



# **Georgia Rural AP STEM Initiative**

## **Round 2**

A Partnership between  
The Governor's Office of Student Achievement  
and  
College Board

District Application Packet

## INTRODUCTION

The Governor's Office of Student Achievement and College Board have partnered to create a vertical pathway to success in AP STEM courses in high-need, rural districts in Georgia. The program's goal is to strengthen the teaching of three AP STEM courses – AP Computer Science A, AP Computer Science Principles and AP Statistics – in order to (a) build enrollment and (b) increase the number of students taking and earning qualifying (3 or higher) scores on these three AP exams. This grant opportunity will support pre-AP and AP teacher professional learning for AP Computer Science A, AP Computer Science Principles and AP Statistics. Grant funds will provide personalized teacher development and support in developing rigorous Pre-AP and AP courses.

### **Participating teachers will receive:**

- a financial stipend for participation in summer professional learning, support from a highly successful College Board-identified AP or Pre-AP teacher mentor, and
- ongoing professional learning support and collaboration from College Board and teachers from other districts in similar projects.

### **Participating districts will receive up to \$30,000 in funds to support the following:**

- resources and equipment necessary to successfully implement a vertically aligned Pre-AP to AP sequence of courses,
- substitutes and/or stipends for vertical planning and course development,
- travel associated with professional learning,
- activities associated with recruitment of non-traditional STEM students,
- student travel from support/tutoring sessions, and
- other reasonable and allowable needs directly related to project implementation identified in the application narrative.

Participation in this grant program will require that appropriate personnel from the local education authority (LEA) complete the activities listed in the following chart.

**REQUIRED GRANT ACTIVITIES**

<b><u>Task</u></b>	<b><u>Person(s) who should complete/participate</u></b>
Identify appropriate personnel to teach Pre-AP and AP courses	Central office/School leader
Attend AP Summer Institute for anticipated course(s) (AP Computer Science A, AP Computer Science Principles and/or AP Statistics)	Teacher(s)
Participate in mentorship program, including visiting the mentor teacher's classroom	Teacher(s)
Design and implement a vertically aligned course sequence from middle to high school in one of the identified areas	Teacher(s)
Actively recruit students who may not typically enroll in AP STEM courses	Teacher(s)/School Leader(s)
Attend appropriate support sessions for administrators and participating teacher(s)	Teacher(s)/School and/or District Leader
Implement one of the identified AP courses in the 2017-2018 school year	Guidance Counselor/School Leader/Teacher(s)
Implement appropriate student supports for students enrolled in AP STEM courses	Teacher(s)/School Leader(s)/District Leader/Teacher
Participate in ongoing support during 2017-2018 school year	Teacher(s)/School Leader(s)/District Leader
Submit appropriate status and financial reports throughout the grant period	District Grant Manager

College Board will provide a regionally-located AP Summer Institute for each of the eligible courses (AP Computer Science A, AP Computer Science Principles and AP Statistics) based on the location and concentration of participating districts. In addition to summer professional learning, College Board will also provide required support sessions for teachers and administrators throughout the grant period. These sessions will be hosted at regionally-accessible RESAs. As outlined in the chart above, one or more members of the grant team are required to participate in all professional learning sessions. As part of the application process,

the LEA must identify specific participants for all required activities. As districts plan for implementation, they should carefully consider how the grant obligations will impact grant participants. For example, teachers may need to be out of the classroom on training days. Costs for these activities can be absorbed by grant funding; however, teachers will also be required to spend some time outside of the classroom for mentoring and follow-up sessions during the school year. A list of required professional learning sessions with appropriate participants is provided in the chart below.

