Growing Inland Achievement: Leveraging the AP Readiness Program for College Access and Success in Inland Southern California

OVERVIEW
This proposal builds upon the current University of California, Riverside (UCR) Graduate School of Education (GSOE) AP Readiness Program, now in its second year of offering supplemental instruction and support for Advanced Placement (AP) students and teachers throughout Riverside County, expanding it to support students and teachers from San Bernardino County. Using data-driven instruction while fostering a growth mindset, the AP Readiness program delivers insight and impact from student and teacher AP outcomes and experiences. Additionally, this proposal builds upon current partnerships between Riverside and San Bernardino Counties, further strengthening efforts to increase economic opportunities and competitiveness for students in inland Southern California. The proposed expansion of UCR’s AP Readiness Program into San Bernardino builds upon the current Riverside County Education Collaborative model, of which UCR and Riverside County Office of Education (RCOE) are both members.

ORGANIZATIONAL BACKGROUND, CAPACITY, AND PARTNERSHIPS
Since its inception in 1969, the GSOE at UCR has engaged in cutting edge research that has not only impacted the field of education, but has changed the lives of countless students both in Southern California and throughout the world. GSOE is strongly committed to diversity and both the current student and alumni group, of over 3,520 individuals, reflect this commitment.

San Bernardino County Superintendent of Schools (SBCSS) strives to transform the lives of students across its’ 33 school districts through education. SBCSS collaborates with various community partners, agencies, and school districts to provide the types of advocacy and services needed for innovative educational practices. In order to enhance the quality of life and economic vitality of the communities served SBCSS fully supports the implementation of relevant, engaging, and effective educational practices that will prepare students for successful transitions, high school graduation, post-secondary options, and the workforce. SBCSS is committed to ensuring that all students will recognize their unique potential, be prepared for life-long learning and the world of work, and live a life of significance enhancing community vitality. The demographic breakdown of SBCSS students is: 63.6 percent Hispanic/Latino, 19.1 percent White, 8.8 percent African American, 5.2 percent Asian/Pacific Islander, 1.9 percent Multi-Racial, and 0.5 percent Native American. The unduplicated percentage of SBCSS economically disadvantaged students are: 69.8 percent low income students, 19.2 percent English learners, and 0.9 percent foster youth.

As the lead entity, the UCR GSOE is strategically positioned to address the GIA goals of: increase college preparedness; increase baccalaureate, associate, and certificate credential attainment; and increase the number of students completing the baccalaureate degree. UCR’s AP Readiness participation has increased by over 125 percent in the second year of the program, with more than 500 additional Riverside students receiving supplemental instruction and support. Teacher participation has increased by over 50 percent. In response to the substantial impact of AP Readiness within the inland Southern California area, this proposal would expand the current program to a bi-county level of service.

GSOE has a strong partnership history with both RCOE and SBCSS. The relationships with RCOE is exemplified through projects such as the US DOE Institute for Education Sciences funded UCR/Riverside County Office of Education (RCOE) Research Partnership. The relationship with SBCSS is demonstrated by activities such as a GSOE research project at Colton High School and the SBCSS Superintendent
serving on the GSOE Community Advisory Board. In addition, the RCOE and SBCSS have a longstanding collaborative relationship, including both being a part of the Regional RIMS Assistant Superintendent Network, the County Assistant Superintendents Network, and the Tri-County Equity Initiative.

**PROPOSED ACTIVITIES**

Data on college and career readiness indicate that students remain ill-prepared for college and the workforce. Inland Southern California, in particular, has an extremely low rate of college-bound seniors. The 2016 American Community Survey places San Bernardino and Riverside Counties at 395th and 400th, respectively, out of 471 of the country’s largest counties for higher education degree completion. A 2016 study by the U.S. Department of Education, Institute of Education Sciences reported that first and second year bachelor’s degree students, “29 percent of those at public 4-year institutions and 41 percent of those at public 2-year institutions … [had] taken remedial courses.” This paints a complicated and troubling picture, particularly as research has shown that students’ academic preparedness for college is an important predictor of college completion rates (Adelman, 1999; Dougherty, Mellor, and Jian, 2006), and completing either a 2- or 4-year degree directly translates into lower unemployment rates and higher median usual weekly earnings (Bureau of Labor Statistics, 2017).

