



**Alabama State Department of Education A+ College Ready  
College Readiness Program Request for Proposals  
AP Teacher Application 2020-21**



**A+ College Ready Individual Training and Incentive Program  
(ITIP)**

**Application Due: November 15, 2019**

A+ College Ready, in partnership with the Alabama State Department of Education (ALSDE) is issuing a competitive Request for Proposal (RFP) for participation in the ALSDE/A+ College Readiness Program. A+ College Ready, on behalf of the Alabama State Department of Education, partners with Alabama's public schools to increase the number of students:

- Enrolled in challenging courses in Grades 6-10 and Pre-Calculus as well as Advanced Placement (AP®) courses in Grades 11 and 12.
- Taught by well-trained teachers with strategic resources.
- Meeting or exceeding annual academic growth metrics.
- Prepared to access college, career, or other post-secondary opportunities with no need for remediation following high school graduation.
- Attending and graduating from college.

A program of the A+ Education Partnership, A+ College Ready is a non-partisan, nonprofit organization that works with Alabama schools, the ALSDE, and public and private funders to maximize the number of students who are prepared for college or any other pursuit upon graduation from high school. There are currently 189 Alabama High schools represented in 12 cohorts. The original goal of the program was to strengthen the teaching of AP mathematics, science, and English courses, to build enrollment in these courses, and to increase the number of students taking and earning qualifying scores on AP exams in Alabama public schools. However, the work has evolved in the last twelve years and concentrates equally on the preparation of a robust and diverse pipeline of students in Grades 6-10 who will be prepared for the rigorous coursework in high school, including AP, and support for Advanced Placement teachers and students. Additionally, the menu of courses supported by the A+ College Ready program now includes AP

U. S. History, AP Government and Politics (added in 2015-2016), AP Computer Science Principles (added in 2016-2017) and AP Macroeconomics (to be added in 2020-2021).

The A+ College Ready training and incentive program is designed to support the implementation of Alabama's College- and Career-Ready Standards (CCRS) in all four core disciplines as well as the Digital Literacy and Computer Science (DLCS) Standards in Grades 6-12. To further that goal, A+ College Ready has expanded its original focus on preparing students for the challenges of college and career to include training and support for the implementation of teacher-developed A+ College Ready curricula in Grades 6-10 (Grade 11 in mathematics) in English, mathematics, science, social studies, and computer science.



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**The ITIP program is an opportunity for individual Advanced Placement teachers not affiliated with current program schools to receive the support of A+ College Ready. Selected teachers (and their students) will have access to training, incentives, equipment, curricular resources, and exam subsidies.**

**The courses listed below are supported by A+ College Ready. Teachers who currently teach one of the courses listed below are eligible to apply. Additionally, teachers with the administrative support and approval to add one of the listed AP courses may apply.**

AP Biology	AP Physics 2	AP Comp Sci Principles	AP Macroeconomics
AP Chemistry	AP Phys C Mech	AP Computer Sci A	AP Calculus AB
AP Enviro. Sci	AP Eng Lang	AP US History	AP Calculus BC
AP Physics 1	AP Eng Lit	AP Gov't & Politics	AP Statistics

**ALSDE/A+ College Ready ITIP Program features include:**

- Voluntary participation on the part of districts, schools, teachers, and students.
- Three years of advanced-level, content, and pedagogical training for teachers in the supported AP courses.
- Equipment/supplies/materials for teachers who commit to FULL participation in and implementation of the A+ College Ready ITIP program.
- Additional time on task for AP students, including Saturday Study Sessions and a mock exam administration per year in each discipline.
- Teacher support provided by A+ College Ready content staff.
- Consumable materials allowance and potential for earning stipends for AP teachers who attend required training(s) and sign an annual Letter of Agreement (LOA).
- Ambitious goal setting for student growth and achievement for supported AP courses.
- Funding to ensure that ALL AP students will be able to take the national exam without a financial burden.
- Annual financial incentives/stipends for teachers and their students based on AP exam results.



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### Teacher Responsibilities:

- Teachers will aggressively recruit students to enroll in the supported AP class and will work to ensure that the course enrollment increases during each year of the program.
- Recruitment efforts will focus on making sure that the demographics of the students in the supported AP class are consistent with those of the overall school population.
- Teachers will attend and actively participate in an Advanced Placement Summer Institute during each year of the program.
- Each year, teachers will work to increase the number of AP qualifying scores earned by their students, while also lowering the number of scores of "1" earned by the students.
- Teachers will attend and actively participate in the annual AP Fall Conference during each year of the program.
- Teachers will attend and offer incentives for their students to attend two Saturday Study Sessions during each year of the program.
- Teachers will administer an AP mock exam to all AP students during each year of the program.
- Teachers will attend and actively participate in the Mock Exam Reading during each year of the program.
- Teachers will submit all required program documentation/records in a timely manner.

