Illinois State Board of Education

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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

September 5, 2018

TO: Eligible Applicants

FROM: Tony Smith, Ph.D.
State Superintendent of Education

SUBJECT: **NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP):**
Fiscal Year 2019 Advanced Placement Course Implementation – College and Career Success for All Students Program

CSFA Number: **586-13-0506**
CSFA Title: **Advanced Placement Course Implementation**

Eligibility and Application Information

Eligible Applicants: Public school districts are eligible to apply if they have one or more schools serving any of the grades 6 through 12 where 40 percent or more of the students are from low-income families (i.e., eligible to receive free or reduced-price meals under the School Breakfast and Lunch Program [105 ILCS 125]) and those eligible school districts that currently do not offer Advanced Placement (AP®) courses. Public university laboratory schools approved by the State Board of Education, area career centers, and charter schools are eligible to apply on the same basis as school districts.

Joint applications among eligible applicants, including an eligible high school district and any eligible elementary school district whose students feed into that high school district, may be submitted. In each case, an administrative agent must be designated, and the joint proposal must have the signature of each district superintendent or official authorized to submit the proposal and agree to participate in the joint agreement. Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs) may serve as the fiscal agent for a joint application submitted on behalf of eligible applicants. A school district or other eligible applicant may participate in only one proposal under this RFP.

Eligibility is determined based on Part 270 of the Illinois School Code and can be found at https://www.isbe.net/Documents/270ARK.pdf.

Questions regarding eligibility may be directed to Elizabeth Hiler via email at ehiler@isbe.net or by calling the Illinois State Board of Education (ISBE) Division of College and Career Readiness at (217) 524-4832.

Applications for funding will be determined via a competitive process with priority points awarded to eligible school districts without existing AP® programs.

NOTE: The State of Illinois Grant Accountability and Transparency Act (GATA) requires applicants to complete pre-qualification requirements before applying for an FY 2019 grant. This includes completion of the Grantee Registration and Pre-qualification process through the Illinois GATA Web Portal at https://www2.illinois.gov/sites/GATA/grantee/pages/default.aspx. Grant applications must be submitted by the application deadline indicated in this NOFO/RFP.

Grant applicants are required to complete an FY 2019 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal and an FY 2019 Programmatic Risk Assessment through the ISBE Web Application Security (IWAS) system. Grant awards will not be executed until the FY 2019 ICQ and Programmatic Risk Assessments are completed.

Dun and Bradstreet Universal Numbering System (DUNS) Number and System for Award Management (SAM): Each applicant (unless the applicant is an individual or federal or state awarding agency that is exempt from those requirements under 2 CFR § 25.110(b) or (c) or has an exception approved by the federal or state awarding agency under 2 CFR § 25.110(d)) is required to:

> (i) Be registered in SAM before submitting its application. If you are not registered in SAM, you may do so at www.sam.gov;
> (ii) Provide a valid DUNS number in its application https://fedgov.dnb.com/webform; and
> (iii) Continue to maintain an active SAM registration with current information at all times during which it has an active federal, federal pass-through, or state award or an application or plan under consideration by a federal or state awarding agency. ISBE may not consider an application for a federal pass-through or state award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements.

Code of Federal Regulations / Title 2 - Grants and Agreements / Vol. 1 / 2014-01-01192: Guidance can be found at https://www.gpo.gov/fdsys/pkg/CFR-2013-title2-vol1/pdf/CFR-2013-title2-vol1.pdf.

This grant is subject to the provisions of:
- Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.
  http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7
- Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000
  ftp://www.ilga.gov/JCAR/AdminCode/044/04407000sections.html

Merit-Based Review and Selection Process for Competitive Grants: ISBE is required to design and execute a merit-based review and selection process for applications. This process is incorporated by reference in all applicable funding opportunities. The full text of the ISBE merit-based review policy can be found at https://www.isbe.net/Documents/Merit_Based_Review_Policy_after-May1.pdf. Applicants are advised to refer to the policy document.