California State testing data for 11th grade (the only high school year tested) indicates that 47 percent of SBCSS 11th graders & 44 percent of RCOE 11th graders do not meet the English Language Arts Standards. For mathematics, 75 percent of SCBSS 11th graders and 73 percent of RCOE 11th graders do not meet the established standards of proficiency. As it relates to college readiness, 2016 data indicates that 37 percent of SBCSS students and 44 percent of RCOE students are on track to meet the A-G requirements of the UC/CSU system. The college going rate for SBCSS is 53 percent while RCOE is 56 percent. Of SBCSS students in grades 10-12, 34 percent took at least one AP Exam; the rate for RCOE is 29 percent. The AP rate for SBCSS students earning a qualifying score of 3 or higher (pass rate) on the AP Exams is 46 percent, and 43 percent for RCOE. In comparison, the rate of students earning a qualifying score of 3 or higher is 66 percent for Orange County, 63 percent for San Diego County, and 49 percent for Los Angeles County. The overall rate of students earning a qualifying score of 3 or higher in California is 56 percent.

**Areas of Focus**

The GIA Innovation Award will support up to 400 students and 50 teachers from SBCSS to attend AP Readiness for 2018-19 & 2019-2020. This initiative will address the following GIA Goals:

1. **Align educational policy and initiatives regionally via a bi-county cradle-to-career collective impact model:** UCR’s AP Readiness program has partnered with RCOE to provide AP support and instructions for all 23 of its school districts. With a commitment for a 3rd year in 2018-2019 already in place, the inclusion of SBCSS schools provides a key opportunity to share resources and best practices in a bi-county approach.

2. **Increase college preparedness, particularly in math, resulting in a 20% reduction in number of students requiring remediation at matriculation from high school to college within 5 years:** Students enrolled in an AP class are more likely to complete college in 4 years than their peers who did not take a class. For example, if students take an AP Calculus or AP Statistics class, they will be stronger in math skills and more likely to be placed higher in college math entrance exams. The same holds true for AP English Language and/or AP English Literature classes. Success in these courses will lead to a higher placement in the English/Language Arts classes in college. AP Readiness helps students attain the skills necessary to succeed in an AP class through monthly directed instruction that directly supports the concepts and curriculum that students are engaging with in their classrooms. AP Readiness Instructors’ knowledge of AP classes and exams
is coupled with student and teacher feedback, ensuring that each AP Readiness session is tailored to the needs of the students and teachers.

3. **Increase baccalaureate, associate, certificate and credential attainment by 15% across the two counties within 5 years:** Students taking AP classes have the opportunity to earn college credits for the AP Exams scores and therefore finish college earlier with a significant financial savings. AP Readiness results show an increase in the qualifying score rates of participating students. Earning a qualifying score of 3 or above will allow students to earn college credit, which will support them in finishing their undergraduate studies within 5 years. UCR Financial Aid and UC Application workshops also support students and parents in understanding the financial aid process, college expenses, and scholarship opportunities.

4. **Increase the number of students completing the baccalaureate degree within 6 years by 10% across the two counties within 5 years:** Students taking AP classes have the opportunity to earn college credit for AP exam scores, shortening the time to graduation. AP Readiness results show an increase in the qualifying score rates of participating students. Earning a qualifying score of 3 or above may allow students to earn college credit, which will support them in finishing their undergraduate studies within 6 years. UCR Financial Aid workshops also support students and parents understand college expenses and alert them to financial aid resources and scholarship opportunities.