### District/School Responsibilities

Participation in the ALSDE/ITIP A+ College Ready program will require investment and policy considerations on the part of participating schools/districts. Some of those investments and considerations include:

- Scheduling options that maximize opportunities for year-round AP courses and teacher workloads/class sizes.
- Providing support and travel costs for teachers attending A+ College Ready professional development (APSI, E3 training, Fall Workshops, AP Conferences, Mock Reading, etc.).
- Promoting appropriate course pathways that maximize student opportunities to participate in rigorous coursework including AP mathematics, science, English, social studies, and computer science.
- Providing necessary facilities, textbooks, buses, and resources for full access and participation in all program components.
- Providing academic incentives for students taking AP courses (e.g. extra quality points, exemption from spring semester exams for AP students taking the national exam).
- Sharing enrollment data, standardized test data, and other pertinent information with A+ College Ready staff for program analysis and progress monitoring.
- Working with local community stakeholders, including parents, to support high expectations through rigorous coursework in order to improve student growth



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**Applicant Information**

Name: \_\_\_\_\_

School Email: \_\_\_\_\_

Personal Email: \_\_\_\_\_

School Name: \_\_\_\_\_

District Name : \_\_\_\_\_

Highest Level of Education: \_\_\_\_\_

Years of teaching experience: \_\_\_\_\_                      Years teaching AP: \_\_\_\_\_

Teaching History:

List the courses you have previously taught:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List any A+ College Ready trainings that you have previously attended; include the (approximate) date of training:

\_\_\_\_\_

\_\_\_\_\_

Explain any history that your current school has with A+ College Ready:

\_\_\_\_\_

**School information**

2019-20 High School Enrollment: 9th \_\_\_\_\_ 10th \_\_\_\_\_ 11th \_\_\_\_\_ 12th \_\_\_\_\_

Percentage of students receiving free or reduced lunch (2019-20): \_\_\_\_\_ %



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Student population by ethnicity (% values please):

Black	Hispanic	Asian	White	Other

Percent of 2019 graduates who attend a four-year college/university: \_\_\_\_\_%

Percent of 2019 graduates who attend a two-year college: \_\_\_\_\_%

Identify your school's daily instructional bell schedule (7-period day, traditional block, modified block, etc.):

Indicate the AP courses that are currently offered at your school (this should not include ACCESS courses):

AP Biology	AP Physics 2	AP Comp Sci Principles	AP Macroeconomics
AP Chemistry	AP Phys C Mech	AP Computer Sci A	AP Calculus AB
AP Enviro. Sci	AP Eng Language	AP US History	AP Calculus BC
AP Physics 1	AP Eng Literature	AP Gov't	AP Statistics



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**Free Response:**

**In 500 words or less, create a one-page response to include answers to the following questions.**

Why do you want to be a part of this program?

What obstacles do you anticipate you will have to overcome to fully participate in this program and to get the most professional growth from it?

*We expect that if selected to be an ITIP teacher your course(s) will increase equity and access to Advanced Placement coursework.*

How do you plan to increase equity and access to YOUR Advanced Placement course?



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*We expect that if selected to be an ITIP teacher you will participate in a range of professional development opportunities each year over the course of the 3 year program. These professional development opportunities include, but are not limited to, one week in summer to attend an AP Summer Institute, a 2-day fall conference, participation (with your students) at two Saturday Study Sessions annually, and a 1-day mock reading in the spring.*

Do you anticipate that participating in these professional development opportunities will be a problem?

What are your expectations for professional growth as a result of participating in these opportunities?



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**Applicant Signatures-**

\_\_\_\_\_ is pleased to submit this request to be considered for the ALSDE/ A+ College Ready Individual Training and Incentive Program (ITIP) beginning with aggressive student recruitment in spring, 2020. I understand the level of commitment and the responsibilities necessary to participate in this program. I will approach this exciting opportunity with the goal of building college readiness with my students by increasing the academic rigor in my classroom, increasing the number of diverse students who take my AP course, and increasing the number of qualifying scores earned on the College Board AP Exam. I understand that an invitation to join the program will be issued only if funds are available.

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

**Principal:** By signing below I agree to allow the teacher to attend 3 days of PD and cover related travel expenses and offer the course during the school year. I also understand that the applying teacher and his/her students will be eligible for AP exam subsidies, stipends, and incentives that will not be available to other teachers/students in my school.

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

**COMPLETED APPLICATION SHOULD BE SUBMITTED DIGITALLY TO [itip@aplusala.org](mailto:itip@aplusala.org) no later than **November 15, 2019**.**

Specific questions should be sent to your subject’s content director.

- |                  |                 |  |
|------------------|-----------------|--|
| Math             | Kitty Morgan    | <a href="mailto:kitty@aplusala.org">kitty@aplusala.org</a>   |
| Science          | Matt Dean       | <a href="mailto:matt@aplusala.org">matt@aplusala.org</a>     |
| English          | Erica Griffin   | <a href="mailto:erica@aplusala.org">erica@aplusala.org</a>   |
| Social Studies   | Rhonda Rush     | <a href="mailto:rhonda@aplusala.org">rhonda@aplusala.org</a> |
| Computer Science | Carol Yarbrough | <a href="mailto:carol@aplusala.org">carol@aplusala.org</a>   |