforts with the school will be made to identify and select children in foster care and at homeless shelters. The target population includes students in grades 7 through 12. Table 13 below outlines the process.

Table 13: (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 14 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 14: Student Selection Criteria and Rubric		
Cornerstone Criteria	SELECTION CRITERIA	Rubric Points
<ul style="list-style-type: none"> ▪ Residency 	<ul style="list-style-type: none"> ▪ 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
<ul style="list-style-type: none"> ▪ Age 	<ul style="list-style-type: none"> ▪ Applicants must have completed six years of elementary education or be at least 12 years old but no more than 27 years old. 	10
<ul style="list-style-type: none"> ▪ Status 	<ul style="list-style-type: none"> ▪ A participant must be enrolled in grades seven through twelve or have dropped out of secondary school. 	10
<ul style="list-style-type: none"> ▪ Low-Income 	<ul style="list-style-type: none"> ▪ 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. ▪ 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) ▪ Foster care or homeless living arrangement documentation	15 5
▪ Higher Ed. Potential and Credentialing or other PSE Pathways	▪ Has a need for one or more of the project services to succeed in secondary or postsecondary education. ▪ 2.3 Cumulative GPA via School Verification ▪ Taking general curriculum vs. rigorous courses	5 5 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 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 to make equitable decisions.

Table 15: A. Application Review Process		
Who	What	When
▪ Director	▪ Accept application forms	▪ Sept./May
▪ Dir., Ed Spec./Admin	▪ 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; students who are eligible but not selected 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 decision dates
▪ Director & staff	▪ Make and announce final selections	▪ With 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 16 below.

Table 16: 3. (A). Plan to Assess Participants' Needs		
Needs Assessed	Type of Assessment Inquiries	Survey or Likert Scale
Academic	<ul style="list-style-type: none"> -Potential for Postsecondary and Credentialing education -Knowledge and proficiency of computer skills -Math performance, -Prior tutoring, and in what course -Writing skills and School attendance records -Knowledge of the relationship between secondary courses and programs of study and college competitiveness. -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 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 through connected resources in schools, the library, and online, including extended-day after-school tutoring at schools, with small-group, one-on-one, and online tutoring available as appropriate. 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 students 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. In addition, the UMTS

program will help participants develop, curate, 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 and the FAFSA, securing letters of recommendation, and drafting personal statements for college admission or CTE programs. It will 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 (FAFSA) programs and benefits (including Federal Pell Grant awards and loan forgiveness), scholarships, and assistance with completing financial aid applications, including the 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 Resource Manual 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 Library and will be accessible 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. 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 eligible students with the re-entry process and guide students 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 from skills-based hiring, digital credential transparency, and the integration of artificial intelligence in education and workforce navigation. At the re-entry stage, the UMTS-C, 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-C Program is preventing high school dropouts and reducing absenteeism. 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-C 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 reenroll students who wish to reenter the PSE pipeline to complete secondary or college education, if interested. TS staff will connect these students to the County workforce and training

program to expose them to these opportunities and, where appropriate, assist them in enrolling in these programs.

iv. Entry into postsecondary education: The UMTS-C Program will provide, on an ongoing *basis*, open-door, walk-in, or online services to assist any former UMTS-C 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 students, former students, and dropouts 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 deliver comprehensive presentations annually on the wide range of financial options available for higher education and other 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 Permissible Services

i. Counseling-personal: Talent Search staff will offer individual and small-group counseling to students on a variety of issues on an *ongoing* basis, including but not limited to personal, school-related (academic and social), and home and family issues. 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-C 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 Thursday, either during the school day or virtually. Tutoring and mentoring will take place after school or online. See Table 17.

During the summer months, the Talent Search program plans to offer on-campus enrichment and engagement activities for approximately 100 interested students whose parents agree 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.

Table 17: 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 –Thursday 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 parents 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 workshop ▪ Community locations ▪ Virtual or in-person

<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 a college major, connect with tutoring, information on alternative CTE options	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 18: Service Delivery Schematic per Grade Level for Permissible Services					
Services	Grades 9-10	Grade 11	Grade 12	Resources	Frequency/ Location
Exposure to college campus events and CTE programs, events often unavailable to students.	At least 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 education workshops for parents and students to expose them to	One group workshop per semester to distribute and discuss information about academic and CTE programs.	Provide a College and Career Fair for 10th–12th-grade students and parents to distribute/discuss	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).

the range of career options.		academic and CTE programs.			
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The services outlined in Table 19 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 19: 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 Workbook/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 or the media center.