**Approach & Rationale**

Research has shown that students taking at least one AP Course in high school are up to 33 percent more likely to complete their undergraduate degree in 4 years. Even students who do not earn a qualifying score of 3 or higher on the AP test are 22 percent more likely to graduate in 4-years than students who have not taken AP classes (Dougherty, Mellor, and Jian, 2006). Additionally, college grade point averages (GPA) range higher for those who took an AP course and subsequently higher than those who earned a qualifying score of 3 or higher on one or more exams (Hargrove, Godin, and Dodd, 2008). In essence, the experience of taking the class has a long-term impact on students’ college achievement.

Efforts to encourage enrollment in AP courses have been successful, resulting in many more students taking AP classes than in the past. However, this has raised questions of how to continue supporting student achievement while also continuing to encourage further enrollment in AP courses. AP Readiness provides some of the needed supplemental support. The benefits of taking at least one AP class in high school has proven to be exceptionally useful for student achievement in college. According to the College Board, the following are particularly impactful rationale for taking AP courses:

- **Stand Out in College Admissions:** college admissions advisors often utilize AP courses on a prospective students’ transcript as an indication that the student has been prepared well for the challenges of college
- **Earn College Credits:** most colleges and universities will offer college credit and/or advanced placement for qualifying AP exam scores, lessening the amount of college tuition and potentially making other options (e.g., study abroad or double-majoring) within reach
- **Skip Introductory Classes:** taking a AP course related to a student’s preferred major could allow direct advancement to upper-level classes. Even taking an AP exam unrelated to a student’s major could help a student place out of required general education courses, opening up time in an otherwise packed schedule
- **Build College Skills:** taking an AP course helps build the skills needed for college, provides a rigorous intellectual environment, and helps polish time management and study skills. AP classes help create a better understanding of what to expect in the next stage of a student’s educational journey, building the confidence needed to succeed.
Modeled after UCLA Center X’s highly successful AP Readiness Program, now in its 15th year, UCR’s AP Readiness is designed with two interconnected goals in mind. The program aims to improve the teaching abilities of AP instructors while simultaneously giving students the skills they will need to be successful in college level classes. AP Readiness allows students to work with Master Instructors, who prepare them for the rigorous curriculum that they will face in AP courses. Concurrently, their AP teachers observe and learn from the Master Instructors, gathering a framework for how to successfully conduct an AP course. This unique program allows for students and teachers to learn together. Both teachers and students also become an essential part of a network of AP support and excellence, allowing them to share advice and experiences, and learn from previous cohorts.

The success of the AP Readiness model is reflected in the following data:

- Students who attend 4 or more sessions earn a qualifying score of 3 or higher; a 20% higher rate than their peers who do not attend the program
- 95% of students state that AP Readiness improves their classroom learning
- 92% of students state that AP Readiness will assist them in achieving a 3 or higher on the AP Exam
- 88% of students state that AP Readiness is their primary supplemental AP support
- 96% of educators state that AP Readiness improves student achievement
- 91% of educators state that AP Readiness improves student achievement on the AP Exam
- 92% of educators state that AP Readiness improves their professional practice

The AP Readiness Program focuses on the skills and content that a student needs to succeed in AP courses and excel on AP exams. The Program’s goals and objectives are to: ensure equity & access for all students, expose students to a university learning environment, bring students together from across geographic and perceptual boundaries, build community and a network of learners – both students and teachers, allow students to see teachers as learners, create an academy model of professional development for educators to improve practice, and provide opportunities for educators to share practices & pedagogy. A concerted effort will be made to encourage the participation of students historically underrepresented in Advanced Placement.

Sessions are aligned with a rigorous instructional approach and yet also be flexible enough to adjust to address the needs or desires of the students served. Lab-based exercises and deep analysis of and practice with examination questions and requirements are a major role of the program. Past results have shown an increase of one point on AP exams for students who regularly attended AP readiness compared to their immediate class peers. Teachers attend these program sessions with their students, so they can observe and work with their students to identify strengths and weaknesses they can address their instruction in class.

