
GEORGIA RURAL AP STEM INITIATIVE

*Technical Assistance Workshop
Middle Georgia and First District RESAs
February 2017*

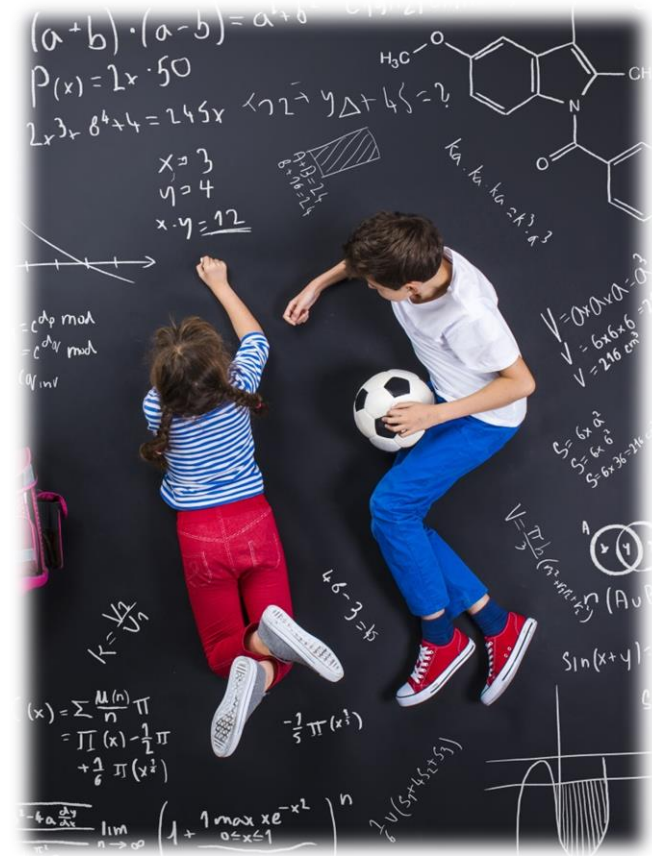
Presentation Overview

- About the Georgia Rural AP STEM Initiative Grant
- Eligibility Criteria
- Submission and Funding
- Application Structure and Scoring
- Writing a Successful Grant Application



About the Georgia Rural AP STEM Initiative

- Partnership between GOSA and College Board
- Competitive Grant for 99 Eligible LEAs based on High-need and Rural Criteria
- Focus on 3 AP STEM Courses
 - AP Computer Science A
 - AP Computer Science Principles
 - AP Statistics



Grant Goal

To create a vertical pathway to success in identified AP STEM courses in high-need, rural districts in Georgia in order to (a) build enrollment in and (b) increase the number of students earning qualifying scores on the AP exams in these three courses by

- supporting professional learning for teachers;
- providing personalized teacher development and support; and
- supporting vertical planning and curricular alignment from middle to high school for one of the identified courses.

Grant Eligibility

Open to LEAs who:

- wish to offer one of the eligible AP Courses;
- meet the definitions of both high-need and rural;
- participate in a required technical assistance day prior to application submission; and
- complete all application materials.

Grant Eligibility

High Need: Tier I or II County, as determined by the Georgia Department of Community Affairs

- Job tax credit tiers
- Highest unemployment rates
- Lowest per capita incomes
- Highest percentages of residents with incomes below poverty level

Rural: Serve < 30 Students per Square Mile

- Higher proportional spending per pupil
- Lack economies of scale of larger districts

Use of Grant Funds

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.

Use of Grant Funds

Participating districts will receive up to \$30,000 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;

Use of Grant Funds

Participating districts Will Receive up to \$30,000 to support the following (continued):

- 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.

Required Grant Activities

<u>Task</u>	<u>Completed By:</u>
Identify appropriate personnel to teach Pre-AP and AP courses	Central office/ School leader
Attend AP Summer Institute for anticipated course(s)	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)

Required Grant Activities (continued)

<u>Task</u>	<u>Completed By</u>
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

Required Professional Learning Timeline

<u>Timeline</u>	<u>Type of Professional Learning</u>	<u>Required Attendees</u> <u>(minimums)</u>
Summer 2017	Private cohort AP Summer Institute for Identified AP Courses	1 teacher per district for each course
Spring 2017	AP STEM Vertical Teaming Think Tank	1 HS teacher, 1 MS teacher, 1 M or HS administrator
Oct. or Nov. 2017	AP One-day Workshops (2 provided by GaDOE)	2 grant team members

Required Professional Learning Timeline (continued)

