TEA Texas Education Agency

NOGA ID [ ]

Authorizing legislation	**General Appropriations Act, Article III, Rider 86, 87th Texas Legislature**

This LOI application must be submitted via email to **competitivegrants@tea.texas.gov.**

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, July 7, 2023**.

Application stamp-in date and time

Grant period from **August 3, 2023 to April 30, 2025**

Pre-award costs are **not** permitted for this grant.

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): N/A

Applicant Information

Organization	Arlington Independent School District	CDN	220901	Campus	Multiple	ESC	11	UEI #	N/A

Address	690 E. Lamar Blvd.		City	Arlington	ZIP	76011	Vendor ID	1756000119

Primary Contact	Susan Patterson	Email	spatter2@aisd.net	Phone	682-867-7403
Secondary Contact	Brenda Lohse	Email	blohse@aisd.net	Phone	682-867-7331

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. 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 certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

☒ LOI application, guidelines, and instructions   ☒ Debarment and Suspension Certification

☒ General and application-specific Provisions and Assurances   ☒ Lobbying Certification

Authorized Official Name	Dr. Steven Wurtz	Title	Interim Superintendent

Email	dforsbe1@aisd.net	Phone	682-867-7283
Signature		Date	7/5/2023

RFA # 701-22-112   SAS # 631-23   2023-2025 Advanced Placement (AP) Computer Science Principles (CSP) Grant   Page 1 of 9

Shared Services Arrangements

X Shared services arrangements (SSAs) are **not** permitted for this grant.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ 1. 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.

☒ 2. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2025 Advanced Placement (AP) Computer Science Principles (CSP) Grant Program Guidelines.

☒ 3. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2025 Advanced Placement (AP) Computer Science Principles (CSP) Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

☒ 4. The applicant will include AP CSP as part of the course catalog and will go through the necessary district policies to obtain school board approval.

☒ 5. The applicant will identify, recruit, and onboard qualified teachers to receive professional development training and become certified to teach an AP CSP course. Selected teacher(s) must meet minimum qualifications and be committed to continue teaching the course for at least two years after training.

☒ 6. The applicant will identify and select a professional development provider. Determine the modality, scope, and sequence of training. Create and sign any necessary agreements, memorandums of understanding, or contracts.

☒ 7. The applicant will identify and select the appropriate course curriculum.

☒ 8. The applicant will purchase any necessary technology and materials for course offering.

☒ 9. The applicant will plan for AP CSP to be in the master schedule, maximizing the number of students who will take the course and will decide which program(s) of study this course will support or expand.

☒ 10. The applicant will promote the AP CSP course offering to all students. Strategically and equitably advise and place students in the course, especially for those who take it as part of any program of study.

☒ 11. The applicant will identify additional opportunities for students who take the AP CSP course, such as work- based learning opportunities, field trips, etc., to encourage students to continue coursework in computer science

☒ 12. The applicant will offer the AP CSP course to students.

☒ 13. The applicant will provide ongoing training and support for the AP CSP teacher(s).

☒ 14. The applicant will provide support necessary to ensure students successfully pass the course.

☒ 15. The applicant will provide a way for students to take the AP CSP exam after course completion for free or at a reduced cost.

☒ 16. The applicant will ,make a sustainability plan for the course, ensuring that the course can continue to be offered after grant funds run out. This includes planning for the 2024-2025 school year.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

The mission of the Arlington Independent School District (AISD) is to empower and engage all students to be contributing, responsible citizens striving for their maximum potential through relevant, innovative, and rigorous learning experiences. Located in Arlington, a city of approximately 400,000 located in the heart of the Dallas–Fort Worth metropolitan area, the AISD serves approximately 56,000 students, making it the thirteenth largest school district in Texas. The AISD's student population is beautifully diverse: 47.5% Hispanic, 26.6% Black, 17.0% White, 5.3% Asian, 2.9% Two or More Races, 0.4% American Indian, and 0.2% Pacific Islander. Within the AISD, 72.8% of students are considered economically disadvantaged because they qualify to receive free or reduced-price meals, and 62.1% of students are considered at-risk of not graduating on time according to the Texas Education Agency's at-risk criteria (2021-2022 Texas Academic Performance Report).