Grant Award/Cost Sharing or Matching: Annual grant awards will average approximately $50,000 per grant. A joint application will be treated as one grant. The maximum available funding in FY 2019 is $500,000. This RFP does not have a cost matching requirement.

Applications for funding will be determined via a competitive process with priority points awarded to eligible school districts without existing AP® programs. The top ten scoring proposals will be awarded. Additional funding information can be found under Funding Information on page 7.

Grant Period: The grant period will begin no sooner than July 1, 2018, and will extend from the execution date of the grant until June 30, 2019. Funding in two subsequent years will be contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period.

Submission Dates and Times/Other Submission Requirements: Proposals can be submitted electronically through the ISBE Attachment Manager, mailed, or hand-delivered no later than **4 p.m. on Friday, October 19, 2018.**

Electronic Submission: Completed proposals submitted electronically should be scanned into PDF with all supporting documents and required signatures. The ISBE Attachment Manager is found at https://sec1.isbe.net/attachmgr/default.aspx. Choose **Hiler, Elizabeth A** from the drop-down menu in Receiver Information. Submit the application using the button at the bottom of the page.

Mailed Proposals: Mail a hard copy original, and a digital copy of the proposal on a USB flash drive to the Illinois State Board of Education, Division of College and Career Readiness C-215 (attn: Angelique Hamilton), 100 North First Street, Springfield, Illinois 62777-0001.

All proposals must be received no later than **4 p.m. on Friday, October 19, 2018**. The applicant is advised to use certified mail with a guaranteed delivery date and request a return receipt.

Hand-Delivered: Proposals may be hand-delivered to the following location:

Springfield Office
Reception Area
1st Floor
100 North First Street

Late proposals will not be accepted.

Grant Award Notice: It is anticipated that successful applicants will receive a Notice of State Award (NOSA) from the State Superintendent via email or the U.S. Postal Service approximately 90 days after the application deadline. The NOSA is NOT an authorization to begin performance or expenditures. Applicants must sign and return a copy of the NOSA to confirm acceptance of the terms of the award. Once the signed NOSA is received by ISBE, a Uniform Grant Agreement will be prepared and sent to the applicant. Awardees will receive additional information from the programmatic contact approximately one week later via the U.S. Postal Service or email. This information will include important programmatic dates. Monies spent prior to programmatic approval are done so at the applicant's own risk.

Technical Assistance Session: A technical assistance session will be held on Thursday, September 13, 2018, at 11 a.m. Registration information is found at https://www.isbe.net/Pages/Advanced-Placement-Grants.aspx. Attendance is not required.

Changes to NOFO/RFP: ISBE will post any changes made to the NOFO/RFP prior to October 12, 2018, at https://www.isbe.net/Pages/Request-for-Proposals.aspx. Applicants are advised to check the site before submitting a proposal.

Agency Contact/Contact to Request Application Package: For more information on this NOFO/RFP, contact Elizabeth Hiler at ehiler@isbe.net. All questions concerning this NOFO/RFP will be responded to in a Frequently Asked Questions (FAQ) document found at https://www.isbe.net/Pages/Advanced-Placement-Grants.aspx. Changes to the FAQ and the RFP will not be made after October 12, 2018. Applicants are advised to check the site before submitting a proposal.

Program Description

Program Purpose:

The College and Career Success for All Students Act (105 ILCS 302) establishes criteria to "ensure each Illinois student has a sufficient education for success after high school and that all students have equal access to substantive and rigorous curriculum designed to challenge their minds, enhance their knowledge and skills, and prepare them for success in college and work."

The purpose of the program is to encourage eligible school districts to implement or expand Advanced Placement (AP®) programs designed to offer rigorous course work necessary for all students to succeed in postsecondary education or in the workplace. To build capacity within schools to offer AP® courses, training for teachers and administrators is a necessary component.

Program Background:

The Advanced Placement (AP®) program, sponsored by the College Board, exposes high school students to the high standards and rigor of college work within the nurturing confines of the secondary school environment. Pre-AP® and Vertical Team*[1] professional development and resources provide "time-tested strategies for helping students develop the foundational knowledge and skills necessary for success in the AP® classroom." See https://apstudent.collegeboard.org/exploreap/the-ap-experience for more information.

