Advanced Placement Incentive

FY 2008 Notice Inviting Applications

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High School Programs

Office of Elementary and Secondary Education

United States Department of Education

Topics for Discussion

- Purpose
- Competition overview
- Eligibility
- Grant award and duration
- Priorities
- Selection criteria
- Program and application requirements
- Budget information

Purpose

Increase the successful participation of **low-income** students in **advanced placement** courses and tests.

Definition

Low-Income Individual

- A child, ages 5 through 19, from a low-income family.

- Five options for establishing low-income status.

  - Eligibility under the *Free or Reduced-Price Lunch* Program is likely to include the largest number of students and is generally the most familiar to schools.

  - For a complete list of options, please refer to the application package.

Definition

Advanced Placement Tests

- An advanced placement test administered by:
  - The College Board and the International Baccalaureate Organization; or
  - Applicants may request approval of tests from other entities that provide comparable programs of rigorous academic courses through which students may earn college credit.

Competition Overview

- ## $12.4 million in available funds.
  - An estimated 21 grants will be made
  - Awards made by September 30, 2008

- ## Notice Inviting Applications:
  - May 7, 2008 *Federal Register*

- ## Application package:
  - Grants.gov: *search CFDA #84.330*

- ## Deadlines:
  - June 6, 2008: Notice of intent to apply (optional)
  - July 7, 2008: Application submission

Eligible Entities

- State educational agencies
- <u>Local educational agencies</u>
- <u>National nonprofit educational entities</u> with expertise in advanced placement services

Definition
Local Educational Agency

- Local educational agency (LEA)
  - With governing authority over schools in application; or
  - Educational service agency, with support from LEA with governing authority over schools in application.

- Educational service agency
  - "A regional public multiservice agency authorized by State statute to develop, manage, and provide services or programs to local educational agencies." [sec. 9101 (17) of ESEA]

- Includes charter school LEAs and schools funded by Bureau of Indian Education.

Definition

National Nonprofit

- National status determined on a case-by-case basis, but relevant factors include:
    - Mission national in scope as established in the organization's founding documents; and
    - National presence as is indicated in the scope of its work.
- Applicant must also demonstrate expertise in advanced placement services.

Eligibility

Consortium Applications

- A consortium of eligible entities may apply as a group.

  - Must include a consortium agreement as part of the application.

  - For a detailed list of the items that need to be addressed in the agreement, please refer to the application package.

Eligibility

Eligible Schools

- Applicants ***must*** serve high schools, but also can provide services to feeder middle or junior high schools designated in the application.
- All schools named in the application must serve a <u>high concentration</u> of low-income students.

Definition

High Concentration

Used with respect to a school, the term means a school that serves a student population *40 percent* or more of whom are *low-income individuals*.
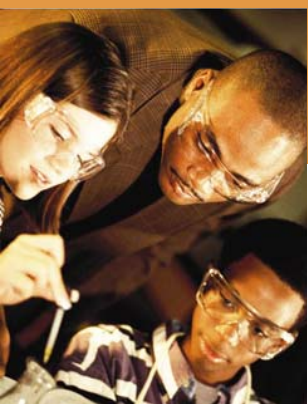
Eligibility
Feeder Patterns

- Can project the number of low-income students in a middle or high school based on the average poverty rate of the elementary school attendance areas that feed into the middle or high school.

  - Review the Title I non-regulatory guidance at http://www.ed.gov/programs/titleiparta/wdag.doc for specific guidance on how to calculate the projected rates.

Eligibility
Example of Feeder Pattern

Elementary	Enrollment	Low-income #
School A	568	364
School B	329	163
Total	**897**	**527**

The average poverty rate for the elementary schools is 59% (total number of low-income children (527) divided by total enrollment (897)). Because these schools are the feeder elementary schools for the high school named in the grant, the poverty percentage of the high school is projected to be 59%.