In alignment with its mission to provide relevant, innovative, and rigorous learning experiences, the AISD already offers AP Computer Science Principles (AP CSP) at its traditional high schools. Current enrollment and AP exam scores indicate that the AISD needs to do more to attract students to the course, deepen student engagement with the course material, and prepare students to pass the exam. The AISD Advanced Academics Department aims to offer six sections of AP CSP, or one per traditional high school. Based on an internal needs assessment, the AISD is requesting this grant to support AP CSP at five of its six traditional campuses, because the sixth campus already receives private grant funds for its STEM Academy.

The 2020-2022 mean AP CSP exam scores for students from Arlington High School, Bowie High School, Lamar High School, Sam Houston High School, and Seguin High School were less than 3 on a scale of 1-5, indicating that students from these five schools did not qualify to receive college credit for taking AP CSP. The percentages of 2021 and 2022 College, Career, and Military Ready (CCMR) graduates from these five schools were significantly lower than the state average, which hovered around 63%, and the percentages of 2021 and 2022 CCMR graduates from these five schools were significantly lower than the district's sixth traditional high school. The AISD Advanced Academics and CTE departments will work with counselors to attract underrepresented students to AP CSP, and the AISD is requesting this grant to support student achievement at these five schools through 1) training and ongoing support for their AP CSP teachers, 2) tutoring and enrichment opportunities for AP CSP students, and 3) much-needed technology for the school that lacks a classroom set of laptops.

TEA Program Requirements

1. Identify and describe the explicit need for grant funds to support an AP Computer Science Principles (AP CSP) course. How will this grant build capacity for the LEA? How will the LEA prioritize marginalized students in receiving access to the AP CSP course offering?

The AISD expects all students who enroll in an AP course to take the AP exam, but the number of students who took the AP CSP exam in recent years was lower than expected, and the percentage of students who scored 3 or higher was significantly lower than the state and global levels. In 2022, 89 students from five AISD high schools took the exam. Only 27.2% scored 3 or higher, significantly lower than the percentage of exam takers who scored 3 or higher at the state (55.1%) and global (63.0%) levels. In 2021, AISD students scored higher: 73 students from six schools took the exam, and 52.1% scored 3 or higher, closer to the state (59.6%) and global (65.6%) levels; however, 2021 may have been an anomaly, because in 2020, only 34.4% of the 32 AISD exam takers scored 3 or higher, compared to the state (69%) and global (70.8%) levels; and in 2019 only 44.2% of the 43 AISD exam takers scored 3 or higher, compared to the state (67.4%) and global (66.7%) levels. Clearly, the 2019-2022 College Board AP CSP exam data reveals that the majority of AISD students who took the AP CSP exam were not qualified to receive college credit for taking the class.

The AISD needs this grant to help it invigorate its AP CSP course at the five high schools with the lowest scores on the AP CSP exam. All five schools serve a global majority population with high poverty, high mobility, and a large proportion of at-risk students, and grant funds will be used to build the district's capacity to provide the AP CSP course by building teacher capacity at the five schools. District and school staff will use the AP Potential tool to identify students who are likely to score 3 or higher on the exam. School counselors will review the data generated by AP Potential and, to increase equity of access to the AP CSP course, will prioritize marginalized students when promoting the course. Grant funds will be used to provide tutoring and enrichment opportunities to increase student achievement and engagement.

TEA Program Requirements Cont'd

2. Describe how the LEA will select teachers to receive professional development to teach an AP CSP course. How will the LEA select teachers and ensure teacher commitment? How will the LEA ensure teachers have all the tools necessary to teach the AP CSP course successfully? Include how many teachers the LEA needs to provide the AP CSP course.

