



# **SOUTH CAROLINA**

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# **STATE DEPARTMENT OF EDUCATION**

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## **Mathematics and Science Partnerships Program Competitive Subgrants FY 2013–14**

### **Request for Proposals (RFP) Application Package**

Deadline for Receipt of Applications:  
**4:30 p.m., Tuesday, July 9, 2013**

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State Superintendent of Education

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## TABLE OF CONTENTS

<b>PART I: General Information .....</b>	<b>1</b>
A. Introduction/Background .....	1
B. Definitions of Terms .....	2
C. Eligible Applicants.....	4
D. Estimated Available Funds .....	5
E. Estimated Number, Range, and Average Size of Awards .....	6
F. Funding Period.....	6
G. Statutory Requirements.....	6
H. Authorized Activities .....	6
I. Authorized Expenditures .....	8
J. Unauthorized Expenditures.....	9
K. Supplement, Not Supplant .....	9
L. Technical Assistance Sessions for Applicants .....	9
M. Required Reporting.....	9
N. Review and Selection Process .....	10
O. Appeals Process .....	11
P. Timeline of Subgranting Process .....	11
Q. Competitive Priorities .....	11
R. Selection Criteria .....	12
S. Deadline and Submission Procedures .....	12
<b>PART II: Letter of Intent, Application Overview, Content, and Instructions .....</b>	<b>14</b>
A. Application Overview .....	14
B. Application Narrative Format .....	15
C. Program Summary/Abstract.....	15
D. Proposal Narrative Content.....	15
1. Statement of Need .....	15
2. Goals and Objectives .....	16
3. Strategies, Activities, and Timeline .....	16
4. Management and Sustainability .....	17
5. Evaluation and Dissemination Plan .....	17
E. Application Budget .....	19
F. Appendices.....	19
G. Reviewer’s Scoring Rubric .....	20
Screenshots of Online Application Submission.....	24
Assurances .....	27
Terms and Conditions .....	28
Certification Signature Page SCDECS-101.....	30
GEPA: Notice to All Applicants.....	31
Partner Identification and Funding Request Form.....	32
Timeline of Activities and Expenditures .....	33
Private School Consultation Form .....	34

## PART I: General Information

### A. Introduction/Background

The South Carolina Department of Education's (SCDE) Office of Instructional Practices and Evaluations administers the Mathematics and Science Partnerships (MSP) program under the Elementary and Secondary Education Act of 2001, Title II, Part B, through a grant from the U.S. Department of Education (USED). The MSP program provides subgrants to support partnerships between high-need school districts and mathematics, science, technology, and/or engineering faculty at institutions of higher education (IHEs).

The purpose of the MSP program is to strengthen the content knowledge and teaching skills of mathematics and science teachers and thus improve the academic achievement of students in the areas of mathematics and science. Partnerships between high-needs school districts and the science, technology, engineering and mathematics (STEM) faculty in IHEs are at the core of the MSP improvement efforts. This is accomplished by encouraging IHEs, school districts, elementary schools, and secondary schools to participate in programs that

- improve and upgrade the status and stature of mathematics and science teaching by encouraging IHEs to assume greater responsibility for improving mathematics and science teacher education through the establishment of a comprehensive, integrated system of recruiting, training, and advising mathematics and science teachers;
- focus on the education of mathematics and science teachers as a career-long process that continuously stimulates teachers' intellectual growth and upgrades teachers' knowledge and skills;
- bring mathematics and science teachers in elementary, middle, and secondary schools together with scientists, mathematicians, and engineers to increase the content knowledge of mathematics and science teachers;
- develop more rigorous mathematics and science curricula that are aligned with challenging state and local academic content standards and with the standards expected for postsecondary study in engineering, mathematics, and science; and
- improve and expand training of mathematics and science teachers, including training such teachers in the effective integration of technology into curricula and instruction.

