Illinois State Board of Education

November 12, 2021

TO:	Eligible Applicants
FROM:	Dr. Carmen I. Ayala State Superintendent of Education
SUBJECT:	**NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP):** Fiscal Year 2022 Advanced Placement Course Implementation **Round 2** – College and Career Success for All Students Program

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

Program Overview

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]). 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 NOFO/RFP.

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

Applications for funding will be determined via a competitive process with priority points awarded to the following:
- Eligible school districts without existing AP® programs will receive 10 priority points.
- A school district's final Evidence-Based Funding (EBF) FY 2020 Percent of Adequacy calculation will be considered. The table can be found at https://www.isbe.net/Pages/ebfdistribution.aspx. Click on FY 2021 EBF Distribution Quick Facts under the Reports ribbon.

EBF final Percent of Adequacy	Points
100% or greater	5
81-99.9%	10
71-80.9%	15
70.9 and below	20

The top scoring proposals will be awarded until funding is exhausted. Additional information pertaining to funding can be found under Funding Information on page 7.

NOTE:
The State of Illinois Grant Accountability and Transparency Act (GATA) requires applicants to complete Pre-qualification requirements before applying for any grant. This includes completion of the Grantee Registration and Pre-qualification process through the Illinois GATA Web Portal at https://grants.illinois.gov/portal/. Grant applications must be submitted by the application deadline indicated in this NOFO/RFP. Applicants are advised to complete the pre-qualification requirements well in advance of the NOFO/RFP deadline

Successful grant applicants will be required to complete an FY 2022 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal, a FY 2022 Organizational Risk Assessment through the ISBE Web Application Security System (IWAS), and the FY 2022 Programmatic Risk Assessment that is found within the electronic Grant Management System (eGMS) budget. Grant awards will not be executed until the FY 2022 ICQ, Organizational Risk Assessment and Programmatic Risk Assessment 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 (https://fedgov.dnb.com/webform) in its application; 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. The Illinois State Board of Education (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 is 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 https://ilga.gov/commission/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.pdf. Applicants are advised to refer to the Merit-Based Review 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 application. The maximum available funding in FY 2022 is $500,000. Round two of this NOFO/RFP will award remaining funding of $100,000. This NOFO/RFP does not have a cost matching requirement. *Proposals that score under 45 points will not be funded.*

Grant Period: The grant period will begin no sooner than February 25, 2022 and will extend from the execution date of the grant until June 30, 2022. Successful applicants may reapply via continuing application for up to two additional year(s). Funding in the subsequent years will be contingent upon compliance with federal and state law, state grantmaking rules, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. No promise or undertaking made in this NOFO/RFP is an assurance that a grant agreement will be renewed, nor does this NOFO/RFP create any right to or expectation of renewal.

Submission Dates and Times/Other Submission Requirements: Proposals must be submitted electronically through the ISBE Attachment Manager, no later than 4 p.m. Wednesday, January 12, 2022. Directions for submission is below.

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 Rhonda Manalia from the drop down menu in Receiver Information.   Submit the application using the button at the bottom of the page.   To ensure submission, please rename application documents to include school district or administrative agent.

 Late proposals will not be accepted.

Grant Award Notice: It is anticipated that successful applicants will receive a Notice of Award via email approximately 90 days after the application deadline. The award letter is <u>NOT</u> an authorization to begin performance or expenditures. After the merit-based appeal timeframe has ended, awardees will receive additional information from the program area that includes the next steps for finalizing the grant. Monies spent prior to programmatic approval are done so at the applicant's own risk.

Technical Assistance Session: A technical assistance webinar is available at, https://www.isbe.net/Pages/Advanced-Placement.aspx under the FY2022 Advanced Placement Course Implementation title. If you need further technical assistance, please email Samantha Leav, sleav@isbe.net.

Changes to NOFO/RFP: ISBE will post any changes made to the NOFO/RFP prior to January 5, 2022, 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 Samantha Leav at sleav@isbe.net. *All questions asked concerning this NOFO/RFP will be responded to in a Frequently Asked Questions document found at* https://www.isbe.net/Pages/Advanced-Placement.aspx *so all respondents can see all questions and the responses to the questions. Changes to the FAQ will not be made after January 5, 2022. Applicants are advised to check the site before submitting a proposal.*

General Information

Program Background and 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. Training for teachers and administrators is necessary to build capacity within schools to offer AP® courses.