Five teachers are needed to provide the AP CSP course at the five AISD high school campuses that are the focus of this grant program: Arlington High School, Bowie High School, Lamar High School, Sam Houston High School, and Seguin High School. The AISD has already identified, recruited, and on-boarded AP CSP teachers for the five high school campuses, and the district is committed to providing the necessary tools, resources, and professional development training so that all five teachers are prepared not only to teach the course successfully, but to become certified to teach AP CSP.

The five teachers have met the minimum qualifications and will commit to teaching the course for at least two years after they receive training. The AISD will require the five AP CSP teachers to attend the 2024 AP Summer Institute training at a local university, and the AISD is requesting this grant to cover the registration fees for all five AP CSP teachers as well as to provide extra duty pay for their attendance during off-contract summer hours.

The AISD will encourage the five AP CSP teachers to attend the same session of the 2024 AP Summer Institute, and the AISD will expect them to form a professional learning community (PLC) during the training to support one another during the 2024-2025 and 2025-2026 school years. In addition to attending the 2024 AP Summer Institute and forming a PLC, the five teachers will receive ongoing support from AISD district-level specialists in the Advanced Academics and CTE departments. Ongoing support will include just-in-time assistance, campus visits, and PLC facilitation. A commitment letter will be shared with the five teachers to ensure that all elements of the program are clear, including the district's expectation that the recipients of the grant-funded professional development training will teach AP CSP for at least two years at one of the five high schools that are the focus of this grant program.

3. The LEA will identify and select a professional development provider. Describe the nature of the LEA/provider relationship. Which vendor will be the professional development provider for the LEA? When and how will this training occur?

The AISD partners with multiple colleges and universities to ensure that teachers receive ongoing professional development training. For this grant program, the AISD has identified and selected the University of Texas at Arlington (UTA) as its professional development provider. The university is right here in the city, and the district and the university have a long history of partnering on programs and initiatives. UTA maintains a partnership with the College Board and presents the AP Summer Institute annually in June, and the dates are scheduled when teachers are off contract. Teachers from the five high schools have not been provided with the opportunity to receive the AP Summer Institute training specific to the AP CSP course, and the AISD is requesting this grant to cover the registration fees for all five AP CSP teachers as well as to provide extra duty pay for their attendance during their off-contract summer hours.

UTA will manage all aspects of the four-day, 30-hour, in-person training, and the registration fee includes College Board exam resources, special focus books for AP participants, the AP CSP course materials, and lunch. Participants will attend their sessions from 8:30 a.m. until 4:30 p.m., Monday through Thursday. Participants must attend all 30 hours of training to receive a certificate of completion from UTA. If a participant is unable to attend all 30 hours of training, UTA will issue a letter by email stating how many hours of training the participant was able to attend. The AISD will make it very clear that the five teachers who receive grant-funded professional development training are expected to participate in all 30 hours of the 2024 AP Summer Institute at UTA.

The AISD will obtain commitments from the five teachers to attend all 30 hours of the training and to teach AP CSP at one of the five schools for at least two years. The AISD Advanced Academics Department will support the teachers as they complete their registration for the 2024 AP Summer Institute, and department staff will encourage all five teachers to attend the same session to form a professional learning community (PLC) specific to the AP CSP program. District-level specialists from AISD Advanced Academics and CTE will provide ongoing support to the five teachers after they attend the training. Ongoing support will include just-in-time assistance, campus visits, and PLC facilitation.

TEA Program Requirements Cont'd

4. Describe the course curriculum for classroom instruction. List any curriculum, technology, and/or equipment required for the course.

In the AISD, the AP CSP course is the equivalent to a first-semester, college-level computer science course. The College Board provides the scope and sequence for the AP CSP course, which introduces students to the breadth of the computer science field. In the course, students learn how to design and evaluate solutions and apply computer science to solve problems through the development of algorithms and programs. Students learn how to incorporate abstraction into programs and use data to discover new knowledge. Students learn how computing innovations and computing systems -- including the Internet -- work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. The AP CSP course does not have a designated programming language. Teachers have the flexibility to choose the programming languages that are most appropriate for their students to use in the classroom.