The AP Readiness Program is designed to provide training and support for teachers in AP instruction while preparing students for AP courses. For educators, AP Readiness uses an academy model; experienced and accomplished AP Master Instructors work with pre-advanced placement and advanced placement teachers to teach them how to help their students develop the skills necessary to be successful in college level classes while they are instructing their students. These instructors will model research-based approaches that support student learning and achievement in college level curriculum. AP teachers learn from each other while observing and supporting the Master Instructors. Participating teachers will also be able to review new AP books and equipment and see how technology can be used to enhance their teaching. While AP Readiness students are engaged in specialized student workshops hosted by UCR Admissions and other campus groups, participating teachers collaborate in a facilitated workshop to share best practices, discuss differing students learning modalities and establish networks to work together to improve their instruction. Additionally, as this proposal would expand AP Readiness’ reach to San
Bernardino County, it would support the creation of an online system where teachers across both counties can share advice and experiences.

AP Readiness leverages subject matter and teaching experts as Master Instructors. Master Instructors are selected based on their students’ AP exam performance, level of training and experience, and an ability to work with diverse learners in a variety of environments. As they are recognized experts in their respective subject areas, they – with input from the attending teachers and student evaluations – determine areas of emphasis and of need for the students, and plan and conduct the classes held at each session. Each Master Instructor is continuously reviewed through student and teacher evaluations and observations from AP Readiness staff.

Working with Master Instructors and teachers, students will build a strong conceptual foundation that will allow them to excel in AP courses. AP Readiness provides students with additional learning opportunities in a different setting. Students are able to receive multiple levels of support and learn the material from different perspectives. SBCSS students would work with Master Instructors and fellow students from around inland Southern California, who will prepare them for the rigorous curriculum that they face in AP courses. This unique program allows for students and teachers to learn together. Both teachers and students also become an essential part of a network of AP support and excellence.

Incentives and rewards will be given to students and educators who attend the program. Students will be provided with study guides, books and lab materials that will strengthen their understanding of AP material and concepts. They will additionally receive incentives such as certificates and attendance awards to encourage their participation and acknowledge their commitment. In addition, transportation and supplies will be covered for each student to ensure the program will be accessible to any who are interested.

Master Instructors will receive a stipend for their work and preparation per session. They will be compensated by UCR at a rate of $80 per hour for their commitment to AP Readiness. Teachers that participate in AP Readiness will receive a stipend of $85 for each Saturday they attend. A partnership through the AP Readiness program will encourage teachers and students from SBCSS to become part of a community of learners that include activities that support their advanced courses throughout the academic year and beyond.

AP Readiness at UCR is held one Saturday per month from September to April (8 sessions total) from 9 am to 2 pm in preparation for the AP Exams conducted in May of each year. Instruction is provided in the following AP courses:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>5 classes</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>5 classes</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2 classes</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>2 class</td>
</tr>
<tr>
<td>Physics</td>
<td>2 class</td>
</tr>
<tr>
<td>Statistics</td>
<td>2 class</td>
</tr>
<tr>
<td>Computer Science Principles</td>
<td>1 class</td>
</tr>
<tr>
<td>English Language</td>
<td>6 classes</td>
</tr>
<tr>
<td>English Literature</td>
<td>4 classes</td>
</tr>
</tbody>
</table>

Students will have the opportunity of up to 32 hours (8 Saturdays for 4 hrs/day) to engage in instruction and support from AP Readiness Master Instructors. Participating teachers will have the opportunity to
receive up to 40 hours (8 Saturdays for 5 hrs/day) of professional learning, mentoring and networking.

Additionally, students will be able to participate in up to 8 hours of special workshops (8 Saturdays for 1 hr/day) hosted by UCR Admissions. UCR Admissions supports AP Readiness in several areas. In addition to hosting and facilitating the learning opportunities and workshops listed below, UCR Admissions provides Admissions staff member to assist in the Saturday sessions, arrange for the use of the classrooms, classroom media, parking for participants, and provides breakfast and lunch for the teachers.