Education workshops to inform parents about the 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-C 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, 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.

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; (5) monitoring performance in these courses and on exams; and (6) connecting students to tutoring and other resources to maximize success in the AP, IB, and honors course sequence.

b. Partnering with schools and the University's Academic Achievement program, the Honors and Scholar departments provide academic support by identifying highly qualified tutors for students taking rigorous programs of study.

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

d. 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;

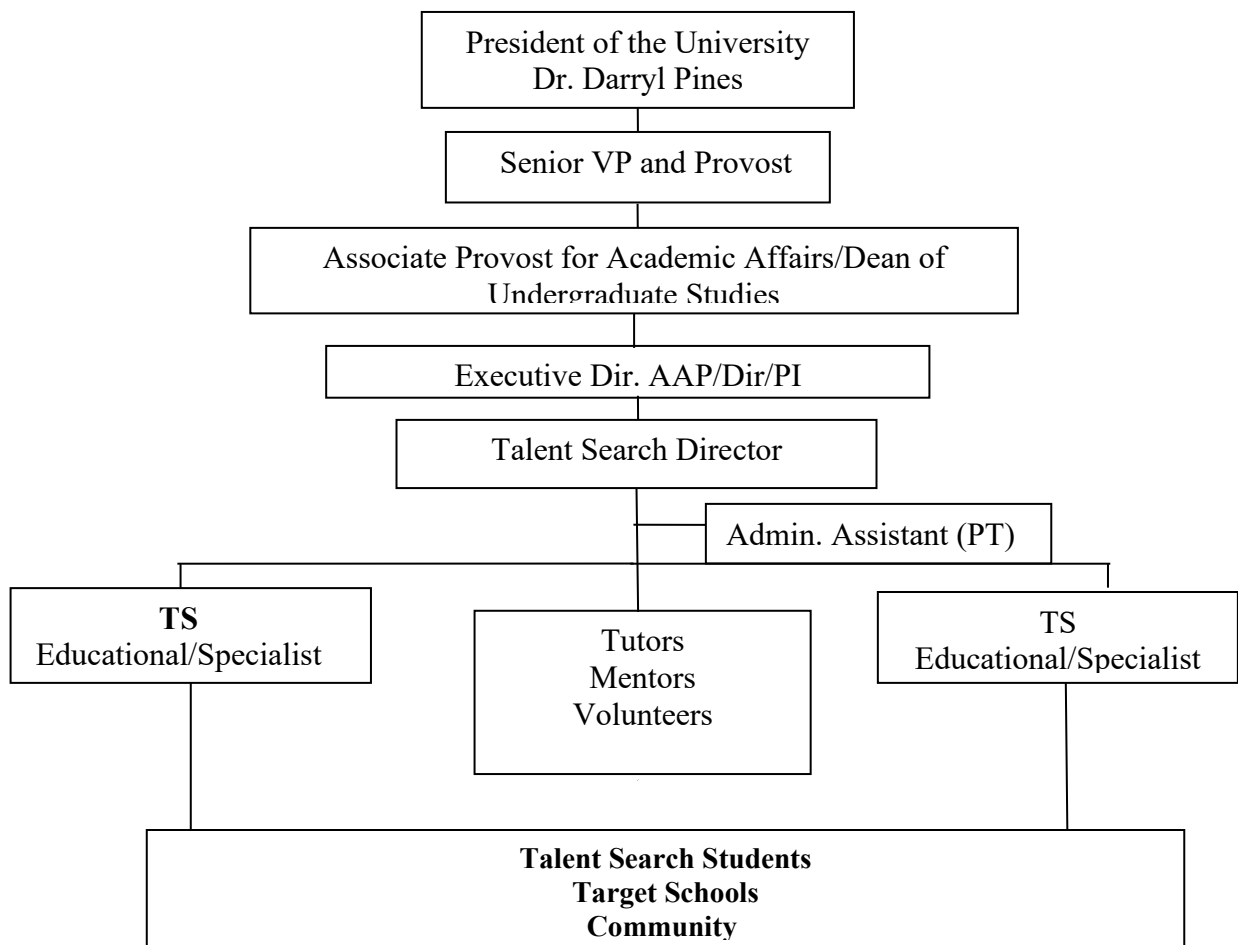
the time commitment of key project staff; and financial, personnel, and records management.

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, federal grant requirements (Uniform Guidance, EDGAR, and HEOA, as amended), and the approved objectives.



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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. 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:

Table 20: 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 8 th -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 21 below. The program will employ three professional staff members, and 3 work-study students, and a part-time administrative assistant.