Program Description:
ISBE will fund grant proposals from school districts that meet eligibility 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 the following:

- Eligible school districts without existing AP® programs will receive 10 priority points.
- A school district's final EBF FY 2020 Percent of Adequacy calculation will be considered. The table can be found at https://www.isbe.net/Pages/ebfdistribution.aspx. Click on FY 2021 EBF Distribution Quick Facts under the Reports ribbon.

EBF final Percent of Adequacy	Points
100% or greater	5
81-99.9%	10
71-80.9%	15
70.9 and below	20

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, and high school teachers must obtain Pre-AP® professional development so they are able to prepare students for success in AP® courses.
4. Professional Development: An instructional support program for students in grades 6-12 must be implemented 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.
5. Progress Review: A member of the school district must participate in a quarterly progress review with College Board. College Board will provide ISBE with meeting minutes.

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 College Board and identify process/steps taken to ensure staff participates in the training.

Program Background/History:
The 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.

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 Pre-AP® of AP® courses plays a critical role in students' access to AP® coursework.

The Advanced Placement Course Implementation – College and Career Success for All Students Program grant aligns with Goal 1 from ISBE's 2020-2023 Strategic Plan: "*Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.*" This program additionally supports Strategy 1.1: *Support best practices and continuous quality improvement, including an emphasis on equity and diversity in order to support student learning while also addressing remote and blended learning.*

Closing achievement gaps and focusing on equity are essential drivers at the foundation of this grant program. The College and Career Success for All - Advanced Placement Course Implementation grant supports the state's Equity Statement as the program goals affirm achieving equitable outcomes for all students, particularly those where 40 percent or more of the student population is classified as low income.

> *Illinois has an urgent and collective responsibility to achieve educational equity by ensuring that all policies, programs, and practices affirm the strengths that each and every child brings within their diverse backgrounds and life experiences, and by delivering the comprehensive supports, programs, and educational opportunities they need to succeed.*

Program Objectives:
1. Establish or increase the number of Pre-AP® and/or AP® course offerings.
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 the 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.
6. Increase educator capacity to help students achieve Pre-AP and/or AP success through professional development.

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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.

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;
- Training for administrators, AP® coordinators, and counselors;
- 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.

Policy Requirements:
At least 20 percent of funding must be designated to staff professional development AP training endorsed by the College Board.

Please refer to 23 Illinois Administrative Code 270 for policy requirements.

Performance Measures:
1. Grantee will demonstrate a 20 percent increase in enrollment of students who have not previously been enrolled in Pre-AP® or AP® coursework.
2. Grantee will demonstrate a 20 percent increase in enrollment of students in all or Pre-AP® coursework.
3. The enrollment of students in AP® or Pre-AP® coursework, when disaggregated by demographic characteristics, is proportionate to the schoolwide population when broken down by grade level within a margin of 5 percent on each of the following demographic categories: race/ethnicity, gender, and free/reduced-price lunch status.

Performance Standards:
1. Grantee will demonstrate equal to or greater than a 5 percent increase in enrollment of students who have not previously been enrolled in Pre-AP® or AP® coursework.
2. Grantee will demonstrate equal to or greater than a 5 percent increase in enrollment of students in all Pre-AP® or AP® coursework.
3. The enrollment of students in Pre-AP® or AP® coursework, when disaggregated by demographic characteristics, is proportionate to the schoolwide population when broken down by grade level equal to or less than a margin of 20 percent on each of the following demographic categories:
   race/ethnicity, gender, and free/reduced-price lunch status.

Deliverables and Milestones:
Midyear report due to ISBE on January 30, 2022, via email to Rhonda Manalia at rmanalia@isbe.net.
1. Attend required introduction meeting with College Board.
2. Provide a timeline of all professional development activities planned and concluded. Include name and date of event, attendee names, title and content area, and grade level(s). Attach agenda, if applicable.
3. Provide a summary of progress toward meeting goals in narrative format.
4. Provide data on student enrollments by grade levels and demographics on a template provided by ISBE.
5. Provide new course implementation data on a template provided by ISBE.
6. Evaluate effectiveness thus far of implementation activities aligned to program objectives and student outcomes.
   a. Determine next steps based on data to improve or continue with objective.
7. 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, 2022, via email to Rhonda Manalia at rmanalia@isbe.net.