In Illinois, a large number of students in many urban and rural high schools do not have access to the rigorous coursework provided through the AP® program. Geographic location, academic resources, or socio-economic status of students and their respective schools often play a significant role in determining whether these students will have an opportunity to enroll in an AP® course. The availability of a sufficient number of teachers with the necessary training to conduct AP® or Pre-AP® courses plays a critical role in students' access to AP® coursework.

Program Description and Requirements:

The Illinois State Board of Education will fund grant proposals from school districts that meet eligibility requirements and program narrative requirements, are cost effective and sustainable, and meet the goals and expected outcomes of the grant. Grants will be awarded on a competitive basis with priority given to eligible districts not currently offering AP® courses. Requirements include:

1. **Teacher Training**: Teachers of AP® courses must obtain appropriate training.
2. **Administrator, Principal, and Counselor Training**: School staff must obtain professional development to enable creation of strong and effective AP® programs.
3. **AP® Vertical Team Training**: Middle grade, junior high, high school teachers must obtain Pre- AP® professional development so they are able to prepare students for success in AP® courses.
4. Implementation of an instructional support program for students in grades 6-12 to provide an integrated set of materials, diagnostic assessments, and teacher professional development in reading, writing, and mathematics to prepare all students for enrollment and success in AP® courses, corresponding exams, and in college.

Staff training is a necessary component of the grant; therefore, each applicant must designate no less than 20 percent of the proposed budget for costs associated with College Board-sponsored training. Successful applicants will contract for this training directly with the College Board and identify process/steps taken to ensure staff participates in the training.

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[1] *An "AP® Vertical Team" is a group of teachers and educators from different grade levels in a given discipline who work cooperatively to develop and implement a vertically aligned program aimed at helping students from diverse backgrounds acquire skills and knowledge necessary for success in AP® courses and other challenging courses.*

ISBE Board Goals:
This program aligns with the following Board goal:
Every child in each public school system in the State of Illinois deserves to attend a system wherein…

- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.

Program Objectives:
1. Establish or increase the number of Pre-AP® and/or AP® course offerings through professional development.
2. Increase opportunities and enrollments of low-income and diverse (underrepresented) student populations in Pre- AP® and/or AP® course(s).
3. Increase the number of students taking AP® exams.
4. Increase number of students successfully completing AP® exams with a score of 3 or better.
5. Provide direct student services (before- and after-school tutorials, summer classes, online courses, etc.) to students enrolled in Pre-AP® and /or AP® courses.

Proposals must include staff professional development. All grantees are required to designate 20 percent of the proposed budget for the costs associated with College Board AP®-sponsored trainings. College Board professional development includes the following:

- Pre-AP® and/or AP® teacher training workshops;
- Administrator, AP® coordinators, and counselor training;
- Product and/or course training;
- AP® online training; and
- Summer institutes and conferences.

More information about College Board professional development is available at
http://professionals.collegeboard.com/prof-dev.

Program Activities:
The College and Career Success for All Students Act outlines grant activities must:
- Provide teachers of AP® courses and teachers in courses that lead to enrollment in AP® courses with the necessary content knowledge and instructional skills necessary to prepare students for success in AP® courses and examinations, including other advanced course examinations and mastery of postsecondary course content;
- Provide administrators, including principals and counselors, with professional development that will enable creation of strong and effective AP® programming that meet the needs of the student population;
- Provide middle grade, junior high, and high school teachers with AP® Vertical Team training and other Pre-AP® professional development necessary to prepare students for success in AP® courses and support the implementation of an instructional program for students in grades 6 through 12 that provides an integrated set of instructional materials, diagnostic assessments, and teacher professional development in reading, writing, and mathematics that prepares all students for enrollment and success in AP® courses and in college.