### REQUIRED PROFESSIONAL LEARNING TIMELINE

<u>Timeline</u>	<u>Type of Professional Learning</u>	<u>Required Attendees (minimums)</u>
Summer 2017	Private cohort AP Summer Institute for Identified AP Courses	1 teacher per district for each course implemented
Spring 2017	AP STEM Vertical Teaming Think Tank	1 high school teacher, 1 middle school teacher, 1 middle or high school administrator
October/November 2017	AP One-day Workshops (2 provided by GaDOE)	2 grant team members
December 2016 – May 2017	AP One-day Workshops Hosted Regionally (4)	1 grant team member for each of 4 sessions
December 2017	AP Cohort Meeting	All implementing teachers
	Mentor-Mentee Meeting	All implementing teachers
	Building and Sustaining AP Programs for Administrators	1 middle and 1 high school administrator
	Using PSAT/NMSQT to Support Milestones Skills Development	2 grant team members
	College Board Resources: Supporting the Work of the AP Teacher	1 high school and 1 middle school administrator

## TECHNICAL INFORMATION

<b>RFP Release Date:</b>	February 16, 2017
<b>Deadline for Proposal Submission:</b>	March 16, 2017
<b>Contact Person:</b>	Stacey Lutz Governor's Office of Student Achievement 205 Jesse Hill, Jr., Drive Southeast 952 Twin Towers East Atlanta, Georgia 30334 stacey.lutz@georgia.gov (404) 640-9667
<b>Anticipated Award Notification:</b>	Late March
<b>Awarding Agency</b>	The Governor's Office of Student Achievement

## APPLICATION DETAILS

### ELIGIBILITY

The Georgia Rural AP STEM Initiative Grant is open to local education agencies (LEAs) or regional educational service agencies (RESAs) who:

- wish to offer one of the eligible AP Courses (AP Computer Science A, AP Computer Science Principles or AP Statistics), and
- meet the definitions of both high-need and rural as defined below, and
- participate in a required technical assistance day prior to application submission, and
- complete all application materials.

**Note:** RESAs can apply in partnership with eligible district(s) within their service areas to provide a regionalized service and support model for implementation in identified RESA schools. (Eligible LEAs are identified in Appendix A).

**High-Need:** LEAs located counties designated as Tier 1 or Tier 2 based on the Georgia Department of Community Affairs' annual job tax credit tiers are considered high-need. These counties represent the counties with high unemployment rates, low per capita incomes, and high percentages of residents whose incomes are below the state poverty level.

**Rural:** LEAs are considered rural for the purposes of this grant if they serve fewer than 30 students per square mile. These LEAs must spend proportionally more funds per pupil since they serve a more dispersed population and do not have the economies of scale of larger districts.

**\*\*Note:** *The three State Schools are also eligible. In addition, state charter schools that are located in a Tier 1 County and have an attendance zone in which all LEAs are eligible for the grant are also eligible. Using these criteria, the LEAs on the map in Appendix A are eligible.*

## **APPLICATION SCORING**

All applications will be rated using a rubric-based scoring system which utilizes an independent rubric for each of the components identified below. Each rating will be based on a 150-point scale, and all applications will be scored by at least two independent raters. Scores will be combined for a final score of 0 to 300 points. Raters' comments and component scores are available upon request following the review process.

## **PROGRAM PERIOD**

The Georgia Rural AP STEM Initiative is an 18-month, state-funded grant program that begins April 1, 2017, and continues through June 30, 2018. The window for the submission of proposals opens on February 16, 2017, and closes on March 13, 2017, and newly awarded grantees can begin receiving funds April 1, 2017 (contingent upon execution of contract with required forms). All funds for this grant must be expended by June 30, 2018.

## **APPLICATION SUBMISSION**

All applications for the Georgia Rural AP STEM Initiative will be submitted electronically. LEAs or RESAs will complete an online application and submit all required documentation using the hyperlink provided. Applications can be submitted until 12:00 a.m. on March 13, 2017. The link for applications will close and no submissions will be allowed after this time. A copy of the application and explicit instructions for submission will be provided following the technical assistance sessions hosted at RESAs.

Application link: <https://fs3.formsite.com/GOSAGHP/APCollegeBoard/index.html>

## TECHNICAL ASSISTANCE DAYS

GOSA and College Board provided three technical assistance sessions for potential applicants for the second round of funding. GOSA will post the technical assistance materials from those sessions on its website ([gosa.georgia.gov](http://gosa.georgia.gov)) to support application development. Potential applicants are strongly encouraged to use the technical assistance documents provided to complete their applications.

### TECHNICAL ASSISTANCE DAYS WERE HELD AS LISTED BELOW

#### **February 14, 2017**

Location Middle Georgia RESA  
Time 10:00 a.m. – 12:00 p.m. and  
1:00 p.m. – 3:00 p.m.

