Texas Education Agency
Standard Application System (SAS)

2017–2019 Expanding Access to Advanced Academics

Program authority:	General Appropriations Act, Article III, Rider 8, 84th Texas Legislature	FOR TEA USE ONLY Write NOGA ID here
Grant Period:	August 15, 2017, to May 31, 2019	
Application deadline:	5:00 p.m. Central Time, June 27, 2017	Place date stamp here
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2017 JUN 27 PM 3:10 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Lauren Dwiggins, lauren.dwiggins@tea.texas.gov; (512) 463-8864	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Cooper ISD	060902		
Vendor ID #	ESC Region #		
	VIII		

Mailing address	City	State	ZIP Code
823 FM 1528	Cooper	TX	75432

Primary Contact

First name	M.I.	Last name	Title
Amber		Norris	Curriculum Director
Telephone #	Email address		FAX #
903.300.3915	anorris@cooperisd.net		903.395.2382

Secondary Contact

First name	M.I.	Last name	Title
Richard		Roan	HS Principal
Telephone #	Email address		FAX #
903.300.3913	rroan@cooperisd.net		903.395.2382

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Denicia		Hohenberger	Superintendent
Telephone #	Email address		FAX #
903.300.3967	dhohenberger@cooperisd.net		903.395.2117

Signature (blue ink preferred) — Date signed

Denicia Hohenberger — 6/26/2017

Only the legally responsible party may sign this application

701-17-102-015

2017-016537

Schedule #1—General Information	
County-district number or vendor ID: 060902	Amendment # (for amendments only):
Part 3: Schedules Required for New or Amended Applications	

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☐	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
17	Responses to TEA Requirements	☒	☐

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 060902	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Memorandum of Understanding	For applicants within Focus Area 2, a signed or draft Memorandum of Understanding (MOU) between participating entities, including program responsibilities and assurances must be attached. See Written Agreement Template for instructions.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 060902	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the students will not be required to pay for Advanced Placement (AP) courses, with the exception of AP exams (funding may be used to assist students in paying for AP exam fees).
4.	The applicant provides assurance that the students will be provided the opportunity to take AP exam(s) for the courses taken.

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Schedule #3—Certification of Shared Services	
County-district number or vendor ID: 060902	Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 060902 | Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 060902	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail ***or*** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 060902	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 060902	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Offering rigorous academic programs at Cooper ISD cultivates students for success in their chosen fields or careers, while equipping them to make a difference in our global society. Cooper ISD is committed to the development of our faculty and ensuring students have the resources needed to be successful in such challenging environments. Currently, Cooper HS offers one AP course in Calculus with an average enrollment of 5 students. In effort to increase participation and allow open access to rigorous courses with the potential of earning college credit we are looking to expand our AP course offerings to include AP Biology (2017-2018) and AP Chemistry (2018-2019).

Motivational Rationale:

Students see the benefits of taking an AP class immediately by facing challenges and learning new skills with their peers while receiving support from the AP teacher. The AP test allows students to push themselves into uncharted territory while gaining confidence and developing essential college study habits. Expanding our AP offerings into science allows students to understand key science practices while learning to develop advance reasoning and inquiry skills. In a rural school district, opportunities like this are often hard to provide students due to the lack of resources. A grant such as this will provide the resources needed to expand our AP program while opening up more than 100 career areas and 50 college majors for our students. The three elements this grant will include are expansion costs, training and professional development along with advance course identification and preparation.

Goal and Objectives:

The overall goal of Cooper ISD's advanced academic program is to cultivate student interest, provide equitable access and increase student success in Advance Placement courses.

The objectives are to:

1. Focus the faculty on student learning and success
   - Ensure faculty accountability in creating and maintaining an academically challenging environment.
   - Provide professional development in content knowledge areas and enhanced pedagogy related to inquiry-based learning.