Allowable Activities:
- [Equal Opportunity Schools](#) coaching/support services;
- Curriculum development;
- Development and purchase of course materials, books, and/or supplemental materials for Pre-AP® and/or AP® coursework;
- Teacher, administrator, and counselor professional development/training;
- Recruitment activities targeting low-income and/or underrepresented students and their families;
- Counseling, enrichment, tutoring, or other assistance opportunities to prepare interested students and their families for the rigors of AP® courses;
- Programs designed to encourage students to take the Preliminary SAT/National Merit Scholarship Qualifying Test in grade 10 in order to determine which students are prepared or need additional preparation to enroll in AP® courses;
- Online courses to assist students enrolled in or interested in enrolling in AP® courses;
- Computer programs or consultants to review student work or assessments; and
- Tutoring programs or test preparation programs.

Unallowable expenditures*:*
- Salaries for the services of teachers to teach Pre-AP® or AP®

Policy Requirements:
At least 20 percent of funding must be designated to staff professional development AP training endorsed by the College Board.
For policy requirements, please refer to [23 Illinois Administrative Code 270](#).

Targets:
1. Increase capacity of low-income schools to provide AP® courses.
2. Increase low income and underrepresented students' access to AP® courses.
3. Increase AP® students who take and successfully complete AP® exams.

Performance Standards:
At minimum, eligible school districts will establish or expand Pre-AP® and/or AP® programs creating opportunities for a greater number of low-income and other underrepresented student populations (identified through current data and a needs assessment) who would benefit from the rigors of Pre-AP® and/or AP® courses and exams.
A minimum of 20 percent of funding must be designated to building teacher capacity through professional development offered by the College Board AP® training program.

Performance Measures:
100% of students will have equitable access to AP® course work.
Students will have access to instructional programming that prepares them for the rigors of AP® courses and exams.

Deliverables and Milestones:
Mid-Year Report due to ISBE on January 30, 2019 via email to: ehiler@isbe.net.

1. Timeline of all professional development activities planned and concluded. Include name and date of event, attendee names, title and content area, grade level(s). Attach agenda if applicable.
2. Summary of progress towards meeting goals in narrative format.
3. Provide data on student enrollments by grade levels and demographics,
4. Provide new course implementation data.

5. Evaluate effectiveness thus far of implementation process aligned to program objectives and meeting student outcomes.
     a. Determine next steps based on data to improve or continue with objective.
6. Resources Review. Provide summary of resources used in implementation along with a description of resource, and cost.

End of Year Report due to ISBE on August 31, 2019 via email to: ehiler@isbe.net.

1. Timeline of all professional development concluded. Include name and date of event, attendee names, title and content area, grade level(s). Attach agenda if applicable.
2. Summary of grant activities and how activities met program goals citing specific evidence, examples, and data.
3. Provide summary of data on student enrollments by grade levels and demographics,
4. Provide new course implementation data.
5. Evaluate effectiveness of implementation activities as it aligned to program objectives and meeting student outcomes.
     a. Determine if outcomes were expected and the next steps based on data to improve or continue with objective in subsequent year.
6.   Resources Review.   Provide detailed review of resources used in implementation along with a description of resource, and cost. Evaluate resource for effectiveness and impact towards meeting program objectives.

Funding Information

Introduction:
Upon appropriation, the state will release a Request for Proposals (RFP) in alignment with the College and Career Success for All Students Act and Administrative Rules. Total appropriation in FY2019 is $500,000. Grant awards will average $50,000 per grantee. Applications for funding will be reviewed and final awards will be determined via a competitive process with priority points awarded to eligible school districts without existing AP® programs. The state intends to award the top 10 scoring proposals.

Funding may be available for two additional years contingent upon a sufficient appropriation and satisfactory progress of the grantee in the preceding grant period.

A minimum of 20 percent of the proposed budget must be designated for the costs associated with College Board-sponsored training.

Cost Sharing or Matching:
Cost sharing or matching is not required for the purposes of this grant.

Indirect Cost Rate:
In accordance with a Delegation Agreement between the U.S. Department of Education and ISBE and pursuant to its authority under GATA and administrative rules, the Governor's Office of Management and Budget has granted ISBE an exception to the federal Uniform Guidance and GATA regarding the determination of indirect cost rates that may be utilized by all grantees that receive a state award or federal pass-through award for grant programs administered by ISBE. The agreement may be found at https://www.isbe.net/Pages/Indirect-Cost-Rate-Plan.aspx.