Examples of student-centered programs offered by UCR Admissions for AP Readiness participants include:

- **“Whose House? ‘R House!”**: This interactive seminar introduces AP Readiness students to the university setting and particularly to UC Riverside. UCR Admissions staff conduct an energetic welcome to the camps and provide tours and a Q&A session.

- **Writing the UC Essay and completing the UC Application**: This seminar provides students insight and practice in engaging with the UC Application process and some tips for completing the UC Application Essay.

- **The Students & Groups of UCR**: Set up in a conference-booth style, students groups, academic departments, and other essential UCR organizations provide information and engagement for AP Readiness students to provide exposure to the academic support and involvement organizations that exist on a college campus.

- **Financial Aid Workshop**: Members of UCR’s Financial Aid & Admissions offices conduct a workshop with students and teachers to assist in the understanding and completion of FAFSA, the College Scholarship Service Profile, and how to explore the myriad of scholarship opportunities available to students. Emphasis is placed on understanding the confidential nature of this information and the difference between grants and loans.

- **“What I Wish I Knew About College Before I Got There”**: Current UCR students and recent graduates share their experience and knowledge about how their ideas about what college would be and the actual experience differed.

Outreach for the program will occur in May, June, and August, and be communicated through a two-pronged approach targeting county meetings as well as outreach presentations at schools. At the county level, presentations will be made at directors’ meetings, including those of the district Superintendent, Assistant Superintendent, Counselors Network, and College & Career Ready departments. At the school level, outreach will occur via emails, presentations, word-of-mouth, and flyers. SBCSS has a mail system that links all 33 school districts, the county office website, and the County ESS Newsletter. The AP Readiness Program will visit SBCSS schools and deliver an impactful presentation with information of the benefits of AP to students, appropriate student forums, teachers, and parents. Using the College Board approved presentation and specific relevant date for school sites, AP Readiness will cater each approach to the needs of the school/district. In addition, UCR has a dedicated AP Readiness website for the program on which flyers, session information, and registration information is available. Links to the AP Readiness website are also posted on the county, district, and school websites to be shared with administrators, teachers, students, and parents.

SBCSS leadership will underscore these efforts by integrating information and support involvement with AP Readiness through appropriate teacher and administrator professional development activities and/or through complimentary initiatives, as well as bring key issues surrounding AP Readiness and college readiness to district leaders in order to impact policy and systemic practice.
**Assessment**

AP Readiness conducts several levels of evaluation. After each session, students and teachers complete an evaluation form that asks about the effectiveness of that day’s instruction, the impact of AP Readiness on their progress and success in the class, and to what degree they feel the program will help them earn improve their AP Exam score. Additionally, teachers are asked to ascertain how AP Readiness will impact their daily classroom instruction. Students and teachers are also asked to provide input as to the topics and learning strategies they would like to see for the subsequent session.

Currently, schools and teachers that participate in at least half of the AP Readiness sessions offered show a 5-18 percent growth in the rate of qualifying scores for their students. The UCR AP Readiness goals, with the addition of SBCSS students and teachers, are:

- **Year 1:** Raise the rate of qualifying scores to 10-20 percent of growth
- **Year 2:** Raise the rate of qualifying scores to 15-25 percent of growth

SBCSS will provide AP results data in order to evaluate the number of students earning a qualifying score of 3 or higher. They will additionally be asked to provide graduation rates, 2-year institution enrollment, 4-year institution enrollment, UC application rates, FAFSA application rates, and (if available) transfer rates from 2- to 4-year institutions. When possible, data will additionally be collected with respect to race/ethnicity and gender.