The major areas of study that serve as the foundation of the AP CSP course enable AISD students to make meaningful connections among the concepts and develop a deeper conceptual understanding. These "Big Ideas" include: 1) creative development and collaboration, 2) data, 3) algorithms and programming, 4) computing systems and networks, and 5) the impact of computing. The course explores privacy, security, and ethical issues to ensure that AISD students will use computing safely and responsibly.

Prior computer science experience is not required to take this course; however, it is recommended that students have completed a first-year high school algebra course. A laptop is required for daily instruction. Arlington High School, Bowie High School, Lamar High School, and Sam Houston High School already have the required laptops. A portion of the requested grant funds will be used to purchase a classroom set of 32 laptops and a charging cart for Seguin High School. The technology will be purchased early in the grant period, during the 2023-2024 school year, to avoid potential supply chain or processing delays and to ensure that AP CSP students have access to the laptops as soon as possible.

5. Describe how students will be supported in selecting and succeeding in the AP CSP course. How does this course support the student's program of study or graduation plan? The LEA must include a plan for ensuring that students take and pass the AP CSP exam.

The Advanced Academics and Career and Technical Education (CTE) departments will partner with high school counselors and AP CSP teachers at the five campuses to ensure that all students receive support in selecting and succeeding in the AP CSP course. The course will be open to all students in grades nine through twelve, but recruitment will focus on ninth and tenth grade students. Advanced Academics and CTE will share historical data to engage and encourage counselors to promote the course to students from underrepresented and marginalized groups. Counselors will promote the course as an entry-level advanced placement course that aligns neatly with CTE and Advanced Academics pathways that also include Fundamentals of Computer Science, Advanced Computer Science I, AP Computer Science A, and Computer Science III. Counselors will promote AP CSP as an opportunity to earn a CCMR indicator demonstrating that a student is college and career ready.

AP CSP is a gateway course that leads to additional computer science courses and advanced placement courses. The course supports multiple programs of study and graduation plans, because it is skills-based and has a project component. According to the College Board, AP CSP students are 4.7% more likely to take AP STEM exams in high school than similar students who have not taken AP CSP. This is true across all student groups, particularly Black, Hispanic, and first-generation students. AP CSP students are also 11.6% more likely to declare a STEM major in college than otherwise similar students who have not taken AP CSP; moreover, AP CSP students -- particularly Black, Hispanic, and first-generation students -- are more likely to major in a STEM field. In addition, AP CSP students earn higher grades in sequent computer science courses than non-AP CSP students who take an AP CSP-equivalent course in college.

All AISD students who enroll in advanced placement courses are expected to take the AP exam, and the district assists students with exam fees. Teachers will require 100% of students enrolled in AP CSP to sign a commitment letter and sit for the exam. Grant funds will be used to pay teachers extra duty to provide tutoring prior to the exam to reinforce the concepts that have been learned in the course and to ensure that students are prepared to succeed on the exam.

TEA Program Requirements Cont'd

6. Describe the course evaluation procedure and outline student success measures. Describe how the LEA will ensure successful grant administration by measuring the following metrics: (a) Increase in the number of CTE completers taking an AP course; (b) Increase in participation and/or performance of students taking and/or passing the AP CSP exam; and (c) Increase in number of special populations and non-traditional students enrolled in an AP CSP course.

The course evaluation procedure in AISD begins with district-level analysis of data such as course enrollment, student grades, and AP exam scores. Advanced Academics and CTE staff schedule meetings with campus leaders for July and September to discuss AP exam results. Action plans are created to support student achievement. The AISD will ensure successful grant administration by analyzing the following metrics:

1) The number of CTE completers taking the AP CSP course: The AISD Advanced Academics Department collects data on the number of CTE completers taking AP courses and disseminates this data to campuses annually and will add CTE to the distribution to help monitor the success of this program.

2) The number of students taking the AP CSP exam: The AISD Advanced Academics Department collects and disseminates this data to campuses annually and will add CTE to the distribution to help monitor the success of this program.