Table 21: 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 22: Other Operational Practices to Ensure Efficient Management	
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

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	<ul style="list-style-type: none"> 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 and Budget Reconciliation	<ul style="list-style-type: none"> The Director and the Executive Director/PI will prepare annual budgets, and staff must operate within them. 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.

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	<ul style="list-style-type: none">▪ 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.
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.

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- (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) Encourage Alumni Networking, managed by alumni connected to the program.
- (7) Use the DEs guidelines for random sampling and check annually with the clearinghouse for status.
- (8) Maintain an updated website with an Alumni page to allow posting and updating contact information.
- (9) 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,...]**

The University commits professionals, staff support, facilities, and financial resources to the Talent Search program and to ensuring its success. The University's libraries, classrooms, and meeting spaces will be available to TS students and staff to facilitate program services and activities. 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

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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 spaces and facilities used 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 23: 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	
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 to a grant	1,200	1,200
General Office Supplies		AAP/state	2,500	2,000

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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% time to the program to work in concert with the program director to set annual operational strategies, staff performance goals, budget management timetables, and serve as the official University administrator to oversee and approve all major budgetary decisions, and work with the director to ensure audit readiness preps once per grant year. The Director will be responsible for day-to-day management, operations, staff development, and program evaluation.

Table 24 Search: Actual or Equivalent Dollar Commitment

1.	\$31,800 (15%) of the Executive Director's/PI's salary to support the program
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. The Director for Programs, 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.	\$107,252 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.....\$177,564

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The University has committed approximately \$25,000 in indirect cost revenue revision to cover the annual rent and supplement operations. The Chart below 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 Executive Director/PI and the Director of TS will meet monthly to conduct 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 community partners for the TS program. The most compelling supporting document for the Talent Search, on behalf of all target schools, is an officially executed Memorandum of Understanding (MOU) between the University (AAP) and the Talent Search Program. See 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, the BOE-PGCPS authorizes the respective school principals to work with the University of Maryland Academic Achievement Programs (UMD-AAP) to establish 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.

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- Publicize the partnership with BOE-PGCPS. **The same MOU is currently in effect.**

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:

Table 26: Letters of Commitment		
Date of Letter	Summary of Commitment	Source of Commitment
4/20/26	...The university's commitment to this proposal includes office space for staff members and access to conference space, 100% of the Exec. Director's/PI salary, office furniture, and a financial commitment of \$2,000 annually from the Dean's office and \$25,000 for annual rent cost from the Provost/university. Campus resources, such as the 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
3/22/26	Office of Community Partnership Services will support ...the partnership amongst the various schools and UMD Talent Search to facilitate the provision of programs and services that enhance the work, particularly, of the Professional Counseling staff of Prince George's County Public Schools. Supporting the UM Talent Search program's efforts in partnership with PCGPS to help students select in-demand career and technical and/or higher education postsecondary pathways To ensure the UMD Talent Search staff can serve effectively and in accordance with policies and procedures for serving students.	Ronald W. Wilson, Office of Community Engagement , PGCPS Upper Marlboro, MD
2/17/26	...We will continue to support the UMD Talent Search program by providing information to parents and students to	Dr. DeMarco Clark, Principal,

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	<p>keep students on the pathway to graduation and college matriculation. Specifically, we will continue:</p> <p>Recommending eligible students to participate in the UMD Talent Search program offerings.</p> <p>Working to ensure students are aware of scholarship and other financial aid resources.</p> <p>-Providing a designated space for students to meet with UMD Talent Search staff when school is in session</p>	Potomac High School, Oxon Hill, Maryland,
2/16/26	<p>We will support the Talent Search program by:</p> <p>Allowing access to students in order to provide supplemental support, guidance, and assistance in the areas of service listed by Talent Search.</p> <p>Provide a space within the school setting where the Talent Search Program can meet students.</p> <p>Cooperate in working with the counseling department and specific staff to provide services and carry out the goals and responsibilities of the program effectively and efficiently.</p> <p>Use media platforms to share program information with Talent Search students and parents.</p>	Lonice Priester, EdD, Principal, Fairmont Heights, HS. Landover, MD
3/2/26	<p>Specifically, I can provide:</p> <ul style="list-style-type: none"> • Offer SAT Prep classes that promote understanding of the content and format of the current PSAT and SAT • Provide tips and strategies to help students improve their test taking skills • Use practice test data to target areas of most need for improvement • Collect data from two different practice tests to compare areas of improvement and the strongest and weakest skill sets • Provide information on dates for the taking the SAT and make recommendations for the best time to take the test • Answer general questions about the SAT and create a plan for success. 	James Miller, SAT Tutoring Services

Other letters of commitment/support from community partners include those from Felice S. Li, College Consultant Services; Construction Trades Workforce Institute; Prince George's County, Maryland; Sheree Savoy, Principal, Central HS, Capital Heights, Md; Dr. Michael

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Gilchrist, Principal, Crossland High School; Albert Lewis, Principal, Largo, HS and Dr. Debra Yourick, Director, Science Education, Engagement and Ethics, WRAIR, Silver Spring, MD. All support letters are on file.