Local Education Agencies (LEAs) may utilize either the indirect cost rate the LEA negotiates annually with ISBE (school districts) or the statewide average indirect cost rate calculated by ISBE (ROEs, ISCs, special education cooperatives, area vocational centers, charter schools, and university laboratory schools approved by ISBE). These LEAs will also utilize the ISBE-established indirect cost rates for state and federally funded grant programs administered by other state agencies.

Not-for-profit agencies, community/faith-based organizations, and for-profit entities may utilize the statewide average indirect cost rate calculated by ISBE for all state and federal grant programs administered by ISBE. Colleges and universities will be restricted to a maximum indirect cost rate of 8 percent or other indirect cost rate calculated by their cognizant federal agency, whichever is less, for state and federal grants administered by ISBE. These non-LEA entities may choose to negotiate a separate indirect cost rate to utilize for state and federally funded grant programs administered by other state agencies.

Costs associated with Fiscal Support Services (2520), Internal Support Services (2570), Staff Support Services (2640), Data Processing Services (2660) and Direction of Business Support Services (2510) charged to the Educational Fund are properly budgeted as indirect costs.

Funding Restrictions:
No funds may be expended on activities not directly used to establish or expand Pre-AP® or AP® programs or to assist students, particularly low-income and underrepresented students, to succeed in the programs in which they are currently enrolled. Funds may not be used to pay for the services of teachers to teach Pre-AP®, AP®, or preparatory courses. Funds provided by this grant must be used to supplement, not supplant, funds available under other state or federal programs. Additional funding information can be found at
https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf .

Reporting Requirements

Periodic financial (expenditure) reporting is required to be completed at a minimum of quarterly via the IWAS system.

Programmatic reporting is required to be completed at a minimum of quarterly via the IWAS system.

Additional Reporting Requirements:
- One mid-year progress report (see Deliverables and Milestones pages 6-7)
- Final end-of-year progress report (see Deliverables and Milestones pages 6-7)

Content and Form of Application Submission

Each proposal must be submitted in the format outlined below. Please use the following as a checklist in assembling your completed proposal.

☐ **1.** **Uniform Application for State Grant (Attachment 1)**: Include the name, address, telephone and fax numbers of the entity; email, name, and telephone number of the contact person; Federal Employer Identification number; DUNS number; SAM CAGE Code; and all other listed information. The application page must be signed by the official authorized to submit proposals.

☐ **2.** **Cover Page (Attachment 2):** The superintendent or authorized official of each participating district must sign the cover page of a joint application, and the entity that will serve as the administrative fiscal agent must be designated.

☐ **3.** **Proposal Abstract (Attachment 3)**: Briefly describe the overall objectives and activities of the project in 500 words or less.

☐ **4.** **Proposal Narrative (Attachment 3A, limit to 15 pages**): Follow the specifications found under "Proposal Narrative Requirements" beginning on page 10. Each proposal must include responses to each item in the order in which they are presented. Duplicate the attachment as needed.

☐ **5.** **Objectives and Activities (Attachment 4):** Include all planned activities; a timeline for activities, including beginning and completion date; the person(s) responsible; and the evaluation measures and components.

☐ **6.** **Evaluation Design (Attachment 5, limit to 5 pages**): Each proposal requires an evaluation to determine program effectiveness. An evaluation plan must address at a minimum the performance standards and measures (found on page 6 of this RFP) and describe how the results will meet program goals and be used to inform future decisions to improve student outcomes. The proposed plan must include a detailed description of the evaluation methodology to be used and the data to be collected. Follow the specifications under "Evaluation Design" beginning on page 11. Duplicate the attachment as needed.

☐ **7.** **FY2019 Budget Summary and Payment Schedule (Attachment 6):** Must be submitted on this form. No other budget form will be accepted. District budgets MUST be signed by the district superintendent. Other applicants should have the official authorized sign the form. The payment schedule should be based on the projected date of expenditures. Salaries and fringe benefits should be requested in equal intervals on the schedule. Supplies, equipment, contracted services, and professional development should be requested in the month for which the expenditure is anticipated.

