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**APPENDIX A -**

**ADULT HIGH SCHOOL PILOT PROGRAM SOLICITATION FOR PROPOSALS FIFTH RELEASE APPLICATION**

This application is for potential Adult High School Operators seeking approval under the Adult High School Pilot Program Solicitation for Proposals Fifth Release. Please complete all fields of this application and submit with the other required documentation by **5:00 PM on Friday, March 7. Completed applications should be submitted via email to Laura Ostrowski at** **laura.ostrowski@maryland.gov** **and Kellise Williamson at** **kellise.williamson@maryland.gov****. Submissions should be submitted as one PDF file in a single email. In addition, the Proposal Budget should also be submitted as a standalone Excel sheet (.xlsx). Documents should be submitted in the order that they are listed below in the checklist.**

Prior to submission, please review the required documents in the table below to ensure a complete application is submitted. Applicants should carefully review the **Adult High School Pilot Program Solicitation for Proposals Fifth Release** prior to completing this application. Incomplete applications will not be considered.

**ADULT HIGH SCHOOL PILOT PROGRAM SOLICITATION FOR PROPOSALS FIFTH RELEASE APPLICATION SUBMISSION CHECKLIST**

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| **REQUIRED DOCUMENTS** |
| **☐ Application (Appendix A)*** + **Cover Page (Section 1)**
	+ **Executive Summary (Section 2)**
	+ **Narrative (Section 3)**
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| **☐ Qualifications of Personnel Chart/Key Staff (Appendix B)** |
| **☐ Budget (Appendix C)** |

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| **SECTION 1: COVER PAGE** |
| **LEAD OPERATOR & SCHOOL INFORMATION** |
| **1** | **Lead Operator Name** |  |
| **2** | **Lead Operator Address** |  |
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| **3** | **School Name** |  |
|  **4** | **School Address** |  |
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| **5** | **School Number** |  |
| **6** | **Primary Contact Name** |  |
| **7** | **Primary Contact Title** |  |
| **8** | **Primary Contact Telephone** |  |
| **9** | **Primary Contact Email** |  |
| **10** | **School Website** |  |

**Instructions for Section 2: Executive Summary**

Please provide a clear and concise outline of the Proposal that **does not exceed 400 words** in length.

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| **SECTION 2: EXECUTIVE SUMMARY** |
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**Instructions for Section 3: Narrative**

Please thoroughly review the Solicitation before completing Section 3. Provide a response for every question.