#### **February 15, 2017**

Location First District RESA  
Time 1:00 p.m. – 3:00 p.m.

## QUESTIONS

Common oversights and frequently asked questions were discussed during the technical assistance sessions. However, if additional questions arise, please direct them to Stacey Lutz ([stacey.lutz@georgia.gov](mailto:stacey.lutz@georgia.gov)). Though questions will be permitted until 5:00 p.m. on the final date for application submission, they will be answered subject to staff availability. As such, applicants are strongly encouraged to submit all questions as early as possible.

## COMPLETING THE APPLICATION

### OVERVIEW OF REQUIRED SECTIONS

An outline of required sections is provided in the chart below followed by a brief description of each of the required components with materials to support grant development.

Section	Required Components	Word Limit	Point Value
Current Practices and Proposed Vertical Design	Questionnaire on current practices	N/A	10
	Narrative	300 words	
Need for Initiative	Narrative for student needs	500 words	25
	Narrative for teacher needs	500 words	
Plan for recruitment and student support	Narrative	500 words	20
Measurable Goals (2-3 SMART Goals)	2-3 Goals (at least one goal related to student achievement is required)	75 words per goal	20
	Narrative of action steps	250 words per goal	
Action Plan	Scope of work template	template	25
	Narrative of implementation plan	750 words	
Budget	Budget spreadsheet	template	25
	Narrative of rational of anticipated costs and expenditures	500 words OR 1-page pdf	
Capacity	Grant personnel chart	N/A	15
	Narrative of grant team description	300 words	
	Signature page	N/A	
Evaluation and Sustainability	Narrative	300 words	10

### GENERAL DIRECTIONS

For each section, provide a narrative that addresses all of the elements outlined in the description which adheres to the specified word limits. The online form will require you to remain within the specified word limits. Although reviewers will score each section independently, the entire application should read as one coherent document, and key goals, actions and/or personnel discussed in one section should be consistently addressed in related sections. Applicants should ensure that their applications are clear, readable, and grammatically accurate.



## CURRENT PRACTICES AND PROPOSED VERTICAL DESIGN (10 POINTS)

<b>Goal</b>	To provide an overview of current practices and an outline of the full proposal
<b>Section Components</b>	
<b>Questionnaire</b>	<p>Points for consideration:</p> <ul style="list-style-type: none"> <li>• Establishes a baseline for             <ul style="list-style-type: none"> <li>○ current AP STEM offerings,</li> <li>○ placement of students in AP or Pre-AP courses, and</li> <li>○ recruitment and support of students in AP or Pre-AP courses.</li> </ul> </li> <li>• Helps prospective applicants think through all aspects of program design and planning.</li> <li>• Provides raters with a context and baseline for implementation plans and goals.</li> </ul> <p><i>Note: There is no penalty for practices that are not currently in place.</i></p>
<b>Narrative: LEA's vision for AP STEM Courses (300 words or fewer)</b>	<p>Questions for consideration:</p> <ul style="list-style-type: none"> <li>• How will vertical teaming be established (if not already a current practice) and supported in relation to this sequence of courses?</li> <li>• How do the courses you will implement create a clear, vertically aligned path from middle to high school?</li> <li>• How will vertical teaming practices ensure that the rigor of content and instruction develop over the sequence of courses?</li> </ul>
<b>Other Considerations</b>	This section is an overview; other sections allow for more in depth discussion and explanation of plans, personnel and action steps for the program. The rating for this section is based on the content of the narrative and the completion of the questionnaire.