☐ **8.** **FY 2019 Budget Narrative(Attachment 7):** Please itemize projected expenditures and provide a description. Include subcontract information, if applicable.

☐ **9.** **Certifications and Assurances (Attachments 8A-B):** These forms must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.
    A. Program-Specific Terms of the Grant **(Attachment 8A)**
    B. Grant Application Certifications and Assurances **(Attachment 8B)**

Proposal Narrative Requirements

Each proposal must include responses to each item in the order in which they are presented below. Use Attachment 3A and limit to 15 pages. Duplicate the attachment as needed**.**

Priority-Current Status: Describe your school, community, and student population, and, if applicable, any Pre-AP® and AP® programs currently in place. If no AP® courses are currently offered, state reasoning. Include obstacles to AP® course implementation.

1. **Need:** Describe the need for AP® Course Implementation funds and how the need was determined. This description must include the following information.

   a. Type of curriculum currently being offered, status of the instructional program (include plan for professional development), and students' access to rigorous academic coursework which may be limited due to lack of appropriately trained instructional staff, resources, and materials;

   b. Percentage of underrepresented and low-income students currently taking Pre-AP® and AP® courses (if any are offered);

   c. Percentage of underrepresented and low-income students enrolled in rigorous courses (e.g., college preparatory, accelerated, honors) for schools not offering Pre-AP® and AP® classes;

   d. Percentage of underrepresented and low-income students taking AP® exams;

   e. Percentage of underrepresented and low-income students attending college; and

   f. Explanation of limited resources that would prevent the applicant from conducting or expanding the program without the grant.

2. **Program Description (Scope**, **Capacity, Quality).** Must address the following:

   Scope

   a. Implementation or expansion of a Pre-AP® or AP® program or both;

   b. Increasing access to Pre-AP® or AP® courses for a greater number of underrepresented and low-income students;

   c. Estimate the number of students to be served.

   d. Describe the process to be used to select students for Pre-AP® and AP® courses.

   e. Describe the process for recruiting all students, including those identified as underrepresented and low income to participate in Pre-AP® and AP® courses.

   f. Describe any additional support in new program areas (additional courses, extended day, summer tutorial, or online offerings) being considered or added.

   g. Describe plans to facilitate increasing the number of students enrolled in AP® courses to take the AP® exam for which college credit is awarded.

   Capacity (Staff Training)

   a. List the number of staff (teacher, administrator, and counselor) to participate in professional development opportunities offered by the College Board and indicate the sessions they will attend. Include grade levels, and content/subject areas to be implemented or expanded through College Board's professional development;

   b. Describe other professional development training to be offered to staff in program areas and/or vertical articulation.

   c. Describe how the professional development plan fits into the overall program plan for recruitment and identification of potential students including targeted student populations.

   Quality

   a. Describe the extent to which purchases of materials and resources, such as partnering with Equal Opportunity Schools, will enhance the existing program or assist in establishing the program and how the purchased resources will help students successfully complete AP® course work and exams;

   b. Describe types of online coursework or enrichment materials to be utilized and what outcomes are expected of such. Include a description of the provider, cost, and type of courses or enrichment services to be offered and licenses needed. Indicate whether participating students

will earn credit for successfully completing the course(s) and how online AP® students will be prepared to take the corresponding AP® exam.

    c. To what extent are vertical articulation efforts planned and how will these undertakings increase the likelihood of student population and targeted student populations taking a Pre-AP® and AP® course.

3. **Evaluation and Sustainability**

    a. Evaluation methodology is aligned with Performance Standards and Measures listed on page 6 of this RFP and with the Evaluation Design Requirements outlined below. Data collection should be included as part of the program to measure effectiveness and impact on student outcomes**.**

    b. Describe the level of commitment of the eligible applicant and each school under the grant to support Pre-AP® or AP® services to students beyond the term of the grant.

    c. Indicate local resources both internal and external supports (e.g., fiscal, community) available or to be created that will contribute to further building, expanding, and/or continuing the Pre-AP® and AP® program after the grant period ends.