(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 will be 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 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 demonstrate 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 that 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.
- (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)

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.

1. Appropriateness of Evaluation Plan: Formative and summative evaluations will be used to assess each participant’s progress. **A. Formative evaluation** will be based on materials such as pre- and post-tests, tutor comment sheets, staff contact sheets, school- and class-level 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 adjustments. **B. Summative evaluation** will include mid- and final-semester grades. 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). The Summative Evaluation components will help determine whether the program achieved its objective. **C. 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.

2. Assessing Progress Toward Achieving Objectives: Staff will review the PERT chart monthly to 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. **Review/Assessment of the Effectiveness of Service to**

3. 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, using 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), grounded in rigorous, quantifiable measures, comprehensive in its incorporation of both formative and summative evaluation, adaptive to support 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

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appropriate. Results will inform continuous program improvement, including refining service delivery, adjusting evaluation tools, and adding indicators as needed to support 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).

General Education Provision Act Section 427 Assurance:

GEPA Compliance: UM-TS Central 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.

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

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 85%...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/ intervention	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, PGCSPS's Memorandum of Understanding, Parents' involvement, Advising, coaching, and counseling	85% retained and returned to the next grade level & CTE Sequenced Programs/ Apprenticeships within the next year/Cohort Tracking for Program Effectiveness
B. School Graduation 79% ...Secondary School graduation secondary school w/regular diploma w/in 4 yrs... or	In-take assessment, PSE planning survey, Students' transcript mid-yr.,	End of year interview, Students' transcript Yr. end, PSE admit and aid applications,	Sept/October, April /May, Oct/November, Mid-year, Senior progress meeting,	Quarterly students' progress meeting, Year-end student's	TS Ed. Specialist, CTE/HS Counselors, Students/parents, Copy of Transcript, Practice exams-assistance/w PSE	79% graduate w/ regular diploma or GED w/in four years with and /or industry credentialing/ Cohort Tracking for

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

GED and /or industry credentialing		PSE enroll verified reports.	April, May & June	status meeting	entrance exams, with apps, with Aid apps	Program Effectiveness
C. Graduate with rigorous secondary... 20%... of seniors will complete with secondary school w/rigorous program of study...and/or industry credentialing	Pre & Posttests for high impact tutoring in core & CTE subjects, Students' transcripts 9-11 grades, 1 st of year, interview w/student/parents	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	20% graduate with secondary diploma w/rigorous program of study and/or industry credentialing/Cohort Tracking for Program Effectiveness

Evaluation Strategy

A. 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> 41.8% Students with a regular diploma, GED, postsecondary education or Registered	Career & college survey, annual interview, Mid-years transcript,	Copy of final 12 th grade Transcript, record of entrance exam, copy of college App, & student's Aid, verification of PSE	September and October	September and October January and February	TS staff, PSE enrollment report Resources \$ for	41.8% enrolled in PES the following fall after graduation or local employment in a high-skill, high-wage, and in-

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

Apprenticeship programs	Schedule of entry exams, Verify the entrance exam, College Admit & Aid app	enrolled & State apprenticeship databases & Employer verification	January and February May and June	May and Jun On APR	Clearinghouse reports	demand career field
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	<u>42%</u> of students enrolled in PSE or Registered Apprenticeship would have graduated by or in the 6 th year, prepared for a high-skill, high-wage, and in-demand career field.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

Central Talent Search Profile MAY.pdf

Add Mandatory Other Attachment

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View Mandatory Other Attachment

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

Add Optional Other Attachment

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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 210899

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: 61811 Kenilworth Avenue, Riverdale Maryland, 20737

City, State, Zip Code 61811 Kenilworth Avenue, 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) Largo HS	85	(8) Gholson Middle School	75
(2) Potomac HS	85	(9) Stoddert Middle School	75
(3) Central HS	85	(10) Thurgood Marshall Middle School	78
(4) Crossland HS	85	(11)	
(5) Feirmont HS	85	(12)	
(6)		(13)	
(7)	85	(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: _____

(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: 85% % 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): 79% % 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): 20% % 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: 41.8% % 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

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>

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 653 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

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.