2. Develop new advanced academic offerings to address the learning needs of current and future careers.
   - Provide resources and tools necessary to facilitate and sustain student success in AP coursework.
   - Provide technology in support of teaching innovative lessons.
   - Provide funding for AP exams and require all students to take the respective placement exams.

3. Enhance equality and access to all advanced academic program areas
   - Provide recruitment and education about potential benefits to advanced academic courses to all stakeholders.
   - Identify students who may be successful in AP courses through PSAT, NMSQT and AP Potential tools.

Project Plan:
The project will be implemented at Cooper High School and involve three teachers and three administrators. Administrators will serve in recruitment of underserved populations through parent communication and PSAT testing to determine the AP potential of students in grades 8-12. Teachers will attend the AP summer institute to learn instructional strategies for implementation of both AP and Pre-AP coursework. Integrated planning will insure all components of the project plan work synergistically together. Lab equipment, assessment fees, materials and supplies needed for planned implementation will be included in the expansion grant. Future program costs of assessments, professional development training, supplies and materials will be included in the 2019-2020 proposed school budget to allow for sustainability.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 060902	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Evaluation Plan:

Progress evaluation will determine to what extent the project's goals and objectives are being met. Student performance data will drive program decision-making and resource allocation.

Data to be tracked to determine program success:

- Student completion of course with a 70% or better
- AP exam scores of 3 or better
- Participants SAT/ACT scores
- Student enrollment

Planned Outcomes for Students:

- Increased interest in student participation
- Increased confidence and success in college rigorous coursework
- Increase scores on College Aptitude Tests

Planned Outcomes for Teachers:

- Increased comfort with authentic instruction in respective AP content
- Increase in pedagogical skills required for hands-on, inquiry based teaching strategies

Budget Summary:

The budget includes funds for required resources and equipment such as lab tables and stools, textbooks, lab supplies for the mandated AP Biology and AP Chemistry labs, technology to support instruction, professional development training, pre-course assessment materials, purchases of AP Potential Tool, pre-course assessments such as PSAT, and post course AP assessments.

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Schedule #6—Program Budget Summary	
County-district number or vendor ID: 060902	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, 84th Texas Legislature	
Grant period: August 15, 2017, to May 31, 2019	Fund code/shared services arrangement code: 429/5842

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$0	$	$
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$	$
Schedule #9	Supplies and Materials (6300)	6300	$7000	$	$
Schedule #10	Other Operating Costs (6400)	6400	$0	$	$
Schedule #11	Capital Outlay (6600)	6600	$13869	$	$
		Total direct costs:	$20869	$	$
		Percentage% indirect costs (see note):	N/A	$	$
Grand total of budgeted costs (add all entries in each column):			**$20869**	**$**	**$**
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		$0	$	$

Administrative Cost Calculation	
Enter the total grant amount requested:	$
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 060902 | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			$
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	Project director			$
5	Project coordinator			$
6	Teacher facilitator			$
7	Teacher supervisor			$
8	Secretary/administrative assistant			$
9	Data entry clerk			$
10	Grant accountant/bookkeeper			$
11	Evaluator/evaluation specialist			$
Auxiliary				
12	Counselor			$
13	Social worker			$
14	Community liaison/parent coordinator			$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant			$
16	ESC coordinator/manager/supervisor			$
17	ESC support staff			$
18	ESC other			$
19	ESC other			$
20	ESC other			$
Other Employee Positions				
21	Title			$
22	Title			$
23	Title			$
24	Subtotal employee costs:			$
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112 Substitute pay			$
26	6119 Professional staff extra-duty pay			$
27	6121 Support staff extra-duty pay			$
28	6140 Employee benefits			$
29	61XX Tuition remission (IHEs only)			$
30	Subtotal substitute, extra-duty, benefits costs			$
31	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)	
County-district number or vendor ID: 060902	Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.	

Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		$
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
a.	**Subtotal of professional and contracted services:**	$
b.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$
	(Sum of lines a and b) Grand total	$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 060902		Amendment number (for amendments only):
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval: Professional Development training, AP Potential, Assessment costs for student identification pre-course and post course, lab supplies, free response reference materials, test prep materials.	$7000
	Grand total:	**$7000**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 060902	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	$
6413	Stipends for non-employees other than those included in 6419	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	$
	Subtotal other operating costs requiring specific approval:	$
	Remaining 6400—Other operating costs that do not require specific approval:	$
	Grand total:	**$0**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 060902			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2	Chromebook Device	20	$215	$4300
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12	Test Prep – Online Student Course	1	$425	$425
13	EBook – electronic textbook	40	$90	$3600
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment, furniture, or vehicles				
19	Lab Tables	12	$414.95	$4980
20	Lab Stools	24	$23.50	$564
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$0
			Grand total:	**$13869**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only	
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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 060902 | Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	300	57.9%	Total students 8-12 receiving benefits from grant
Limited English proficient (LEP)	0	0%	No LEP students currently enrolled
Disciplinary placements	1	.83%	Occasionally a student is moved to DAEP, but currently no students enrolled in AP are assigned to DAEP
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	
Teacher Category	**Teacher Number**	**Teacher Percentage**	**Comment**
1-5 Years Exp.	8	28%	
6-10 Years Exp.	4	14%	
11-20 Years Exp.	1	3%	
20+ Years Exp.	15	53%	
No degree		%	
Bachelor's Degree		%	
Master's Degree		%	
Doctorate		%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
									60	60	60	60	60	300

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
											1	1	1	3

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Schedule #13—Needs Assessment

County-district number or vendor ID: 060902	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A comprehensive needs assessment was conducted by Cooper ISD's High School Site team this spring. The focus was to identify needs of students in schoolwide programs.

The CNA identified the following:

- Need for increasing access to rigorous college courses such as Advanced Placement. The team reviewed data from the 2016-2017 AP Calculus and Dual Credit enrollment which demonstrated students performed higher on their ACT tests and were more confident in being prepared for college as a result of participating in rigorous college courses than previous years. Having Math, English and LOTE college courses in place, the CIP felt the focus for the coming year should be in advanced science.
- Created vision and planning for expanding the advanced academics program and offering rigorous coursework in all honors and AP courses by the site team.
- Need for resources and training to expand AP Science coursework.
- Need for student identification and stakeholder education in the benefits of AP coursework.

Cooper High School will be the only campus offering AP courses and the one to be served by this grant.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 060902	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Provide professional development in content areas and increase pedagogy related to inquiry based learning.	Grant funding would provide AP institute training for three teachers to attend summer institute to provide a better understanding of content and instructional strategies to ensure student success.
2.	Provide resources and tools necessary to facilitate and sustain student success in AP coursework.	Grant funding would provide the supplies and materials necessary for the AP Biology and Chemistry mandated labs, which increase student understanding for free response questions on AP exam.
3.	Provide technology and support for teaching innovated lessons.	Instructional materials online can be accessed with the use of Chromebook devices funded through the grant program.
4.	Pre course assessments and post course AP exam funding is necessary for student selection and college credit.	Grant funding would provide PSAT 8/PSAT 10/ NMSQT, and AP potential to aid in student selection. Grant funding for AP exams will provide college credit should the student earn a 3 or better.
5.	Lab furniture such as lab tables and stools will simulate the college classroom and allow for collaboration during inquiry based instruction.	Grant funding will provide furniture necessary for students to conduct mandated labs.