Grant Award and Duration

- Grant awarded for up to 36 months (not to exceed three years).
- Maximum award amount = up to $1 million per year.
  - Applications that exceed the maximum amount for *any* budget period *will not* be reviewed.
- Awards are made on a yearly basis.
  - Grantees must show progress in meeting the goals outlined in their approved application in order to receive a continuation award.

Use of Funds

Funds must be used to expand access for low-income individuals to advanced placement programs that involve:

– Teacher training;

– Pre-advanced placement course development;

– Coordination and articulation between grade levels to prepare students for academic achievement in advanced placement courses;

– Books and supplies;

– Activities to increase the availability of, and participation in, on-line advanced placement courses; or

– Any other activity directly related to expanding access to and participation in advanced placement incentive programs, particularly for low-income individuals.

Supplement Not Supplant

Funds provided under the API program must be used only to **supplement**, and not to **supplant**, other non-Federal funds that are available to expand access to advanced placement or pre-advanced placement courses and tests.

Matching Funds

- Applicants *must* provide matching funds from State, local, or other sources to pay for the costs of activities identified in the application. (Absolute Priority)

  - Address in both *Project Narrative* and *Budget Narrative* sections.

  - There is *no specific amount or percentage* of funds that must be contributed, though one of the selection criteria evaluates the extent to which the applicant assures the availability of matching funds to pay for the costs of the activities proposed.

Matching Funds

- The matching requirement may be satisfied by either or both of the following:
  - Allowable costs incurred by the applicant; and/or
    - **Non-Federal grants**
    - **Cash donations from non-Federal third parties**
  - Third party in-kind contributions applicable to the project period.
- You *may not* include any costs or contributions that have been or will be counted towards satisfying a cost sharing or matching requirement of:
  - Another Federal grant agreement;
  - A Federal procurement contract; or
  - Any other award of Federal funds.

Priorities

Absolute Priority (required)

- ***One*** absolute priority in the FY 2008 competition.

- Applicants ***must*** address the absolute priority to be considered for an award.

Priorities

Absolute Priority (required)

- The absolute priority requires applicants to support projects that expand access for low-income individuals to advanced placement programs by:

  - Developing, enhancing, or expanding advanced placement programs in *English, mathematics, and science* in high schools with a high concentration of low-income students and a pervasive need for access to advanced placement programs;

  - Involving business and community organizations in the activities to be assisted; and

  - Providing matching funds from State, local, or other sources to pay for the costs of activities to be assisted.

Priorities

Absolute Priority (required)

- In order to meet the absolute priority, an applicant must:
  - Identify the specific high schools that will receive project services;
  - Provide evidence that the schools have a high concentration of low-income students; and
  - Address the absolute priority in the *Project Narrative* section.

Priorities

Competitive Preference Priorities

- **Two** competitive preference priorities.
- Applicants can select to **address** or **not address** the competitive preference priorities.

Priorities
Competitive Preference Priority 1

- Critical-Need Languages
  - Supports the implementation or expansion of programs that enable students to achieve proficiency or advanced proficiency in one or more of the following languages:
    - **Arabic**
    - **Chinese**
    - **Korean**
    - **Japanese**
    - **Russian**
    - **Indic, Iranian, and Turkic language families**
  - Applicant can receive up to an additional **4 points**, depending on how well its application addresses this priority.

Priorities

Competitive Preference Priority 2

- On-Line Advanced Placement Courses
  - Supports the availability of, and participation in, on-line advanced placement courses.
  - Applicant can receive up to an additional *1 point*, depending on how well its application addresses this priority.

Priorities

Competitive Preference Priorities

Applicants should address the competitive preference priorities in the ***Project Narrative*** section of their applications.

Priorities

Invitational Priority

- **One** invitational priority.

- Applicants can select to **address** or **not address** this priority.

- **No points** are associated with this priority.

Priorities
Invitational Priority

- The invitational priority seeks to increase the successful participation of low-income individuals in advanced placement courses and tests by:

  – Compensating teachers of advanced placement courses for completing intensive professional development that enhances their knowledge of the advanced placement subjects they teach; and

  – Providing financial incentives that reward teachers of advanced placement courses for the successful performance of their students on the advanced placement tests.