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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- A. BUDGET NARRATIVE**
- B. TALENT SEARCH PROGRAM PROFILE**
- C. TALENT SEARCH PROGRAM ASSURANCES**
- D. ABSOLUTE PRIORITY NARRATIVE**
- E. COMPETITIVE PREFERENCE PRIORITY NARRATIVE**
- F. INVITATIONAL PRIORITY NARRATIVE**
- G. DISCLOSURE OF LOBBYING ACTIVITIES**
- H. [GRANTS.gov](https://www.grants.gov) LOBBYING FORM**
- I. ASSURANCES- NON-CONSTRUCTION PROGRAMS**

UM TALENT SEARCH CENTRAL 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 	ACADEMIC & COLLEGE READINESS <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"> •85% student persistence rate (increase from 80%) •79% high school graduation rate (increase from 74%) •20%
<ul style="list-style-type: none"> •CTE prog. & dual enrollment partners •Workforce/industry partners (e.g., CTWI) •Technology (AI learner wallets, LGRs, SchoolLinks) 	CAREER PATHWAYS <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"> completion of rigorous curriculum and industry licensures programs (increase from 16%) •40% postsecondary enrollment, credentialing, & apprenticeship rate (increase from 35%) •41.8% postsecondary program completion (increase from 36.8%)
<ul style="list-style-type: none"> •Data systems (academic & labor market tools) •Transportation & virtual learning platforms •Curriculum (SAT/ certification prep) 	ACCESS & INNOVATION <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 	ENGAGEMENT <ul style="list-style-type: none"> •Parent workshops 				

	•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
--	-----------------------------	--	--	--	--

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.

TALENT SEARCH PROGRAM ASSURANCES

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

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

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

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

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



Authorized Certifying Official's Signature

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

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

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TALENT SEARCH PROGRAM ASSURANCES

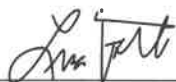
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BUDGET INFORMATION - Non-Construction Programs

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-Central	84.044	\$	\$	\$ 326,634.00	\$ 68,466.00	\$ 395,100.00
2.						
3.						
4.						
5. Totals		\$	\$	\$ 326,634.00	\$ 68,466.00	\$ 395,100.00

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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-Central				
a. Personnel	\$ 209,206.00	\$	\$	\$	\$ 209,206.00
b. Fringe Benefits	75,733.00				75,733.00
c. Travel	1,500.00				1,500.00
d. Equipment	0.00				0.00
e. Supplies	6,500.00				6,500.00
f. Contractual	0.00				0.00
g. Construction	0.00				0.00
h. Other	9,500.00				9,500.00
i. Total Direct Charges (sum of 6a-6h)	302,439.00				\$ 302,439.00
j. Indirect Charges	24,195.00				\$ 24,195.00
k. TOTALS (sum of 6i and 6j)	\$ 326,634.00	\$	\$	\$	\$ 326,634.00
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-Central	\$ 68,466.00	\$	\$	\$ 68,466.00
9.					
10.					
11.					
12. TOTAL (sum of lines 8-11)		\$ 68,466.00	\$	\$	\$ 68,466.00

SECTION D - FORECASTED CASH NEEDS					
	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	\$ 326,634.00	\$ 81,659.00	\$ 81,659.00	\$ 81,658.00	\$ 81,658.00
14. Non-Federal	\$ 68,466.00	17,116.00	17,116.00	17,117.00	17,117.00
15. TOTAL (sum of lines 13 and 14)	\$ 395,100.00	\$ 98,775.00	\$ 98,775.00	\$ 98,775.00	\$ 98,775.00

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT					
(a) Grant Program		FUTURE FUNDING PERIODS (YEARS)			
		(b) First	(c) Second	(d) Third	(e) Fourth
16.	UM Talent Search-Central	\$ 326,634.00	\$ 326,634.00	\$ 326,634.00	\$ 326,634.00
17.					
18.					
19.					
20. TOTAL (sum of lines 16 - 19)		\$ 326,634.00	\$ 326,634.00	\$ 326,634.00	\$ 326,634.00

SECTION F - OTHER BUDGET INFORMATION	
21. Direct Charges:	22. Indirect Charges: 8%
23. Remarks: Participants' cost is \$4,500 each year; it is not shown in the Other Category above. The direct cost category in this form is reduced by the participant cost amount, and the 8% indirect cost rate is calculated on the modified direct cost.	

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