<u>Timeline</u>	<u>Type of Professional Learning</u>	<u>Required Attendees (minimums)</u>
Dec. 2016 – May 2017	AP One-day Workshops Hosted Regionally (4)	1 team member, 4 sessions
Dec. 2017	AP Cohort Meeting	Grant teachers
TBA	Mentor-Mentee Meeting	Grant teachers
TBA	Building and Sustaining AP Programs for Administrators	1 MS and 1 HS administrator
TBA	Using PSAT/NMSQT to Support Milestones Skills Development	2 grant team members
TBA	College Board Resources: Supporting the Work of the AP Teacher	1 HS and 1 MS administrator

Submission and Funding Details

Application Packet Released to Districts	October 27, 2016
Submission Deadline:	12:00 a.m., March 13, 2017 (online)
Contact Person:	Stacey Lutz Governor's Office of Student Achievement stacey.lutz@georgia.gov (404) 640-9667
Anticipated Award Notification:	Late March
Awarding Agency	The Governor's Office of Student Achievement
Funding Period	April 1, 2017 – June 30, 2018

Application Scoring

Section	Required Components	Word Limit	Point Value
Current Practices and Vertical Design	Questionnaire	N/A	10
	Narrative	300	
Need for Initiative	Narrative for student needs	500	25
	Narrative for teacher needs	500	
Plan for recruitment and student support	Narrative	500	20
Measurable Goals (2-3 SMART Goals)	2-3 Goals (min. 1 student achievement goal required)	75	20
	Narrative of action steps	250	

Application Scoring (continued)

Section	Required Components	Word Limit	Point Value
Action Plan	Scope of work template	Temp.	25
	Narrative of implementation plan	750	
Budget	Budget spreadsheet	Temp.	25
	Narrative of rational of anticipated costs and expenditures	500 <u>or</u> 1-page pdf	
Capacity	Grant personnel chart	N/A	15
	Narrative of grant team description	300	
	Signature page	N/A	
Evaluation and Sustainability	Narrative	300	10

Current Practices and Proposed Vertical Design

Goal: To provide an overview of current practices and an outline of the full proposal

Section Components

Questionnaire

- Provided in application.

Narrative: LEA's vision for AP STEM Courses (300 words or fewer)

- How will vertical teaming be established and supported in relation to this sequence of courses?
- How do the courses you will implement create a clear, vertically aligned path from middle to high school?
- How will vertical teaming practices ensure that the rigor of content and instruction develop over the sequence of courses?

Other Considerations

This section is an overview; other sections allow for more in depth discussion and explanation of plans, personnel and action steps for the program.

Need for Initiative

Goal: To discuss the LEA's specific needs in two areas: (1) student learning and support and (2) adult professional learning and support

Section Components

**Narrative:
Student needs
(500 words or
fewer)**

- How will students benefit from this project?
- What challenges that students have faced in the past in relation to these types of courses will be mitigated or targeted by this project?

**Narrative:
Adult needs (500
words or fewer)**

- What do teachers in your district need to successfully implement this vertically aligned program in terms of time, training and support?

**Other
Considerations**

The questions provided here are meant to guide applicants, but they are not exhaustive. Applicants may have other needs not specifically addressed by these questions.

Plan for Student Recruitment and Support

Goal: To discuss plans for the recruitment of STEM students and the support systems that will be implemented to help ensure student success

Section Components

Narrative:
**Student
recruitment
and support
(500 words or
fewer)**

- How will you recruit students to participate in AP STEM courses?
- What types of support structures will you implement to ensure student success?
- What potential challenges do you foresee in recruiting and supporting students?
- How will you mitigate those challenges?

**Other
Considerations**

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

Goal: To list the goals for the proposal and provide an outline of action steps associated with each goal

Section Components

Goals (75 words or fewer per goal):

- Include 2-3 SMART Goals.
- Relate >1 goal to student outcomes during the grant (i.e. course completion, pre-/post-assessment data, etc.).
- 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).

Action Steps (250 words or fewer per goal):

- Action steps should identify who will complete the action, when the action will occur, and the numbers of students and teachers who will be impacted

Other Considerations

Overarching question: What specific changes in behaviors or outcomes do you anticipate in students and adults?

Action Plan with Scope of Work

Goal: 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

Section Components

Narrative:
**Milestones/
sequence of events
(750 words or
fewer)**

- Provide a step-by-step explanation of the actions identified and/or necessitated by the goals of the project.

Template:
Scope of Work

- Template is provided.

**Other
Considerations**

Overarching question: What specific actions will be taken over the life of this project, who will complete them, and when will they be completed?

Budget Template and Narrative

Goal	To demonstrate how grant funds will be expended and provide a rationale for those expenditures
Section Components	
Narrative: Budget categories and rationale (500 words or fewer)	<ul style="list-style-type: none">• What are the costs associated with the action steps you have identified?• How did you determine the costs for those events/items?• Are these costs reasonable and allocable under state funding rules?• Have you accounted for off-contract time for personnel?
Template: Budget	<ul style="list-style-type: none">• Request for grant funds should not exceed \$30,000.• Allowable and Customary Costs• Template is provided.