3) The number of students scoring 3 or higher on the AP CSP exam: The AISD Advanced Academics Department collects and disseminates this data to campuses annually and will add CTE to the distribution to help monitor the success of this program.

4) The number and percentage of special populations and non-traditional students enrolled in the AP CSP course: CTE and Advanced Academics will work with the counseling staff at the five high schools to determine which students show the potential to score 3 or higher on the AP exam but have not signed up for AP CSP. Counselors will prioritize special populations and non-traditional students to increase equity when setting up conferences to encourage identified students to enroll in the AP CSP course.

7. Describe how the LEA plans to implement and sustain the AP CSP course at each campus and how the course will continued to be offered beyond the grant.

The AP CSP course will be offered to all students in grades nine through twelve at AISD traditional high schools. High school counselors and staff from the Advanced Academics and CTE departments will work with current AP CSP students to develop informal advertising campaigns to create a buzz that will attract students to the course and maintain their interest. The course will be open to all students, but ninth and tenth grade students will be prioritized -- ensuring that AP CSP students not only use the course as a springboard to more advanced computer science courses, but also become ambassadors for the program. Recognition by the College Board will further enhance the program, and the AISD will continue to attract and promote success within historically underrepresented and marginalized populations.

At the campus level, the tutoring and field trips funded through this grant will sustain student interest in the course and support student success on the AP exam. As more students learn about and request AP CSP, the demand for the course will ensure its longevity.

At the district level, new approaches to improve the structure of professional learning communities, implementation of the AP Potential tool to identify students who are likely to score 3 or higher on the AP CSP exam, and the installment of student ambassadors at each of the five high school campuses will increase the program's visibility and ensure that it will continue to be offered beyond the grant period. If necessary, the district's Grants and Fund Development Department will seek external funding to sustain the program.

Goals, Objectives and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

In its 2022-2027 Strategic Plan, "Powered by Possibilities," the AISD set one essential goal: 100% of AISD students will graduate exceptionally prepared for college, career, and citizenship. To support that goal, the AISD has four major goals for the AP CSP grant program: 1) significantly increase the number of AISD students from historically underrepresented and marginalized populations and the number of CTE completers who enroll in the AP CSP course, 2) significantly increase the number of AISD students who take the AP CSP exam, 3) significantly increase the number of AISD students who score 3 or higher on the AP CSP exam, 4) significantly increase the number of AISD students who enroll in additional computer science courses and advanced placement courses after taking the AP CSP course.

To achieve these goals, the AISD will implement the following activities and strategies:
1) To address Goal 1 -- significantly increase the number of AISD students from historically underrepresented and marginalized populations and the number of CTE completers who enroll in the AP CSP course -- the Advanced Academics and CTE departments will partner with high school counselors to advocate for access to the AP CSP course for all AISD students. The AISD will offer one section of the course at each of the five schools that are the focus of this grant. Advanced Academics and CTE will share data demonstrating the underrepresentation of special populations in computing with high school counselors, who will prioritize engaging students from historically underrepresented and marginalized populations to enroll in AP CSP.

2) To address Goals 1, 2, and 3 -- significantly increase the number of AISD students from historically underrepresented and marginalized populations and the number of CTE completers who enroll in the AP CSP course, significantly increase the number of AISD students who take the AP CSP exam, and significantly increase the number of AISD students who score 3 or higher on the AP CSP exam -- the AISD will ensure that teachers and students have the tools and resources needed to succeed in the course. For example, the teachers at all of the five schools need professional development training specific to the AP CSP course, and grant funds will be used to send all five teachers to the 2024 AP Summer Institute and provide extra duty pay for their participation outside of their contract hours, demonstrating that the AISD is serious about preparing AP CSP teachers to provide high-quality instruction at all five schools. As another example, Seguin High School students lack daily computer access, and a classroom set of laptops will be purchased with grant funds so that the school can offer AP CSP.