Evaluation Design Requirements

To ensure goals of the program are met and to evaluate program impact on student outcomes, it is important to establish specific performance measures or indicators. Reliable and valid data collection and reporting pertaining to program goals in student outcomes will be a necessary component. It is expected funding will be used to implement new and/or expand current AP® courses (including Pre-AP®) and increase access of targeted students (low-income, underrepresented) to AP® courses. In addition, funding will be used to increase the number of students enrolled in an AP® course to take the corresponding AP® exam. To evaluate the program, proposals must provide evidence of:

1. Training of teachers through College Board's AP® training program (20 percent of budget) to increase teacher capacity and staff development in building a successful AP® program for student population. Number and type (subject area, grade level) of staff successfully completing College Board training, and those who will be assigned to teach Pre-AP® and/or AP® courses beginning in the 2019-20 school year.
2. Number and subject of new Pre AP® and AP® courses to be offered in the 2018-2019 and 2019-20 school years .
   a. Provide an estimate of number of targeted students expected to enroll;
3. Number of students taking an AP® course (or expected to enroll) in each subject area offered;
   a. Demographic data (disaggregated by race, ethnicity, sex, English proficiency status, socioeconomic status, and special education status) of students taking AP® courses by subject area.
4. Number of students taking the exam for each AP® course (or expected) in each content area;
5. Breakdown of student's taking corresponding AP exams and scores on the relevant AP® exam in each content area offered by:
   a. Demographic data (disaggregated by race, ethnicity, sex, English proficiency status, socioeconomic status, and special education status) on individuals taking AP® exams by content area.
6. Proportion of students who successfully complete AP® exams, measured by receiving a score of 3 or better on an AP® exam;
   a. Demographic data (disaggregated by race, ethnicity, sex, English proficiency status, socioeconomic status, and special education status) on individuals taking AP® exams by subject area.
7. Number of direct student services (before- and after-school tutorials, summer classes, and online reviews and courses) received by students taking AP® courses and exams.

Application Review

Review and Selection Process:
The selection of grantees will be based upon the overall quality of the application. The scoring is based upon the following criteria:
- Priority is defined as eligible districts not currently offering AP® courses.
- Need is defined as the identification of stakeholders, facts, and evidence that demonstrate the proposal supports the grant program purpose;
- Capacity is defined as the ability of an entity to execute the grant project according to the project requirements;
- Quality is defined as the totality of features and characteristics of a service, project, or product that indicate its ability to meet or exceed the requirements of the grant program;
- Scope is defined as the relationship of the proposal to the purpose of the program and its goals;
- Student recruitment, Enrollment, and Support is defined as the entities identification of targeted students for enrollment and establishment of critical supports and resources for those students to strengthen preparedness and likeliness of successful course and exam completion; and
- Cost-Effectiveness, Evaluation, and Sustainability. Cost effectiveness and evaluation is defined as overall impact of planned activities towards meeting or exceeding performance standards and measures through qualitative and quantitative evaluation methodologies and data collection. Sustainability is defined as the proposals long-term plan to sustain programming in subsequent years including use of outside resources.

Criteria:
These overall criteria are built into the evaluation rubric below. **Proposals will be evaluated according to the following point values up to 110 total points. Proposals will be scored and awarded on a competitive basis with 10 priority points awarded to eligible school districts not currently offering AP® courses. The top 10 scoring proposals will be awarded.**

Following the notification of grant awards, an applicant may request copies of reviewer comments by contacting Elizabeth Hiler, Principal Consultant, Curriculum and Instruction at ehiler@isbe.net.

Selection criteria and point values are as follows:

Not Provided	Very Limited	Somewhat Limited	Moderate	Good	Strong
0	1	2	3	4	5
Proposal requirements are absent.	Proposal provides very few details to meet the program objectives.	Proposal is unclear and lacks enough evidence to support program objectives.	Proposal provides moderate detail and conveys potential to meet program objectives.	Proposal provides good detail with adequate supporting evidence to meet program objectives.	Proposal provides a solid, detailed plan with strong supporting evidence aligned to meet or exceed program objectives.