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Schedule #14—Management Plan

County-district number or vendor ID: 060902 | Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Curriculum Director	Previous classroom experience in teaching AP Biology, Masters in Educational Leadership, Life Science certified 6-12.
2.		
3.		
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Professional Development for Science & Math Department	1.	AP Summer Institute 2017-2018	07/11/2017	07/14/2017
		2.	WICOR Instructional Strategies Training 2017-2018	06/21/2017	08/12/2017
		3.	AP Summer Institute 2018-2019	07/11/2018	07/14/2018
		4.	WICOR Instructional Strategies Training 2018-2019	06/21/2018	08/12/2018
		5.			
2.	Provide pre-course and post course assessments	1.	Purchase PSAT exams and AP Potential 2017-2018	09/01/2017	09/10/2017
		2.	Purchase AP Exams 2017-2018	09/01/2017	09/10/2017
		3.	Purchase PSAT exams and AP Potential 2018-2019	09/01/2018	09/10/2018
		4.	Purchase AP Exams 2018-2019	09/01/2018	09/10/2018
		5.			
3.	Provide resources and tools needed to facilitate instruction	1.	Purchase lab supplies for mandated labs 2017-2018	09/01/2017	09/10/2017
		2.	Purchase lab supplies for mandated labs 2018-2019	07/11/2018	07/14/2018
		3.	Purchase lab furniture	09/01/2017	09/10/2017
		4.			
		5.			
4.	Monitor and Assess Program Effectiveness	1.	1st Quarter – Data Analysis/Monitor & Adjust	10/09/2017	10/09/2017
		2.	2nd Quarter – Data Analysis/Monitor & Adjust	12/17/2017	12/17/2017
		3.	3rd Quarter – Data Analysis/Monitor & Adjust	02/19/2018	2/19/2018
		4.	4th Quarter – Data Analysis/Monitor & Adjust	04/9/2018	04/09/2018
		5.			
5.	Monitor and Assess Program Effectiveness	1.	1st Quarter – Data Analysis/Monitor & Adjust	10/09/2018	10/09/2018
		2.	2nd Quarter – Data Analysis/Monitor & Adjust	12/17/2018	12/17/2018
		3.	3rd Quarter – Data Analysis/Monitor & Adjust	02/19/2019	2/19/2019
		4.	4th Quarter – Data Analysis/Monitor & Adjust	04/9/2019	04/09/2019
		5.			

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 060902 | Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus improvement team meets quarterly to complete a continuous improvement cycle known as Plan, Do, Study, Act for each area of focus. The agenda for each site team meeting will include:

- Academic Advisor, Principal and Curriculum Director will gather and analyze data to determine the effectiveness of focused programs, and plan for refinement of goals.
- Teachers will gather and analyze progress monitoring data each quarter on all students to determine levels of success and plan for refinement of goals.
- Baseline data will be set the first year allowing for adjustments in the spring along with identification of additional professional development needs.
- Spring data will bring results of PSAT and student selection for courses being offered 2018-2019. Parents will be educated about the benefits of advanced placement courses and encouraged to enroll their student in the 2018-2019 AP Courses.
- The Academic Advisor will submit data from ACT/ SAT tests for the team to review and determine how AP course offerings might have impacted Science test scores.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all

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project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Cooper ISD will implement the college going initiative known as AVID beginning in 2017-2018. The district's focus for preparing all students for college readiness requires:

- Involving all students in a precollege process of learning experiences that focus on developing college aspirations and preparing students for entry into higher education.
-
- Open access to rigorous academic coursework, districtwide goals adopted to facilitate access to high-level courses and programs for all students, including low-income and minority students.
- Training for all staff (100%) to receive WICOR {writing, inquiry, collaboration, organization and reading} instructional strategies by September 2017.

With stakeholder buy-in for cultivating a college going culture it is anticipated all project participants will remain committed to the program's success.

Schedule #15—Project Evaluation

County-district number or vendor ID: 060902 | Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Student Performance - Coursework	1.	Students will earn a 75% or better in 2017-2018 on AP Course
		2.	Students will earn a 75% or better in 2018-2019 on AP Course
		3.	
2.	Student Performance – AP Exam	1.	Students will earn a 3 or better in 2017-2018 on AP Exam
		2.	Students will earn a 4 or better in 2018-2019 on AP Exam
		3.	
3.	Student Performance – ACT/SAT	1.	Students ACT Science scores will increase by 5% in 2017
		2.	Students ACT Science scores will increase by 8% in 2018
		3.	
4.	Student Identification – AP Potential	1.	AP potential will identify 5% more students eligible for AP success
		2.	AP potential will identify 8% more students eligible for AP success
		3.	
5.	Student Participation – Eco Disadvantage / Other Sub Populations	1.	Underserved student participation will increase by 5% in 2017-2018
		2.	Underserved student participation will increase by 8% in 2017-2018
		3.	