The SCDE has determined that, for this funding round, projects must focus on one of the following two focus areas:

- **Focus Area 1:** Projects directed toward improved teacher content knowledge in mathematics and/or science and the ability to provide standards-based instruction that supports the standards for mathematical practice as set forth in the *Common Core Standards for Mathematics* (2010) and/or prepare teachers of science to implement the key scientific ideas and practices identified in *A Framework for K–12 Science Education: Practices, Crosscutting Concepts, and Core Ideas* and the South Carolina Academic Standards for Science (2005) <http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/Science.cfm>. (*Common Core Standards for Mathematics* are located at <http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/Mathematics.cfm>.) (A free download of *A Framework for K–12 Science Education: Practices, Crosscutting Concepts, and Core Ideas* is available at [http://www.nap.edu/catalog.php?record\\_id=13165](http://www.nap.edu/catalog.php?record_id=13165).)

- **Focus Area 2:** Projects directed toward improved teacher understanding of STEM instruction and the interconnectedness among the disciplines of science, technology, engineering, and mathematics. Projects should increase teacher content knowledge in STEM disciplines while engaging educators in learning opportunities that translate to improved STEM-related teaching strategies.

Goals and objectives must be described in detail. Performance benchmarks must clearly align with the goals and objectives and directly align to the overall purpose of the MSP program and one of the two focus areas.

## B. Definitions of Terms

Eligible partnership: A partnership that

1. must include
  - a. an engineering, mathematics, or science department of an IHE, including community colleges; and
  - b. a high-need local educational agency (LEA); and
2. may include
  - a. another engineering, mathematics, science, or teacher training department of an IHE;
  - b. additional LEAs; public charter schools; public or private elementary, middle and/or secondary schools; or a consortium of such schools;
  - c. a business; or
  - d. a nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.

High-need school district: For this funding round, a high-need school district is defined as a public school district that has both

- a. a poverty index of 60 percent or greater, and
- b. 50 percent or greater of an LEA's student population aged 5 through 17 is eligible for Title I services.

See <http://ed.sc.gov/data/report-cards/2012/index.cfm> for the district report cards and the file of poverty index data. See <http://ed.sc.gov/data/erate/> for the file of Title I eligibility.

Lead institution: Also known as the primary applicant, the organization that serves as the fiscal agent in a partnership application. The lead institution is responsible for the programmatic and fiduciary management of the grant.

Local education agency (LEA): A South Carolina public school district, the South Carolina Public Charter School District, or the South Carolina Department of Juvenile Justice.

Professional development: Instructional activities for educators that

1. are supported by scientifically based research and state academic content standards, student academic achievement standards, and assessment;
2. improve and increase teachers' knowledge of the academic subjects they teach;
3. enable teachers to become highly effective; and
4. are sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom.

Project management team: For the purposes of this announcement, a project management team should consist of the project director as well as one representative from each partnering institution or organization.

Scientifically based research: Research that applies rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. Scientifically based research

1. employs systematic, empirical methods that draw on observation or experiment and involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
2. relies on measurements or observational methods that provide reliable and valid data across multiple evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
3. is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions, with appropriate controls, to evaluate the effects of the condition of interest and with a preference for random-assignment experiments or other designs to the extent that those designs contain within-condition or across-condition controls;
4. ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at minimum, to offer the opportunity to build systematically on their findings; and
5. has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Summer Workshop or Institute: A workshop or institute, conducted during the summer, that *must*

1. be directly related to the curriculum and academic areas in which the teacher provides instruction and focus secondarily on teaching practices;
2. train teachers to use curriculum materials that are
  - a. based on scientific research,
  - b. aligned with challenging state academic content standards, and
  - c. object-centered, experiment-oriented, and concept- and content-based;
3. be conducted for a period of not less than two weeks (or at least 60 hours) and provide for follow-up training during the academic year that is conducted in the classroom for a period of not less than three consecutive or nonconsecutive days, except that
  - a. if the workshop or institute is conducted during a two-week period, the follow-up training shall be conducted for a period of not less than four days; and
  - b. if the follow-up training is for teachers in rural school districts, the follow-up training may be conducted through distance learning.

A summer workshop or institute *may include* as a component

1. a program that provides direct interaction between experienced teachers and college faculty;
2. instruction in the use of data and assessments to inform and instruct classroom practice; and
3. professional development activities, including supplemental and follow-up activities, such as curriculum alignment, distance learning, and activities that train teachers to use technology in the classroom.