## NEED FOR INITIATIVE (25 POINTS)

<b>Goal</b>	To discuss the LEA's specific needs in two areas: (1) student learning and support and (2) adult professional learning and support
<b>Section Components</b>	
<b>Narrative: Student learning needs (500 words or fewer)</b>	<p>Questions for consideration:</p> <ul style="list-style-type: none"> <li>• What is the need to offer this particular sequence of courses for students, and how will students benefit from participation in them?</li> <li>• What previous challenges have students faced in relation to the rigor of AP courses?</li> <li>• What has prevented students from showing high levels of success on AP exams in the past?</li> <li>• What support structures are needed to support future student success on AP exams?</li> </ul>
<b>Narrative: Adult professional learning needs (500 words or fewer)</b>	<p>Questions for consideration:</p> <ul style="list-style-type: none"> <li>• Are teachers prepared to teach one of the three courses identified in this initiative?</li> <li>• Are funds currently available to train teachers in one of these courses?</li> <li>• What supports are needed to ensure that teachers are prepared to effectively teach the specified courses at a level that prepares students for success on the AP exam?</li> </ul>
<b>Other Considerations</b>	The questions provided here are meant to guide applicants in identifying the needs of students and teachers, but they are not exhaustive. Applicants may have other needs not specifically addressed by these questions.

## PLAN FOR STUDENT RECRUITMENT AND SUPPORT (20 POINTS)

<b>Goal</b>	To discuss plans for the recruitment of STEM students and the support systems that will be implemented to help ensure student success
<b>Section Components</b>	
<b>Narrative: Student recruitment and support (500 words or fewer)</b>	<p>Questions for consideration:</p> <ul style="list-style-type: none"> <li>• How will you recruit students to participate in AP STEM courses?</li> <li>• What types of support structures will you implement to ensure student success?</li> <li>• What potential challenges do you foresee in recruiting and supporting students?</li> <li>• How will you mitigate those challenges?</li> </ul>
<b>Other Considerations</b>	Overarching question: How will you draw in students who may not have previously taken or been successful in AP courses, and how will you support their successful completion of the AP exam?

## MEASURABLE GOALS (20 POINTS)

<b>Goal</b>	To list the goals for the proposal and provide an outline of action steps associated with each goal
<b>Section Components</b>	
<b>Goals (75 words or fewer per goal):</b>	<p>Points for consideration:</p> <ul style="list-style-type: none"> <li>• Include 2-3 SMART Goals.</li> <li>• Incorporate all SMART components (Specific, Measurable, Ambitious, Realistic, and Time bound).</li> <li>• Relate at least one goal to student outcomes within the timeframe of the grant (i.e. course completion, pre-/post-assessment data, etc.).</li> <li>• Relate all goals directly to the goals of the initiative and to the stated vision of the proposal (i.e. vertical teaming, planning, and student recruitment).</li> <li>• Quantify exactly what changes will occur as a result of effective implementation of the proposal.</li> </ul>
<b>Action Steps (250 words or fewer per goal):</b>	<p>Points for consideration:</p> <ul style="list-style-type: none"> <li>• Action steps should be specific to each stated goal.</li> <li>• Action steps should identify: <ul style="list-style-type: none"> <li>○ who will complete the action, and</li> <li>○ how many students/teachers will be impacted by the action, and</li> <li>○ when the action will be completed.</li> </ul> </li> </ul>
<b>Other Considerations</b>	Overarching question: As a result of receiving grant funding, what specific changes in behaviors or outcomes do you anticipate in students and adults?

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**ACTION PLAN WITH SCOPE OF WORK (25 POINTS)**

<b>Goal</b>	To outline the specific steps that will need to occur to successfully implement the project, the time frame in which they will occur and the personnel who will be responsible for each step
<b>Section Components</b>	
<b>Narrative: Milestones and sequence of events (750 words or fewer)</b>	<p>Questions for consideration:</p> <ul style="list-style-type: none"> <li>• What specific actions will you take to accomplish your goal(s)?</li> <li>• When will vertical (6-12) instructional teaming activities occur? How frequently?</li> <li>• Who will facilitate grant activities?</li> <li>• What resources will you provide to teachers to support effective vertical alignment of course content?</li> <li>• How will the implementation of professional learning sessions be monitored and evaluated?</li> </ul>
<b>Template: Scope of Work</b>	<p>Points for consideration:</p> <ul style="list-style-type: none"> <li>• Template is provided in Microsoft Excel format.</li> <li>• Broad milestones are pre-populated in the template and should be addressed.</li> <li>• Intermediate milestones can be added.</li> <li>• All milestones listed should identify a person(s) responsible for completion and/or oversight.</li> </ul>
<b>Other Considerations</b>	Overarching question: What specific actions will be taken over the life of this project, who will complete them, and when will they be completed?