1. Attend required introduction meeting with College Board.
2. Provide a 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.
3. Provide a summary of grant activities and how activities met program goals. Cite specific evidence, examples, and data.
4. Provide a summary of data on student enrollments by grade levels and demographics on a template provided by ISBE.
5. Provide new course implementation data on a template provided by ISBE.
6. Evaluate effectiveness of implementation activities as they aligned to program objectives and student outcomes.
   a. Determine if outcomes were expected and the next steps based on data to improve or continue with objective in subsequent year.
7. Provide a detailed review of resources used in implementation, along with a description of resource and cost. Evaluate resource for effectiveness and impact toward meeting program objectives.

Funding Information

Introduction:
Upon appropriation, the state will release a NOFO/RFP in alignment with the College and Career Success for All Students Act and 23 Illinois Administrative Code 270. Total appropriation in FY 2022 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 the following:
- Eligible school districts without existing AP® programs will receive 10 priority points.
- A school district's final EBF FY 2020 Percent of Adequacy calculation will be considered. The table can be found at https://www.isbe.net/Pages/ebfdistribution.aspx. Click on FY 2021 EBF Distribution Quick Facts under the Reports ribbon.

EBF final Percent of Adequacy	Points
100% or greater	5
81-99.9%	10
71-80.9%	15
70.9 and below	20

The state intends to award top scoring proposals until funding is exhausted.

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:
The federal Uniform Guidance at 2 CFR 200 requires that grantees be provided the opportunity to seek indirect cost reimbursements based on negotiated indirect cost reimbursement rates. Rates are determined and applied as follows.

<u>Local Education Agencies</u>

- Local Education Agency (LEA) indirect cost rates are developed in accordance with a delegation of authority agreement between ISBE and the U.S. Department of Education (ED). The plan includes both a restricted and unrestricted rate for each individual LEA. Both the restricted and unrestricted LEA rates are published on the ISBE website. The FY 2019 rates are available at https://www.isbe.net/Pages/IndirectCost-Rate-Plan.aspx. In the past, only the restricted rate was allowed when budgeting indirect cost reimbursements.

LEAs have the ability to seek indirect cost reimbursement at the published unrestricted rate for any program other than those identified as restricted by ED.

- Newly organized LEAs, Regional Offices of Education, Intermediate Service Centers, area vocational centers, charter schools, university laboratory schools, and governmental entities formed by a joint agreement among LEAs utilize either the statewide average of LEA unrestricted or restricted indirect rates as appropriate, depending on program.

- LEAs that jointly administer federal program(s) utilize either the approved unrestricted or restricted indirect cost rates for the administrative district of the joint program as appropriate, depending on program.

<u>Non-LEAs</u>

- Programs eligible for an unrestricted indirect cost rate; not-for-profit entities; community/faith-based organizations; and other non-LEA, non-university subgrantees utilize rates negotiated through the Governor's Office of Management and Budged centralized process in which they will have the option to:
  - o Select the 10 percent diminimus rate.
  - o Submit documentation supporting a rate determined through negotiation with their federal cognizant agency.
  - o Negotiate a rate.

Non-LEA, non-university grantees may initiate the unrestricted indirect cost rate negotiation process through the GATA grantee portal at: https://grants.illinois.gov/portal/.

- Federal programs requiring the use of a restricted indirect cost rate, not-for-profit entities, community/faith-based organizations, and other non-LEA subgrantees shall utilize the 8 percent default rate described at 34 CFR 76.564.
- Colleges and universities will be limited to a maximum indirect cost rate of 8 percent or other indirect cost rate calculated by their cognizant federal agency, whichever is less, for grants administered by ISBE.

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:
These funds are unrestricted indirect cost rate funds. According to 23 Ill. Adm Code 75.350, funds provided by this grant must be used to supplement, not supplant, funds available under other state or federal programs. 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. Additional funding information can be found at https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf.

Reporting Requirements

Periodic financial reporting should be completed at a minimum of quarterly via the IWAS system. Programmatic reporting should be completed at a minimum of semiannually via the IWAS system. Additional reporting requirements are listed below.

Additional reporting requirements for each year of programming for which funding is received:
- One midyear progress report. (See Deliverables and Milestones on page 6.)
- Final end-of-year progress report. (See Deliverables and Milestones on page 6.)

Content and Form of Application Submission

Instructions: Each application must be submitted in the format outlined below to be considered complete. A complete application will include all required components (the numbered items below) and signatures when mentioned. Please use the checkboxes in front of the numbers as a checklist when assembling your completed application. It is advised to attach a copy of the completed checklist with the application.