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| **SECTION 3: NARRATIVE**  |
| **1** | **School Operator** |
| **1A** | **Profile of lead operator and key partners for School operations, including:*** **Core instructional responsibilities**
* **Core operational responsibilities**
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| **1B** | **Operator’s mission, legal structure, and how the organization is financed.** |
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| **1C** | **Submit copies of the following:**1. **Operator’s Maryland Department of Assessments and Taxation Certificate of Good Standing.**
2. **Determination of Tax Exempt (IRC 501(c)) Status. (This applies to non-profit organizations exempt from taxation under IRC §501(c) only. Submit government issued documentation certifying your tax-exempt status under the Internal Revenue Code 501(c).)**
3. **Operator’s updated copy of their W-9.**
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| **1D** | **MD Labor will be verifying that operators are in compliance with their Unemployment Insurance (UI) obligation to the State. Contact your payroll department to determine if your agency has unpaid UI obligations.** |
| **2** | **Program Description** |
| **2A** | **State the governing mission and guiding philosophy of the School.** |
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| **2B** | **Describe how the School will provide equity for students, educators and other program beneficiaries.**1. **Describe how the School’s existing mission, policies, or commitments ensure equitable access and participation.**
2. **Identify the barriers that may impede equitable access and participation of students, educators, or other beneficiaries.**
3. **Based on the barriers identified, name the steps the School will take to address such barriers to equitable access and participation.**
4. **Indicate the School’s timeline, including targeted milestones, for addressing these identified barriers?**
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| **2C** | **State the School’s measurable goals that are to be accomplished.**1. **State the School’s projected initial and ongoing yearly enrollment.**
2. **State the school’s measurable objectives including but not limited to learning and academic goals and student career and employment opportunities.**
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| **2D** | **State the School’s governance plan, including:** 1. **Administrative structure**
2. **Profile of school leadership**
3. **School management**
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| **2E** | **Indicate all of the School’s key personnel. (See & attach Appendix B.) Include:**1. **Staffing plan for School administrators, instructional staff, and support staff, include vacancies and anticipated hire dates**
2. **Teacher quality and qualifications**
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| **2F** | **Provide the plan for professional development for staff for instructional and non-instructional staff.** |
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| **2G** | **Describe the plan for ongoing student recruitment and retention.** |
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| **2H** | **Describe the School’s instructional programming to prepare students who test below the secondary-level.** |
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| **2I** | **Describe the Pilot’s plan to work with students with disabilities including any required accommodations under the Individuals with Disabilities Education Act to qualified students.** |
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| **2J** | **Describe the Pilot’s plan to work with diverse populations, including multilingual learners, to ensure successful outcomes.** |
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| **2K** | **Describe how the School utilizes its advisory and coaching services that provide transition services for students to engage in career pathways, Registered Apprenticeships, and postsecondary education in high-need and growth-industry sectors and make effective transitions into postsecondary education and industry credentialing opportunities.** |
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| **2L** | **Describe how the school program is aligned to the Governor's 2024 State Plan. (See Adult High School Pilot Program Solicitations for Proposals Fifth Release, Section 7.3, Maryland State Resources.)** |
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| **2M** | **Describe how the selected in-demand industries, including the training, career pathways and partners are informed by local Labor Market Information (LMI).** |
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| **2N** | **Please identify the school’s current programs and partnerships with organizations or businesses that provide job-training, industry recognized credentials in high-need and growth-industry sectors leading to in-demand, sustainable careers, or higher education credits for enrolled students.**1. **List the specific industries. For each specific industry describe:**
	1. **Career pathways;**
	2. **Partnerships with employers;**
	3. **Partnerships with training organizations;**
	4. **Training programs; and**
	5. **Industry recognized credentials, including stackable credentials**
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|  | **Industry 1** | **Industry 2** | **Industry 3** |
| **Career Pathway(s)** |  |  |  |
| **Employer Partnership(s)** |  |  |  |
| **Training Org Partnership(s)** |  |  |  |
| **Training Program(s)** |  |  |  |
| **Industry Recognized Credential(s)** |  |  |  |
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| **3** | **Curriculum****Submit curriculum responses as a separate attachment.** |
| **3A** | **Provide the curriculum for each content area in COMAR 13A.03.02 *Graduation Requirements for Public High Schools in Maryland* aligned to** [**Maryland College and Career Ready Standards**](https://marylandpublicschools.org/about/Pages/DCIPL/index.aspx)**. For additional guidance, please refer to the curriculum rubric in the Solicitation under *Section 7 - Resources, Maryland State Resources*.** |
| **3B** | **Provide the curriculum for other content areas offered in the school.** |
| **3C** | **Submit detailed scope and sequence, graduation plans, and sample student schedules.** |
| **3D** | **Describe how students complete the program of instruction in personal financial literacy in COMAR 13A.04.06 *Program of Instruction in Personal Financial Literacy.*** |
| **3E** | **Describe how students are completing the student service requirement in COMAR 13A.03.02.05 Student Service (not required if the school requests an exemption from this requirement).**1. **Describe the service-learning program in your public agency, including the rationale behind the agency's approach to achieving Maryland service-learning graduation requirement.**
2. **Describe how students engage in independent service-learning experiences in your public agency.**
3. **Describe the process by which service-learning that students complete independently is evaluated and approved. Name the parties who share the responsibility of evaluating and approving service-learning that students complete independently.**
4. **Discuss the process for ensuring that the completed independent service-learning project has met each of Maryland's 7 Best Practices of Service-Learning.**
5. **Provide links to pdf documents or web pages related to independent service-learning in your public agency.**
	1. **The independent service-learning pre-approval form for students.**
	2. **The independent service-learning reflection form for students.**
	3. **The document or manner in which an approved community partner confirms the number of hours a student served.**
	4. **Directions for students about where or to whom, when, and how required forms must be submitted.**
	5. **A list of approved service-learning community partners.**
	6. **Information provided to community partners that work with students who are participating in independent service-learning hours.**
	7. **Information provided to students about independent service-learning.**
6. **Describe how the independent service-learning accomplishments of students are recognized and shared in your public agency.**
7. **Explain how service-learning hours are officially documented for each student in your public agency.**
8. **Describe how students monitor their progress toward completion of the service-learning graduation requirement in your public agency.**
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| **4** | **Performance Standards & Measurement** |
| **4A** | **Describe plans to measure and track student performance.** |
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| **4B** | **Describe how performance standards are aligned to** [**Maryland College and Career Ready Standards**](https://marylandpublicschools.org/about/Pages/DCIPL/index.aspx)**.** |
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| **4C** | **Describe the processes that determine students' progress for completion and graduation.** |
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| **4D** | **Describe the assessment instruments that are used for measuring student progress toward the Maryland Graduation Requirements for Public High Schools.** |
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| **4E** | **Describe any additional measures that will be used to determine school’s success.** |
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| **5** | **Data System(s)** |
| **5A** | **Describe in detail the data system used to capture and store student data**1. **Describe its reporting and analytical functionality**
2. **Describe its ability to interface with other data systems**
3. **Describe the data privacy and protection systems employed by the Operator**
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| **5B** | **Describe in detail the data system used to capture and store the financial data for the school**1. **Describe its reporting and analytical functionality**
2. **Describe its ability to interface with other data systems**
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| **6** | **Student Intake Procedures** |
| **6A** | **Describe the student intake process, including:**1. **enrollment process and procedures,**
2. **orientation scheduling and delivery,**
3. **initial assessments - instruments used, analysis of outcomes for placement and advising,**
4. **transcript review for transfer of credits,**
5. **advising for success, placement, supportive services, and academic planning,**
6. **and other intake processes**
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| **7** | **Supportive Services Offered** |
| **7A** | **Describe in detail the supportive services that are provided, such as child care, transportation assistance, housing referrals, mental health services, including substance use disorder care, crisis intervention, and Federal Bonding and expungement assistance.** |
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| **8** | **Budget & Funding** |
| **8A** | **Provide a detailed budget workbook for the initial three-year operating period that demonstrates the school’s financial self-sufficiency. (See & attach Appendix C)*** **Line item explanations for facility, operational and instructional expenditures**
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| **8B** | **Finance*** **Describe the amount and source of the funding your organization will contribute annually to the sufficient operation of the adult high school.**
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| **9** | **Bylaws & Advisory Board** |
| **9A** | **Provide the bylaws that will govern the School, including:**1. **Organization and advisory board structure.**
2. **Which staff and advisory board members have authority and decision-making responsibilities and how those responsibilities will be carried out.**
3. **The requirements and responsibilities of advisory board membership**
4. **Advisory board member election process and termination including officers.**
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| **9B** | **Provide the names, titles, and organizations of the School’s proposed Advisory Board. (The Advisory Board must contain 11 – 25 members. The Advisory Board must be in place before the opening of the school. Note: Two members are appointed if the School is approved. One member will be appointed by the Maryland Department of Labor and one member will be appointed by the Maryland State Department of Education.)** |
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| **10** | **Additional Supporting Documents** |
| **10A** | **Provide any additional documentation that will support the proposal.** |
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| **SECTION 4: ASSURANCES**  |