Capacity

Goal: 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

Section Components

Chart:	<ul style="list-style-type: none">• Provide contact information for grant team.
Narrative: Capacity, current roles and experience (300 words or fewer)	<ul style="list-style-type: none">• How will the identified personnel complete grant activities successfully given their current roles and responsibilities?• What experiences do grant personnel bring to the team that indicate this project will be successful?
Signature Page	<ul style="list-style-type: none">• Signature page is provided.
Other Considerations	Overarching question: Does the proposed grant team have the collective ability to successfully implement this project?

Evaluation and Sustainability

Goal: 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

Section Components

**Narrative:
Program
evaluation and
sustainability
(300 words or
fewer)**

- How will the overall effectiveness of the project be evaluated?
- How will the effects of the professional learning be monitored/measured?
- How will the project be sustained when grant funds are exhausted?

**Other
Considerations**

Overarching question: How will you know that this project was successful, and how will you ensure continuation of effective practices established by the project?

Components of a Successful Grant Application Process

Before you Begin the Application Process

- Make sure the program you want to apply for is aligned with what the funder wants to fund (type and priority area).
- Make sure all stakeholders are on board before beginning the application.
- Consider the implications if you are awarded funding: Can you realistically implement the program? Do you have the capacity to meet the funder's expectations (reporting, etc.)?

Components of a Successful Grant Application Process

Involving Stakeholders

- District leadership (superintendent, district leaders, etc.)
- Principals and/or teachers from participating schools
- Partner organizations
- Evaluator
- District or school finance staff
- Anyone else that will be directly responsible for implementing the work, if funded

Components of a Successful Grant Application Process

Preparing to Write the Application

- Organize a small, but functional grant application team. Keep in mind which stakeholders need to be involved in the process.
- Appoint a grant application manager who will be responsible for facilitating the application process, keeping meeting notes, holding everyone accountable to deadlines, corralling information, communicating with all of the members of the team, etc.
- Identify (and agree upon) key tasks and milestones in preparing the grant application.

Components of a Successful Grant Application Process

Preparing to Write the Application and Writing the Application

- Work backwards from the submission date and set a clear timeline for milestones. Distribute tasks to project members. Stay accountable to the timeline and hold project members accountable for completing their assigned tasks.
- Pay attention to the budget. Make sure finance staff is involved, that what you want to purchase is an allowable use of grant funds, and that you have accurate quotes for budget items.
- Set realistic goals and outcomes for your program. Use baseline data to determine what is feasible.

Components of a Successful Grant Application Process

Writing the Application

- Answer **ONLY** the questions the application asks, not the question you want to answer.
- Have someone edit and proofread your application. It does not need to be written by a professional grant writer, but it does need to be clear, concise, and free of errors.
- Cross check each section of your application. Make sure all sections of the application align with each other.

Writing a Successful Grant Application

DO	DON'T
<p>Use data specific to your school and students to establish need:</p>	<p>Use generic or universal data that does not directly pertain to or describe your particular population:</p>
<p>85% of female students in Sunnyvale Middle School showed a decrease in student growth percentiles between the 6th and 8th grades in mathematics during the period from 2011-2014.</p>	<p>Females are an underrepresented population in STEM and mathematics courses and research states that those low numbers can be attributed to loss of female interest and success in mathematics in the middle school grades.</p>

Writing a Successful Grant Application

DO

Use templates provided with application materials for planning and drafting:

All templates provided for this grant are required for application submission.

DON'T

Assume you can respond generally to the application components or simply make a bulleted list of suggested questions:

While questions are provided for guidance, there are multiple ways of establishing need, capacity and other components of the grant. Thorough discussion and solid rationales will strengthen your application.

Writing a Successful Grant Application

DO	DON'T
Stay within the word counts, answer all aspects of the required component, and have multiple reviews of the application draft.	Exceed word limits or submit applications without proofreading for errors or omissions.
Double check orders and required submission pieces to make sure that all hard copies and electronic files are included in the mailed packet.	Send partial packets or email any part of the grant application.

Writing a Successful Grant Application

DO	DON'T
Ensure that all parties associated with grant implementation are aware of their roles and expectations.	Assume that others will want to participate or have additional time beyond their current duties and responsibilities to participate.
Ensure support from school and district leaders prior to beginning work on a grant proposal.	Start planning or submission process without proper approval from school and/or district leadership personnel.

GOSA Contact Information

Stacey Lutz

Program Manager

Strategic Professional Learning

stacey.lutz@georgia.gov

404.640.9667

Dr. Cayanna Good

Deputy Director of Innovations & Academic Strategy

cgood@georgia.gov

404.463.1504