STEM (Science, Technology, Engineering, Mathematics): An educational focus that emphasizes and is based on the natural connections among the four STEM disciplines. STEM-focused education requires a curriculum that is centered on problem solving, discovery, exploratory learning, and student-centered development of ideas and solutions. The 21<sup>st</sup> century skills of communication, critical thinking, collaboration, and creativity are encouraged and reinforced as students learn.

### **C. Eligible Applicants**

An applicant must be an eligible partnership that includes at least one high-need school district (see “Definition of Terms” on page 2). Eligible partnerships are required to give first priority to serving high-need school districts. Thereafter, the partnerships can address serving the needs of any other LEAs with a poverty index of 60 percent and above.

Applicants will form an eligible and meaningful partnership (see Definitions of Terms on page 2) of IHEs, school districts, and other organizations to draw upon the strong disciplinary expertise of mathematicians, scientists, and engineering faculty to produce professional development activities that will improve student achievement by providing P–12 teachers with strong mathematics and/or science knowledge. Additional partnerships with businesses and/or nonprofit organizations will help to provide an emphasis on the practical application of the mathematics and science content. For a meaningful partnership to exist, it must be evident in the application that key partners have and will be actively involved in planning, implementation, and evaluation.

Meaningful partnerships are designed to bring together the collective enthusiasm, expertise, and resources of IHE STEM and education faculty, mathematics and science education specialists, district administrators, and classroom teachers to design and implement programs that help partners achieve their mathematics and science improvement goals. The duration, intensity, and commitment that distinguish MSP projects make it imperative that partner districts and schools be thoughtfully chosen and made fully aware of the ongoing commitment and support needed to achieve and sustain project goals. Strong, meaningful partnerships give joint responsibility for improving K–12 student achievement to IHEs and LEAs. Partnerships provide the varied expertise in content and pedagogy needed to design, implement, and evaluate projects in mathematics and/or science.

- LEA partners should be chosen based on their documented need for and intent to implement MSP project outcomes. LEA goals, priorities, and resources should be examined to ensure the MSP project is supportive of and adds value to. LEAs or schools that have policies or priorities that would conflict with MSP program goals should be excluded.
- IHE partners should enhance their understanding of state K–12 academic standards, assessments, and school operations; K–12 teachers should have exposure to IHE resources, equipment, and research.
- Travel time and distance should be considered when forming partnerships and designing the project; videoconferencing and other communication technologies can be selectively used to address distance challenges and to ensure key potential partners are involved in every step of the planning.

- The principal of each participating school will function as the school’s MSP Facilitator and will participate in MSP project planning, implementation, and evaluation.
- Not every school in a partner district must participate in the MSP project; only those principals who want to implement the project outcomes should enroll their schools in the MSP project.

Each eligible partnership must identify

1. A lead institution to serve as fiscal agent for the project (see page 2, Definitions of Terms).
2. A project director to serve as the driving force for establishing and achieving the project’s vision and design. The project director provides leadership in developing a project roadmap that shows the resources or inputs (what the project invests); the activities or outputs (what the project gets done); and the outcomes or impacts (what results or benefits happen as a consequence).
3. A project management team (PMT) comprised of representatives from all partners, including the project’s external evaluator, which meets regularly to oversee all phases of the project, including goal-setting, research questions, recruiting, syllabus development, monitoring, and collection of data related to impact on content knowledge, teaching practices, and student learning.
4. An external project evaluator to assist with the accountability and evaluation plan. The project evaluator should be involved in the project planning to assist with goal setting, results indicators, research designs, and measurement instruments to collect formative and summative data. The project evaluator will be responsible for collecting data on the quality of the project interventions and their impact on teacher content knowledge, teaching practices, and student achievement. In addition, the project evaluator will complete the interim, six-month report required by the SCDE (see page 9) and LEA portions of the Annual Performance Review (APR) report to the USED.

Private schools are eligible to participate in a partnership and must be given the same opportunity to participate as public schools. To comply with Title IX, Part E, Subpart 1 of ESEA (<http://www2.ed.gov/policy/elsec/leg/esea02/pg1111.html>), each eligible partnership must engage in timely and meaningful consultation with private school officials on key issues that are relevant to the equitable participation of eligible private school teachers and other education personnel in the proposed MSP project. For this MSP competition, key issues include the identification of professional development needs among private school teachers and successful consultation. Such consultation must occur *before* the applying partnership makes any decision (such as ordering materials) that affects the opportunities of private school teachers and other educational personnel to participate in the proposed MSP project. (See the Private School Consultation Form on page 34.)