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Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data Collection and Problem Solving:

The Academic Advisor and Curriculum Director will provide the site team with data quarterly to determine student progress. Data pulled from TxEIS - PIEMS/Gradebook Eduphoria, AP Potential, ACT score reports and College Board will help the team determine actions and adjustments to be made for recruitment, retention and success in advanced academic courses. Walkthrough data and lesson plans will indicate the level of WICOR being implemented and determine the need or direction of future professional development.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 060902	Amendment # (for amendments only):

TEA Program Requirement 1: Clearly describe the applicant's vision for improving college and career readiness, through expanding advanced academics. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The vision for Cooper ISD is to create a college going culture which closes the achievement gap and prepares all students for college and career readiness and success. To shape the culture and begin the initiative, Cooper ISD has committed to the following:

- Provide extensive professional development to prepare teachers, school leaders and staff for college readiness system implementation.
- Structured activities that promote family; by engaging parents and community in college going awareness and readiness.
- Create an elective class that focuses on academic and social support to develop student's college success skills and reduce barriers that limit levels of academic achievement.
- Provide open equity and open access to all rigors college coursework
- Create honors or college prep courses for junior high to align with rigorous college courses in high school.
- Ongoing coaching, support and resources which include online seminars and site visits.
- Comprehensive data collection and analysis by site team to support students and make improvements.

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TEA Program Requirement 2a: Describe in detail how the applicant will select AP course(s) that are valuable for students in their LEA/region (grounded in data that supports the decision). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AP Course offering selection:

Cooper ISD currently offers advanced academics in Dual Credit English, History, LOTE and Government. In 2015-2016 AP Calculus was added, leaving Science as the only area not served by advanced academics even though honors courses in Biology and Chemistry had been in place since 2015-2016. The needs assessment this spring revealed stakeholder's interest in expanding AP courses to include Science.

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TEA Program Requirement 2b: Describe in detail how the applicant will provide adequate space, instructional materials, and internet access (if utilizing online/blended learning) for AP courses. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AP course offerings will include:

- Face to Face lab and lecture by the trained AP instructor
- Internet access will be available at school to support learning and AP exam preparation
- eBook textbook will be available on a Chromebook to checkout to students
- Lab furniture will be provided in the space for collaboration during inquiry based labs and lesson activities

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TEA Program Requirement 2c: Describe in detail how the applicant will set the expectation that students will participate in the corresponding AP exam(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Parent meetings conducted by the Academic Advisor quarterly will allow for expectations to be presented.

Participation of all AP courses will require the following:

- The student will be required to take the AP exam to receive weighted credit on their transcript.
- The student/parent will understand that college credit will be awarded to only those who pass the exam. Should the student not pass the exam, weighted credit will still be applied to their GPA.
- Students who do not take their AP exam will earn HS credit on their transcript but not weighted points toward their GPA.