3) To address Goal 4 -- significantly increase the number of AISD students who enroll in additional computer science courses and advanced placement courses after taking the AP CSP course -- the AISD will use grant funds to provide field trips and enrichment opportunities that illustrate the relevance of the AP CSP course and possibilities for future study. Students lack exposure to these possibilities. They need to see ideas in action to imagine themselves in that practical application world. Giving students this exposure -- showing them "the why" -- is a major priority for the grant program.

4) To address Goals 1, 2, and 3 -- significantly increase the number of AISD students from historically underrepresented and marginalized populations and the number of CTE completers who enroll in the AP CSP course, significantly increase the number of AISD students who take the AP CSP exam, and significantly increase the number of AISD students who score 3 or higher on the AP CSP exam -- the AISD will provide training and collaborative opportunities for teachers, who will in turn be inspired to provide more opportunities to students. Specifically, the AISD will ensure that all teachers attend the AP training, because these trainings bring content experts, AP exam writers, and AP exam readers together to talk about the course, the craft, and plans for improvement. The AISD will facilitate a PLC for the teachers after they attend the training, to build on that fusion of energy that will translate to new ideas for teachers and new experiences for students.

5) To address Goals 2 and 3 -- significantly increase the number of AISD students who take the AP CSP exam and significantly increase the number of AISD students who score 3 or higher on the AP CSP exam -- AP CSP teachers will obtain a commitment from students to take the exam and the AISD will provide extra duty pay to teachers to tutor during their off-contract hours. When a program actively recruits students to join, gaps in learning may exist. The AISD has a plan in place to address that missed learning prior to the AP exam.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The proposed budget will meet the needs and goals of the program by ensuring that the AISD AP CSP program has well-trained teachers, adequate tools, and the means to provide tutoring and enrichment opportunities for students. Training for teachers and payment for the off-duty hours they will devote to their professional development, student tutoring, and extension activities is needed to support the five AP CSP teachers. The Advanced Academics Department typically allocates funds for summer training once every three years, and the requested grant funds will prioritize the expansion of the AP CSP course. Laptops for Seguin High School will ensure equity of access to the course among all five campuses. Students previously have not had the opportunity to experience the applications of computer science through this course, and grant funds will be allocated to enrichment activities such as field trips and work-based learning opportunities to inspire students to continue on the computer science career pathway after completing AP CSP and taking the AP exam.

PAYROLL
The AISD already has a teacher in place at each of the five high school campuses. Grant funds will be used to pay these teachers extra duty to 1) participate in the 2024 AP Summer Institute and 2) provide tutoring to students who are struggling with the course material or need help preparing for the AP exam and provide enrichment activities. Grant funds also are requested for substitutes to support with field trips, as noted below.
* Extra Duty to Attend AP Summer Institute: ($25/hour x 8 hours x 4 days x 5 teachers) + $472 fringe = $4,472
* Extra Duty for Tutoring and Enrichment Activities: ($25/hour x 8 hours x 5 teachers) + $118 fringe = $1,118
* Substitutes for Field Trips: ($145/day x 5 substitutes) + $86 fringe = $811

CONTRACTED SERVICES
Enrichment activities such as field trips and work-based learning opportunities for students will attract students to the course and inspire them to enroll in additional computer science courses and advanced placement courses after taking the AP CSP course. Grant funds will be used to pay for charter buses to take the students from five high schools to visit the Texas Advanced Computing Center, one of the leading supercomputing centers in the country.
* Charter Buses: $1,800 x 5 = $9,000

SUPPLIES AND MATERIALS
Grant funds will be used to pay for a laptop cart with 32 laptops for Seguin High School and basic classroom supplies for five high school campuses.
* Classroom Set of 32 Laptops: $600 x 32 = $19,200
* Laptop Cart: $1,000
* Basic Supplies and Materials: $161

MISCELLANEOUS EXPENSES
Grant funds will be used to send five teachers to AP CSP training at the 2024 AP Summer Institute here in Arlington.
* Registration: $550 x 5 teachers = $2,750

INDIRECT COSTS
$1,488

TOTAL
$40,000

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section   **Reason for Amendment**