The lead institution may submit no more than two proposals per focus area. Within a focus area, each partnering institution, LEA, or organization may participate in only one proposal per grade band. All members of an eligible partnership are expected to be knowledgeable of the contents of the submitted application.

#### **D. Estimated Available Funds**

A maximum of \$2.3 million is available for this funding cycle.

## **E. Estimated Number, Range, and Average Size of Awards**

The SCDE anticipates funding up to 15 subgrant awards, ranging from \$100,000 to \$350,000. Final budgets will be negotiated based on demonstrated needs.

## **F. Funding Period**

The grant period is three years, September 1, 2013, through August 31, 2016, subject to the availability of federal funds and the project meeting all MSP program requirements. The budget period for this round is from September 1, 2013, through August 31, 2014. Official grant award documents will be processed annually as continuation of funding is not automatic.

In determining continuation funding, the SCDE will consider the grantee's evidence of project effectiveness, submission and quality of all required reports (including the APR), and rationale for budget expenditures. A continuation application may also be required.

## **G. Statutory Requirements**

To comply with Title IX, Part E, Subpart 1 of the ESEA, each eligible partnership must engage in timely and meaningful consultation with private school officials on key issues that are relevant to the equitable participation of eligible private school teachers and other education personnel in the proposed MSP project. Such consultation must occur *before* the applying partnership makes any decision (such as ordering materials) that affects the opportunities of private school teachers and other educational personnel to participate in the proposed MSP project. (See <http://www2.ed.gov/policy/elsec/leg/esea02/pg111.html>.)

Applicants must assure, by signing and submitting the Private School Consultation Form (page 34 ), that they contacted private schools in the project area and that teachers in those private schools were given the same opportunity to participate as teachers in public schools.

Each eligible partnership application must contain an appropriate General Education Provisions Act (GEPA) statement as described in this RFP (page 31).

Each eligible partnership that receives a grant award must report annually its progress in meeting each objective described in the approved partnership application.

## **H. Authorized Activities**

Professional development supported through the MSP program is intended to ensure that South Carolina students are being taught by teachers who have strong mathematics and science skills across all grade levels. Strong teachers will help students gain the knowledge and skills required to pursue postsecondary and workplace options that include STEM.

Professional development must be sustained, intensive, classroom-focused, and aligned with state standards in mathematics and science. Professional development must result in a demonstrable, measurable improvement in mathematics and/or science teacher content knowledge and teaching skills/strategies which lead to improved student academic achievement in mathematics and science.

An eligible partnership must use funds to accomplish *one or more* of the following:

1. Create opportunities for enhanced and ongoing professional development of elementary, middle, and/or high school mathematics and/or science teachers that leads to improved teacher content knowledge and/or teaching skills/strategies.
2. Establish and operate mathematics and/or science summer workshops or institutes (see subsection B for definition of summer workshops or institute), including follow-up training, for elementary, middle, and secondary school mathematics and/or science teachers.
3. Promote ongoing teacher learning by integrating effective instructional practices and technology-based teaching methods into the curriculum through instructional coaching or other professional development strategies supported by scientifically based research.
4. Promote data-driven assessment of student learning and planning for instructional improvement through instructional coaching or other professional development strategies supported by scientifically based research.
5. Establish distance-learning programs for mathematics and/or science teachers using curricula that are innovative, content-based, and based on current scientific research.
6. Train mathematics and/or science teachers and develop programs to encourage young women and other underrepresented individuals in mathematics and science careers (including engineering and technology) to pursue postsecondary degrees in majors leading to such careers.
7. Establish and operate programs to bring mathematics and/or science teachers into contact with working scientists, mathematicians, and engineers, to expand such teachers' subject matter knowledge of and research in science and/or mathematics.
8. Recruit mathematics, engineering, and science majors to become teachers through the use of
  - a. stipends provided to mathematics and science teachers for certification through alternative routes;
  - b. scholarships for teachers to pursue advanced course work in mathematics, engineering, or science; or
  - c. other programs that the SCDE determines to be effective in recruiting and retaining individuals with strong mathematics, engineering, or science backgrounds.
9. Develop or redesign more rigorous mathematics and/or science curricula that are aligned with challenging South Carolina academic content standards and with the standards expected for postsecondary study in mathematics and science.
10. Design programs to identify and develop exemplary mathematics and/or science teachers in K–8 classrooms.

