

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #14 (2006-2007)

August 28, 2006

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: ACCEPTANCE OF GRANT AWARD: PROJECT APPEAL-- ADVANCED
PLACEMENT FOR EVERY ABLE LEARNER

ASD Goal: Increase student academic achievement using data to guide adoption of curriculum, methods, materials, and professional development specifically designed to ensure that each group as designated by No Child Left Behind makes adequate yearly progress.

RECOMMENDATION:

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to accept a continuation grant from the U. S. Department of Education's Advanced Placement Incentive Program, in the amount of \$847,457 for the second year of a three-year project. The project will continue to expand Advanced Placement (AP) course offerings and will increase access to higher-level coursework for low-income students in three Alaskan communities.

PERTINENT FACTS:

The federal Advanced Placement Incentive Program supports projects that increase Advanced Placement availability, quality, enrollment, and success, particularly in "pervasive needs" schools and among low-income populations. The program focuses on the core subjects of English/Language Arts, math, and science. This initiative is an integral part of ASD's Advanced Placement and Higher Level Coursework Six-Year Instructional Plan.

The districts involved in the project are Anchorage School District, Yukon Koyukuk School District, and Kuspuk School District. Project schools in Anchorage are Bartlett High School, Clark Middle School, and McLaughlin Secondary School. Community partners include the University of Alaska Anchorage (UAA), Southeast Alaska Regional Educational Resource Center (SERRC), Big Brothers/Big Sisters, Cook Inlet Tribal Council, and School Business Partnerships.

In its first year, Project APpeal enabled teacher teams to articulate curriculum leading students to higher-level coursework and to obtain professional development both in their subject areas and in pedagogical practices. Teachers participating in the project get the

training they need to become qualified to teach AP and pre-AP coursework to diverse populations. Plans for the coming year include the addition of grade six teachers to the teacher teams. This ongoing professional development will allow the project to continue to expand AP course offerings incrementally each year. Beginning in year two, the grant will expand professional development, allowing teachers to become qualified to teach AP via online training.

Innovative use of technological resources, including online classes and videoconferencing, has enabled the program to offer AP to students who previously had no access and has allowed teachers to form collegial groups despite distance barriers. Support systems for low-income and minority students and families include school climate activities, interest clubs, tutoring and academic enrichment, and community role models. Parental outreach will be a major focus for additional programs in the coming year.

Major budget items support a full-time coordinator, contract addenda for teachers and counselors, classroom materials and equipment, and contractual services for national presenters and external evaluation by the Institute of Social and Economic Research at UAA. Approximately 20 days release time for ASD teachers support cross-grade and cross-school peer observation. Sub-contracts to partner districts are managed through an ASD contract to SERRC.

Budget Summary:

Personnel	\$188,341
Benefits	63,881
Travel	6,470
Equipment	4,800
Supplies	37,044
Contractual	431,307
Training Stipends	84,275
Indirect Costs	<u>31,339</u>
TOTAL	\$847,457

CC/RG/ES/MH/LV/PM/BT/KP

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