Section: PRIORITY CURRENT STATUS Does the applicant (district) currently offer AP courses?		Possible Points 0 or 10
	Yes	0
	No	10
Section 1: NEED **15 Points Total**		Possible Points 15
The proposal includes type of program currently being offered and an explanation, supported by data of the entities overall need to implement or increase Pre-AP® and AP® course offerings in relation to existing courses and funding.		5
The proposal describes the student population and outlines a need to serve students particularly underrepresented and low-income students who would benefit from Pre-AP® and/or AP® courses.		5
The proposal describes resources available to the applicant and explains how those resources will be utilized to meet and/or exceed program goals and student outcomes.		5
Section 2: CAPACITY, QUALITY, AND SCOPE OF PLAN **45 Points Total**		Possible Points 45
The proposal describes and justifies how grant funding activities will meet the need of increasing students' preparedness for AP® courses and how activities will strengthen students' ability to participate in a rigorous, quality Pre-AP® and/or AP® courses..		5
The proposal describes and justifies how grant funding will support efforts aimed at identifying and recruiting potential AP® students, especially target student groups (i.e., underrepresented and low–income students).		5
The proposal describes and justifies how grant funding will support implementation or expansion of Pre-AP® and AP® content/subject areas to build program capacity in specific grade levels, and subjects.		5
The proposal describes how College Board's professional development will be utilized to build teacher capacity. Includes courses, grade levels, and professional development plans.		5
The proposal describes a plan to increase the number of students taking an AP® exam and successfully passing with a score of 3 or better, and/or how students will be prepared and encouraged to take the AP® exam following successful course completion.		5
The proposal describes and justifies how the purchase of materials and/or resources will enhance, support, and/or grow the existing program or assist students in successfully completing Pre-AP® or AP® courses and exams.		5
The proposal outlines how grant funding will support vertical articulation, or cross-grade level collaboration among staff in Pre-AP® and/or AP® program planning and undertakings.		5
The proposal includes a detailed plan of how the program aligns with the Performance Standards and Measurements outlined on page 6 of the RFP and how proposed activities and budget align with program objectives, College Board professional development, and program evaluation for cost effectiveness.		5

The proposal includes a plan for family engagement of potential students.	5
Section 3: STUDENT RECRUITMENT, ENROLLMENT, AND SUPPORT **25 Points Total**	**Possible Points** **25**
The proposal provides evidence that supports a plan for a community outreach and parent involvement specifically targeted to reach underrepresented and low-income student families.	5
The proposal provides evidence that supports establishment of and/or strengthening of school counseling services provided to all students, particularly those identified for enrollment in Pre-AP® and AP® course work.	5
The proposal provides evidence that supports an identification process for selection, recruitment, and enrollment of students for Pre-AP® or AP® courses.	5
The proposal contains evidence that supports program goals aligned to strengthen underrepresented and low-income students' preparation for AP® coursework, including the identification of specific resources and supports aligned to enhance students' likelihood of successfully completing AP® courses and obtaining a passing grade on AP® examinations.	5
The proposal clearly outlines a student support process aimed at increasing students' preparedness and likeliness to enroll in AP® and/or Pre-AP® courses.	5
Section 4: COST-EFFECTIVENESS, EVALUATION, AND SUSTAINABILITY **15 Points Total**	**Possible Points** **15**
The evaluation contains components aimed at measuring the impact and effectiveness of the program, including an evaluative methodology and data to be collected. The evaluation plan addresses all indicators and describes how the results will be used to improve the program in subsequent years.	5
The proposal presents evidence of the district's commitment, including stakeholders to support the continuation of Pre-AP® and/or AP® programming established or expanded through this grant.	5
The proposal outlines a plan or methodology that addresses sustainability of programming, including any planned use of internal and external resources (fiscal, community) to sustain a quality program aimed at reaching a greater number of students.	5