Applicants must develop a clear, descriptive plan of how the eligible partnership will carry out the selected authorized activities to establish, operate, and sustain a project of ongoing, content-focused professional development that results in measurable gains in teacher content knowledge, improvements in teaching practices, and increases in student achievement. All professional development must align with state academic standards for mathematics and/or science. The plan must include detailed goals and objectives with performance benchmarks that directly align with the overall purpose of the MSP program and one of the two focus areas.

## I. Authorized Expenditures

The MSP program funds must be spent exclusively on costs associated with providing high quality, content-specific professional learning opportunities to mathematics and/or science teachers of grades P–12. In general, MSP partnerships will spend approximately \$45 per teacher per contact hour on the total cost of their MSP program work (i.e., about \$4,500 per program participant per year).

The following table provides further specificity to allowable expenses.

Category	Guidelines
<b>Teacher Stipends</b>	The approved rate per eight-hour day during off-contract time; teacher fringe benefits may be covered by MSP grant funds.
<b>Substitutes</b>	The approved rate per day when MSP training sessions take place during teacher contract time.
<b>Project Management Team (PMT) Salaries</b>	Not to exceed 10 percent of the project director’s salary and 5 percent of the site coordinators’ salaries. The salary(ies) of the program coordinators, project director, and site coordinators must not exceed 10 percent of the grant amount.
<b>Fiscal Agent</b>	The administration and management of the grant is the responsibility of the fiscal agent. Fiscal agents are not allowed to subcontract any duties to a third party.
<b>Subcontracts</b>	Are not allowed under the program.
<b>Indirect Costs</b>	Not to exceed 8 percent of the total award.
<b>Consultants</b>	Not to exceed \$500 per day. The total funds for consultants should not exceed 5 percent of the grant amount.
<b>IHE Faculty</b>	Regular salary per hour of contact time. No additional money for preparation is allowed.
<b>Evaluator</b>	Up to 10 percent of total project budget must be spent on a formal project evaluator.
<b>Travel</b>	Reimburse mileage, meals, and lodging according to state/system guidelines for project-related travel.
<b>Carryover</b>	Carryover from one year to another is not allowed. All funds must be expended by the end of each year.
<b>Meeting Events</b>	Reimburse travel expenses for management team participation in MSP events hosted by both the US Department of Education and the SCDE, according to state/system guidelines.
<b>Materials and Supplies</b>	To facilitate the professional learning of teachers participating in the project. Funds may not be used to purchase equipment or instructional materials for students. The budget justification should indicate the general types of expendable materials and supplies required. Materials and supplies are defined as tangible personal property, other than equipment, costing less than \$5,000 per item. Cost estimates must be included for items that represent a substantial amount of the proposed line item cost.

## **J. Unauthorized Expenditures**

The following expenditures are not allowable under the MSP:

- costs associated with writing the application;
- equipment (smart boards, computers, printers, etc);
- classroom sets of materials for the students of the teacher;
- student activities, such as field trips;
- full salaries of administrative or clerical personnel;
- tuition charges and/or university/activity fees already covered in the IHE partners' salary and fringe;
- capital improvements;
- compensation for the research of individual scholars or faculty members;
- compensation for IHE faculty attending workshops or conferences other than USED Mathematics and Science Partnership conferences;
- travel to out-of-state professional meetings, unless it is demonstrated that attendance at a meeting will directly and significantly advance a project;
- costs that are not directly related to the educational program and that are unsupported by the proposal; and
- entertaining.

## **K. Supplement, Not Supplant**

MSP program funds shall be used to supplement, not supplant, funds that would otherwise be used for proposed activities. If current expenditures are being paid from federal, state, or local public funds, the applicant may not replace those funds with grant funds.