An exempt human subjects’ research protocol will be obtained for the IRB/human subjects’ component of this program. This will allow the project to collect, analyze, and report statistical data relevant to the AP Readiness program. Assessment will occur via a questionnaire and surveys. Session feedback questionnaires will help the team better understand the individual’s (teachers and students) experience and ways to improve the program. Questions will include a Likert scale (1-5) rating of participants’ perceptions of: appropriateness of materials, benefit to learning, support, readiness for exam, location/University environment, and primary resource, in addition to open-ended feedback. Participants will additionally be administered pre-/post-surveys. The pre-survey will be administered at the beginning of each year, and the post-survey will be administered at the end of each year. These surveys will capture participant’s confidence on a Likert scale (1-5) of: knowledge to earn a qualifying score of 3 or higher on the AP exam, and understanding of subject matter.

**Dissemination of outcomes and lessons learned**

Data on AP Exam scores of participating students, an analysis of the rate of qualifying scores of participating teachers over years 1 and 2, and results from the monthly teacher and student evaluation component will be collected and analyzed for dissemination. Outcomes and lessons learned will be distributed through the GSOE and SBCSS newsletters, in addition to publications in academic journals and presentations at professional association meetings. AP Readiness staff will be available to make presentations to parents, community groups, and other organizations. Additionally, results from the program will be included in the AP Readiness recruitment presentation, which will be made available to SBCSS, District Superintendents and Assistant Superintendents, College and Career Readiness Directors, school administrators, schools, parents, and other community organizations.

**PROJECT MANAGEMENT AND TIMELINE**

**Key Staffing to Lead Implementation**

**Thomas Smith, Ph.D., GSOE Dean (PI):** Dr. Smith serves as Professor and Dean of the Graduate School of Education (GSOE) at UCR as well as the Executive Director of the National Center on Scaling Up Effective Schools (NCSU). He has taught graduate and undergraduate level courses in research methods, regression analysis, hierarchical linear modeling, and improvement science. He has also led
quantitative and qualitative research on 10 IES and NSF funded projects, ranging from cluster-randomized trials (Co-PI on the IES funded “Evaluating Math Recovery with Student Outcomes”) to mixed methods longitudinal studies (PI on the NSF funded “How Do Induction and Continuing Professional Development Affect Beginning Middle School Math Teachers’ Instruction and Student Achievement,” and Co-PI on NSF funded “Investigating and Supporting the Development of Ambitious and Equitable Mathematics Instruction at Scale and Designing Learning Organizations for Instructional Improvement in Mathematics”).

Dr. Smith also has experience negotiating and leading a research-practice partnership as PI and Project Director of NCSU, which involves collaborators from 5 research universities, a curriculum and program developer (EDC) and two large districts. The ongoing results of the NCSU collaboration have been disseminated through national and international research conferences, testimony before the Texas State Senate; workshops and professional development sessions with district policy makers and school level principals and teachers; a video of participants describing the work; and a website explaining the project and disseminating the publications (http://www.scalingupcenter.org).

**Beth Higbee, Ph.D., Assistant Superintendent of Education Support Services for the SBCSS:** With more than 37 years of experience in public education, Dr. has led a distinguished career as both a teacher in the Fontana Unified School District and a county schools administrator. For the past 10 years, she has served as the Assistant Superintendent of Education Support Services for the San Bernardino County Superintendent of Schools. Since 1996, Dr. Higbee has served in a variety of administrative roles with the County Schools office. She has served as the Regional Project Director in professional development, as well as the Director of Standards, Assessment and Accountability, and Director of Curriculum and Instruction. In addition, she has been the Director as well as Administrator for District Accountability Support prior to being named Assistant Superintendent.

Dr. Higbee received her teaching credential from Cal Poly University in Pomona and her Master of Arts from the University of California, Riverside. In 2006, she completed her Doctorate of Philosophy in Education.