The Lead Applicant hereby affirms and certifies that it will comply with all applicable regulations, policies, guidelines, and requirements of the Maryland Department of Labor (Labor) and the Maryland State Department of Education (MSDE) as they relate to the application, acceptance, and implementation of the Adult High School Pilot Program. The Lead Applicant further affirms and certifies that:

1. It possesses legal authority to submit an application, i.e., an official act of the Lead Applicant’s governing body has been duly adopted or passed, authorizing filing of the application, including all understandings and assurances contained therein and directing and authorizing the person identified as the official representative of the Lead Applicant and to provide such additional information as may be required.
2. It will comply with applicable federal, State, and local laws regarding discrimination and equal opportunity in employment, and credit practices, including:
* Titles VI and VII of the Civil Rights Act of 1964;
* Title VIII of the Civil Rights Act of 1968, as amended;
* The Americans with Disabilities Act of 1990; and
* Maryland Annotated Code, State Government Article, § 20-601 et seq.
1. It will participate in any statewide assessment program or other evaluation program as required by Labor or MSDE.
2. It will give Labor and MSDE, or an authorized representative, the right of access to, and the right to examine all records, books, papers, or documents related to the grant.
3. It will assure that biannual status reports will be submitted to Labor and MSDE, as required.
4. It will comply with all requirements imposed by Labor and MSDE concerning requirements of law, regulations, and other administrative requirements.
5. It must receive prior approval from the Program Officers before implementing any programmatic changes with respect to the approved purposes.
6. Labor and MSDE may, as deemed necessary, supervise, evaluate and provide guidance and direction in the conduct of activities performed. However, Labor’s or MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve the applicant of any liability for failure to comply with the terms of the approval.

I further certify that all of the facts, figures, and representations made with respect to the Solicitation, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

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| **Lead Applicant Name** |  |
| **Signature of Authorized Authority from Lead Applicant Organization** |  |
| **Printed Name and Title** |  |
| **Date** |  |