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**BUDGET TEMPLATE AND NARRATIVE (25 POINTS)**

<b>Goal</b>	To demonstrate how grant funds will be expended and provide a rationale for those expenditures
<b>Section Components</b>	
<b>Narrative: Budget categories and rationale (500 words or fewer)</b>	<p>Questions for consideration:</p> <ul style="list-style-type: none"> <li>• What are the costs associated with the action steps you have identified?</li> <li>• How did you determine the costs for those events/items?</li> <li>• Are these costs reasonable and allocable under state funding rules?</li> <li>• Have you accounted for off-contract time for personnel?</li> <li>• Will substitutes be needed during off-site activities?</li> <li>• Will additional funding be needed to ensure this project's success?</li> </ul>
<b>Template: Budget</b>	<p>Points for consideration:</p> <ul style="list-style-type: none"> <li>• Template is provided in Microsoft Excel format.</li> <li>• Request for grant funds should not exceed \$30,000.</li> <li>• Stipend amount should not exceed \$100 per day for off-contract professional learning.</li> <li>• Travel costs for professional learning events should be included (i.e. hotel, mileage, and per diem meals based on SAO travel policy).</li> <li>• Frequency and quantity of items/services should be included</li> <li>• Materials/supplies should be directly related to course implementation or student supports.</li> <li>• Hourly compensation rate for off-contract work may be included.</li> <li>• Student transportation costs of after school activities may be included.</li> </ul>
<b>Other Considerations</b>	<p>The narrative can be either a 1-page pdf or a traditional narrative of 500 words or fewer. The pdf upload allows for the inclusion of graphics and charts.</p> <p>The list of questions provided in the template section is meant to give examples of potential costs, but other costs/materials may be appropriate. The list is not meant to be all-inclusive.</p>

## CAPACITY (15 POINTS)

<b>Goal</b>	To explain how/why grant personnel were identified, establish that the team has the capacity to successfully implement the project, and provide contact information for grant personnel
<b>Section Components</b>	
<b>Chart: Grant personnel with contact information</b>	Required information for all grant team members: <ul style="list-style-type: none"> <li>• Name</li> <li>• Email address</li> <li>• Phone number</li> </ul>
<b>Narrative: Capacity, current roles and experience (300 words or fewer)</b>	Questions for consideration: <ul style="list-style-type: none"> <li>• Do the teachers identified have experience in vertical planning and curriculum development?</li> <li>• Has consideration been made to allow time and support for vertical teaming and planning activities?</li> <li>• Will participation in the project lead to additional responsibilities? If so, it is realistic that the identified personnel can complete all current and additional responsibilities effectively?</li> <li>• If a member of the grant team will have multiple roles, how will those roles be balanced with current responsibilities?</li> <li>• What experience do the team members have in executing a project of this nature?</li> </ul>
<b>Signature Page</b>	Required steps: <ul style="list-style-type: none"> <li>• Complete pdf file.</li> <li>• Gather required signatures.</li> <li>• Upload pdf using provided link.</li> </ul>
<b>Other Considerations</b>	Overarching question: Does the proposed grant team have the collective ability to successfully implement this project?

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## EVALUATION AND SUSTAINABILITY (10 POINTS)

<b>Goal</b>	To discuss how the district will evaluate the effectiveness of project implementation and student outcomes during the grant period and how the activities supported by the grant will be sustained when grant funding is exhausted
<b>Section Components</b>	
<b>Narrative: Program evaluation and sustainability (300 words or fewer)</b>	<p>Questions for consideration:</p> <ul style="list-style-type: none"> <li>• How will the overall effectiveness of the project be evaluated?</li> <li>• How will the effects of the professional learning be monitored/measured?</li> <li>• How will the project be sustained when grant funds are exhausted? <ul style="list-style-type: none"> <li>○ How will student support services be continued?</li> <li>○ How will teachers be provided with ongoing training and support?</li> <li>○ How will the continuation of vertical teaming and alignment be sustained?</li> </ul> </li> </ul>
<b>Other Considerations</b>	Overarching question: How will you know that this project was successful, and how will you ensure continuation of effective practices established by the project?

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## APPENDIX

A. Eligibility Criteria

B. Scope of Work Template

C. Budget Template

D. Signature Page