**James Keipp, AP Readiness Program Director:** Mr. Keipp has over 20 years of experience in the K-12 educational field. He has been the Director of UCLA Center X’s AP Readiness Program since 2009. Center X’s AP Readiness program grew from an average of 400 students in 2008-2009 to an average attendance of over 3,000 students in 2017-2018. Mr. Keipp holds a Bachelor’s Degree in History & African and Afro-American Studies from Stanford University and a Master’s Degree in Education for UCLA. Prior to AP Readiness, Mr. Keipp was a classroom teacher, served as the Director of History Day in California and served as an Instructional Coach and Professional Development Facilitator. Mr. Keipp has been the Director of UCR’s AP Readiness Program since its inception in 2016. The AP Readiness Director works directly in concert with Dean Smith, the Riverside County Office of Education and the leadership of San Bernardino County Superintendent of Schools to ensure that the program meets the needs of both the students and teachers of the program.

**TBD, AP Readiness Program Coordinator:** Under direct supervision of the AP Readiness Program Director, the Program Coordinator will coordinate and assist the Director in planning events and various activities of the program, preparing materials for each AP Readiness Session, representing AP Readiness and UCR GSOE at local school and district functions, and maintaining the confidentiality of program-related data.
PROJECT TIMELINE

<table>
<thead>
<tr>
<th>Activities Repeat Annually</th>
<th>Month</th>
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<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>AP Exams, Awards Distribution, Student and Teacher Recognition, School Outreach &amp; Recruitment</td>
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</tr>
<tr>
<td>Annual Report</td>
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</tr>
<tr>
<td>Score Data collection</td>
<td></td>
</tr>
<tr>
<td>Information &amp; Recruitment. Online Registration opens (registration &amp; enrollment is open year-round)</td>
<td></td>
</tr>
<tr>
<td>AP Readiness Session conducted at UC Riverside</td>
<td></td>
</tr>
<tr>
<td>UCR Admissions Special Student Events conducted at UCR concurrently with AP Readiness</td>
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PROJECT BUDGET NARRATIVE
We request $150,000 for total initiative budget over two years from May 15, 2018 – May 14, 2020. Our budget request consists of the following to cover the costs of the program which will consist of approximately 400 students and 8 AP sessions each year.

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<thead>
<tr>
<th>Personnel</th>
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<tr>
<td>UCR Key Personnel Salaries</td>
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<td>UCR Key Personnel Benefits</td>
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<td>Supplies &amp; Materials</td>
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<tr>
<td>Student &amp; Teacher Recognition Certificates</td>
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<td>Travel</td>
<td>$1,750</td>
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<tr>
<td>Dissemination</td>
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<tr>
<td>Mileage &amp; Parking for Data Collection/Team Meetings</td>
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<td>Other</td>
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<td>Human Subjects/IRB</td>
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<td>Cost Share (50%)</td>
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<td>TOTAL PROJECT COSTS</td>
<td>$225,000</td>
</tr>
</tbody>
</table>

We respectfully request funds as delineated above to cover costs associated with the preparation, implementation, and completion of this project. Funds requested include personnel salaries and benefits for the UCR PI, Program Director, and Program Coordinator. Funds for project specific supplies and materials have also been budgeted, including specialty paper, writing instruments, electronic software/accessories (e.g., USBs, CDs, etc.), reference materials, files, folders/binders, field laptop for data collection/analysis, certificates of recognition for both student and teacher participants,
copying/printing, and other consumables. These items will be used specifically as they relate to this project. Funds to cover costs associated with project specific travel for dissemination, data collection, and collaboration are also included. Other costs requested include incentives for participation in the human subject’s research component of this program, to recognize the time/effort/response to pre and post surveys by students and teachers. Stipends will be provided to compensate for teachers’ time for their participation at the Saturday sessions. We are requesting 8% indirect costs as related to this proposal.

The 50% cost share match will be met by a combination of both in-kind resources and/or new fundraising. Half of the match will be raised by the end of the first year and the remainder raised within the following six months. The GIA award would leverage current funding for the AP Readiness program housed at the GSOE, UC Riverside, providing the support necessary to expand the program’s reach to San Bernardino County students. Additional funding will be sought out to continue the work of the initiative, which has proven successful for other AP programs, after the expiration of the GIA Innovation Award.

UCR GSOE will serve as the lead agency and will provide award implementation, oversight, and compliance monitoring.

REFERENCES