Priorities
Invitational Priority

Applicants should address the invitational priority in the ***Project Narrative*** section of their applications.

Recommended Sections in the Project Narrative to Address Priorities

Priorities	Project Narrative
Absolute Priority	
1) Expanding programs in high schools with a pervasive need 2) Business and community involvement 3) Matching funds	1) Need for Project 2) Quality of Project Design 3) Adequacy of Resources
Competitive Priorities	
Critical-need languages	Quality of Project Design
On-line advanced placement courses	Quality of Project Design
Invitational Priority	
1) Compensation for professional development 2) Financial incentives for student performance	1) Quality of Project Design 2) Quality of Project Design

Selection Criteria
Need for the Project

1. The extent to which the application demonstrates a pervasive need for access to advanced placement incentive programs by low-income individuals (5 points).

   – Indicate the *"magnitude of the pervasive need"* for services by low-income students.

   – Need for access is by *"low-income individuals"* specifically—not all students.

   – Need is for access to Advanced Placement Incentive programs and the services and activities allowable under the statute—not just access to advanced placement courses.

Selection Criteria

Need for the Project

2. The extent to which specific gaps or weaknesses in services, infrastructure,or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses (10 points).

   – Identify the specific gaps or weaknesses that cause or are the result of the *"pervasive need"* that you demonstrated.

   – Make clear the *"magnitude"* of these gaps and weaknesses (quantify).

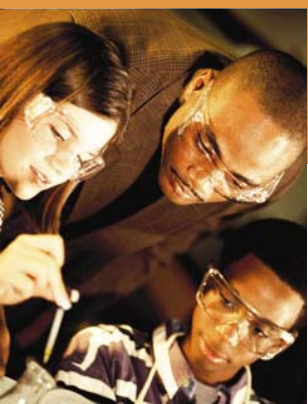   – Describe how your project will address the specific gaps and weaknesses you identified.

Selection Criteria
Need for the Project: Example

Gaps and weaknesses	Addressed by…
1 AP course only	Offer 5 new AP courses in English, math and science
Tutoring services not available	Tutoring offered before, during and after school every school day
82% of low-income students not prepared for AP math courses	Ensure all 9th graders complete Algebra 1 or higher

Selection Criteria
Quality of Project Design

1. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable (5 points).

   - Select *"key goals"* to guide the development of your project.

   - For each goal identified you will need to provide objective(s) that *"measure"* your progress in implementing the goal.

   - For clarity, establish objectives that measure *"one"* activity at a time.

Selection Criteria
Quality of Project Design

Example

Goal:

- Increase the participation of low-income students in Advanced Placement Incentive programs.

Objectives:

- By September 2011, the number of low-income students enrolled in *"writing and study skills"* classes will increase to at least 62%.

- By September 2011, the number of low-income students enrolled in *"AP"* classes will increase to at least 35%.

Selection Criteria
Quality of Project Design

2. The extent to which the proposed project will increase the rate at which secondary school students participate in advanced placement courses and increase the numbers of students who receive advanced placement test scores for which college academic credit is awarded (20 points).

   – Describe overall services/program that will be developed to increase the rate at which students *"participate"* in and *"succeed"* in advanced placement courses and tests.

   – Explain why the services/program will increase the participation and success rate of low-income students in advanced placement courses and tests.

   – Services/program should address the gaps and weaknesses identified earlier.

Selection Criteria
Quality of Project Design

3. The extent to which the proposed activities constitute a coherent, sustained program of training in the field (15 points).

    –   Describe your professional development program.

    –   Note the references to *"coherent"* and *"sustained."*

Selection Criteria
Quality of Project Design

4. The extent to which there is effective coordination and articulation between grade levels to prepare students for academic achievement in advanced placement courses (15 points).

   – Outline the proposed strategies for aligning programs, services, and curriculum between the feeder middle schools and the high schools, and within the high schools.