☐ **1. Uniform Application for State Grant Assistance (Attachment 1)**: Include the name, address, telephone and fax numbers, and email of the entity: 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. 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 one page or less.

☐ **4. Program Narrative (Attachment 3A)** maximum 15 pages: Follow the specifications found under "Proposal Narrative Requirements" beginning on page 11. Each proposal must include responses to each item in the order in which they are presented.

☐ **5. Objectives and Activities (Attachment 4)** maximum five pages: 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)** maximum five pages**:** Use the form provided to complete the cost effectiveness and sustainability components of the proposal providing details of how the tangible benefits of costs measure total effectiveness of program and outline steps that will be employed to evaluate the program.

☐ **7. FY 2022 Budget Summary and Payment Schedule (Attachment 6)**: The budget 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 an authorized official 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 2022 Budget Summary Breakdown (Attachment 7)**: The Budget Summary Breakdown MUST include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary and Payment Schedule. The Budget Summary Breakdown should also include subcontract information, if applicable.

☐**9.   Certifications and Assurances (Attachments 8A and 8B)**: Each applicant is required to submit the forms below. These 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)

Program Narrative Requirements

Program narratives should include responses to each section in the Review Criteria section below in the order they are presented. For specific evaluative criteria *in each section*, applicants are advised to review the evaluation rubric beginning on page 12.

Review Criteria

Application Review and Selection Process
The selection of the 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, districts who have not received the grant previously, and EBF percent of adequacy category.
- 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 satisfy the requirements of the grant program.
- Scope is defined as the relationship of the proposal to the purpose of the program and its goals.
- Students' Recruitment, Enrollment, and Support are defined as the entity's 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.
- Cost-Effectiveness, Evaluation, and Sustainability -- Cost-effectiveness and evaluation are defined as overall impact of planned activities toward meeting or exceeding performance standards and measures through qualitative and quantitative evaluation methodologies and data collection. Sustainability is defined as the proposal's long-term plan, including use of outside resources, to sustain programming in subsequent years. A three-year budget outlay should be included (in addition to Attachments 6 and 7).

Proposals that score under 45 points will not be funded.

Tiebreaker
In the event of a tie, the applicant with the higher amount of priority points will be given priority.

Evaluation Criteria
These overall criteria are built into the rubric below. The points for each criterion section as well as the individual criteria are also included in the rubric.

Following the notification of grant awards, an applicant may request copies of reviewer scores and comments by contacting Samantha Leav at sleav@isbe.net.

Selection criteria and point values are as follows:

Not Provided	Very Limited	Somewhat Limited	Moderate	Strong	Exceptional
0	1	2	3	4	5
Proposal requirements are absent.	Proposal provides very few details to meet the project outcomes.	Proposal is unclear and lacks enough evidence to meet project outcomes.	Proposal provides moderate detail and conveys potential to meet project outcomes.	Proposal provides good detail and strong evidence to meet project outcomes.	Proposal exceeds expectations and provides a substantial plan to meet project outcomes.

Section 1: Priority Points **Does the applicant (district) currently offer AP courses?**		Possible Points **40**	
The applicant (district) currently offers AP courses.		Yes = 0 No = 10	
The applicant has received this grant in the past.		Yes = 0 No = 10	
The applicant's final EBF Percent of Adequacy calculation and corresponding priority point values.		**EBF final Percent of Adequacy**	**Corresponding Points**
		100% or greater	5
		81-99.9%	10
		71-80.9%	15
		70.9 and below	20
Section 2: Need		**Possible Points 15**	
The proposal includes types of program currently being offered and an explanation, supported by data, of the entity's 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 3: Capacity, Quality, and Scope of Plan		**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 strength 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 targeted 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 offerings 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 NOFO/RFP and how proposed activities and budget align with program objectives, College Board professional development, and program evaluation for cost-effectiveness.	5
The proposals include a plan for family engagement of potential students.	5
Section 4: Student Recruitment, Enrollment, and Support	**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 Pre-AP® and/or AP® courses.	5
Section 5: Cost-Effectiveness, Evaluation, and Sustainability	**Possible Points 15**
The proposal includes a process to measure and evaluate impact PreAP® and/or AP® programming has on student achievement.	5
The proposal presents evidence of the district's commitment, including stakeholders to support the continuation of Pre-AP® and/or AP® programming, that will be 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 throughout the grant period including a three-year budget outlay in addition to attachments 6 & 7.	5