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Schedule #17—Responses to TEA Program Requirements	
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TEA Program Requirement 2d: Describe in detail how the applicant will recruit and retain highly-qualified teachers for AP course(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Criteria for selecting future AP instructors will be set to include:

- Minimum of 5 years' experience teaching honors or Pre-AP courses or a master's degree in the AP content area
- AP Institute training
- WICOR instructional strategies training

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TEA Program Requirement 2e: Describe in detail how the applicant will provide initial and ongoing professional development to AP teachers through training, coaching, and mentoring opportunities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Staff development plans for AP teachers:

- Professional development designed for educators to gain knowledge and skills for enhanced professional growth will be scheduled quarterly.
- AP Summer Institute will be scheduled for AP teacher participation each summer.
- Data driven PLC meetings will be designed to assess the progress of students on formative assessments each quarter.
- Walkthrough data will indicate the areas of growth or refinement for student learning objectives (SLO's).
- Coaching will be provided for teachers in their content area and AP exam prep by the curriculum director and academic advisor.
- Mentorship and observation opportunities will be scheduled for teachers to shadow peers in their field at districts proven to have high success rates in their advance placement programs.

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TEA Program Requirement 2f: Describe in detail how the applicant will allocate staff time to ensure the success of AP courses and facilitate AP exam administration. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The AP teacher will be provided:

- Daily conference period for instructional planning of labs and activities
- PLC time to collaborate with peers quarterly
- AP Blitz opportunity to review students prior to the test (½ day substitute provided X 3 days)
- Shadowing time to observe peers in districts with high success rates (½ day substitute provided X 3 days)

The AP exam will be proctored by the campus testing coordinator and not the AP teacher.

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TEA Program Requirement 2g: Describe in detail how the applicant will recruit students to enroll in new AP course(s), include the projected number students to be served by the grant during each year of implementation as well as the projected number students impacted by grant services over time. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Recruitment plans:

- Utilize advisory period to prepare students for college entrance test/practice questions
- Administer PSAT 8 / PSAT 10 to the 8th, 9th and 10th grade students
- Hold informative meets with parents quarterly to discuss the benefits of taking rigorous college courses in high school and plan activities for helping students prepare for college.
- Pull AP Potential data to determine success of students based upon academic performance and assessments
- Contact parents of students whose data indicates success in an AP course and encourage their student's participation.

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TEA Program Requirement 2h: Describe in detail how the applicant will market the AP purpose and benefits to students and parents/guardians. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To market advanced academic courses to parents and students it is imperative that education and information about the benefits of Advanced Placement is distributed, often. Each quarter the academic advisor will review the benefits of taking college aptitude tests early and often. The academic advisor will work closely with students to sign up and administer PSAT for all students' grades 8-10.

Key talking points will include:

- AP Potential Data
  Data will be used to demonstrate the projected success of each child in an advanced placement course.

- Data indicating that AP classes will increase student's chances for college specific merit
  Approximately 30% of all colleges and universities considers AP coursework when making decisions about students receiving scholarships.

- Money saved on tuition
  Taking an AP exam and earning college credit will save the student thousands of dollars in college tuition.

- AP classes help develop college level academic skills
  The rigor of an AP course prepares the student for challenging college classes.

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TEA Program Requirement 3: Explain how the applicant intends to promote sustainability and access to quality advanced academics opportunities as a result of this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Removing barriers and changing perceptions is essential to improve readiness and performance. To promote access and sustainability of a quality advanced academic program the district will do the following:

- Provide open enrollment opportunities in junior high and high school, for rigorous courses such as honors and pre-advance placement. Encourage those students who meet eligibility requirements and are committed to making an effort to enroll in English, Math and Science honors courses.
- Involve all students, particularly First Generation College and underrepresented backgrounds in a precollege program that focuses on developing college aspirations and preparing students for higher education.
- Systematically seek out high performing, low income and minority students to enroll in advanced coursework.
- Frequently assess students to identify and address academic problems to help students stay on track.
- Train teachers to use a variety of instructional strategies that identify and accommodate all types of learning styles to ensures student engagement and high impact instruction.
- Gather data, seek solutions and assess readiness to monitor and adjust for student success and sustainability.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 060902	Amendment # (for amendments only):

TEA Program Requirement 4: Charter school district applicants and applications that include charter schools as part of an SSA must clearly demonstrate how they will serve students within rural district attendance areas outlined in the eligibility list. All other applicants may leave this response blank. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable, Cooper ISD is a public school system.

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