   – Explain why what you propose is *"effective."*

Selection Criteria
Quality of the Management Plan

1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks (8 points).

   – Note reference to *"clearly defined responsibilities."*

   – This is the *"road map"* for implementing your project.

Selection Criteria
Quality of the Management Plan

2. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project (5 points).

    – Identify the time commitment of project director and other key personnel.

    – Align with responsibilities in management plan.

Selection Criteria
Quality of the Management Plan

3. The extent to which the applicant demonstrates that it will have the capacity to report annually the data required by section 1705(f) of the ESEA (4 points).

Data Requirements

(A) The number of students taking an advanced placement course disaggregated by subjects;

(B) The number of advanced placement tests taken by students disaggregated by subjects;

Selection Criteria
Quality of the Management Plan

(C) The number of students scoring at different levels on advanced placement tests disaggregated by subjects; and

(D) Demographic information on students that took advanced placement courses and tests disaggregated by race, ethnicity, sex, English language proficiency status, and socioeconomic status.

Selection Criteria
Adequacy of Resources

- In determining the adequacy of resources for the proposed project, we will consider the extent to which the applicant assures the availability of matching funds from State, local, or other sources to pay for the cost of activities to be assisted by the proposed project (8 points).

  - Please remember to submit ED 524 Section B—Non-Federal Funds along with a budget narrative. The narrative should indicate how matching funds will be used to support project activities.

Application Narrative

Recommendations

- Address the selection criteria in order.
- Limit the narrative to 40 pages (recommended, not required).
  - Clear, concise, and well-focused narratives tend to score more highly.
- Provide a detailed management plan.
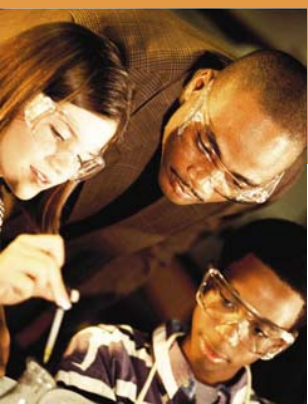
Application Narrative

Recommendations

- Limit attachments and appendices to no more than 20 pages (recommended, not required).
  - Does not include resumes, the indirect cost agreement, or letters of support.
  - Be sure that your attachments are necessary to explain and support your application narrative.
- File Formats:
  - All files you submit must be in one of the following formats: .DOC (document), .RTF (rich text), or. PDF (portable document) format.
  - Accept "track changes" in Word before submitting.

Budget Information

Reminders

- Please review the budget guidance in the application package.

- Prepare budget worksheets and budget narratives for each year of the project.

- Submit both sections of ED 524—section A (federal) and section B (non-federal).

- Remember, reviewers consider your proposed budget.

- ED staff review your proposed budget prior to award (34 CFR 75.232).

  - *"Necessary, reasonable, and allowable"* costs.
  - *"Reasonable efficiency and economy."*
  - We may reduce your award if proposed costs do not meet these tests, or if they are not sufficiently explained.

Additional Documentation

- Absolute Priority—Evidence that named schools have a high concentration of low-income students

- Individual resumes for project director and key personnel

- Copy of indirect cost rate agreement (optional)

- Copy of consortium agreement (as applicable)

- Documentation that establishes an organization's status as a national nonprofit educational entity (as applicable)

Deadlines

- Notice of intent to apply:
  - Encouraged, not required.
  - Deadline: *June 6, 2008.*
  - Address: AdvancedPlacementProgram@ed.gov
- Application:
  - Deadline: *July 7, 2008.*
  - Must be submitted by 4:30:00 PM, Washington, D.C. Time
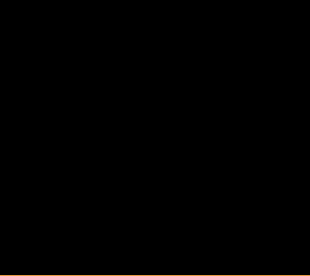 - Grants.gov.

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Questions?