## **L. Technical Assistance Sessions for Applicants**

The Office of Instructional Practices and Evaluations will conduct a technical assistance session via Blackboard Collaborate from 10:00 a.m. until 12:00 p.m. on Wednesday, June 5, 2013. The session will open at 9:30 a.m. for participants to sign in and test equipment. The link to join is

[http://elm.illuminate.com:80/HOSTEDSCDE/join\\_meeting.html?meetingId=1247981910848](http://elm.illuminate.com:80/HOSTEDSCDE/join_meeting.html?meetingId=1247981910848).

This session will be recorded for later access.

## **M. Required Reporting**

All grantees must complete the Annual Performance Review (APR) on the USED's MSP program website at <http://www.ed-msp.net> by October 31, 2014.

In addition, the PMT has the following collective program responsibilities:

- Submit an interim report on January 31, 2014, and another on July 1, 2014, to report progress on each objective as stated in the approved Timeline of Activities and Expenditures and the achievement of project milestones; details will be provided to grantees.
- Submit a year-end report on progress in meeting the objectives described in the-approved application within 60 days of the conclusion of each project year.
- Participate in all MSP program conference calls and meetings facilitated by the SCDE.

- Compile a digital professional packet of the project and post it to the grantee's website at the end of each award year and maintain the web resource for a minimum of three years after the project ends. Subgrantees must provide the link to the digital professional packet to the SCDE at the end of each award year. This digital professional packet will include the professional development materials (e.g., syllabus, text, teacher resources) and any other necessary components that would enable replication by districts/IHEs/non-commercial entities. Any products developed with Title II (B) funds do not have proprietary rights.

The SCDE will oversee, monitor, and review all grant reports and outcomes.

## **N. Review and Selection Process**

Staff of the SCDE's Office of Instructional Practices and Evaluation will review applications for completeness. No incomplete applications will be forwarded to the selected peer reviewers or considered for funding.

Three peer reviewers from diverse backgrounds without a vested interest in any application being funded will evaluate each application based on the quality of the proposed activities and the capability of the eligible partnership to implement the proposed project. The peer review panel is comprised of experienced grant readers from various professions and entities.

After the reviewers individually score an application, the three scores will be averaged. An application can earn up to 100 points for an average score. A minimum average score of 80 is required for funding consideration. Any competitive priority points earned will then be added to an eligible application's averaged score to determine a total score.

Applications with total scores of 80 and above will be considered for funding based upon the following criteria:

- a cost-effectiveness ratio determined by the relationship between the number of teachers served, the actual amount of teacher-faculty instructional contact time, and the total cost of the program;
- an equitable geographic distribution of awards; and
- an equitable distribution of funding between mathematics- and science-related projects.

For applicants who previously received an MSP subgrant, the SCDE will also consider

1. progress in achieving the objectives as set forth in the previously funded applications and reported in the annual progress reports; and
2. the effectiveness of the funded project in meeting the purposes of the MSP program as reported in the annual progress reports.

Awards will be made, based on the SCDE's approval. The SCDE reserves the right to negotiate project plans and budgets prior to awarding funds. Notification of awards will be sent to the project director in mid August, 2013.

## O. Appeals Process

An applicant who has submitted a proposal that the SCDE does not fund has 30 calendar days after receiving notification that the proposal is not funded to request a review of the process. Scores may not be appealed. An unfunded applicant may inquire as to whether or not the application process was followed. The request for review must be directed to the State Superintendent of Education and must state the reasons for the request. The SCDE will conduct a hearing in accordance with the provision of 34 CFR Part 76.401.

## P. Timeline of Subgranting Process

Due Date	Activity/Action
June 5, 2013	SCDE conducts technical assistance session(s)
June 7, 2013	Deadline for submitting e-mail of intent
July 9, 2013	Deadline for receipt of application
Mid August 2013	Notification of awards
September 2013	Programs must begin
August 31, 2014	Programs must end
October 31, 2014	Deadline for year-end report submitted to the SCDE

## Q. Competitive Priorities

Up to 25 additional points will be awarded to proposals that meet the following competitive priorities:

Competitive Priority 1—Activities leading to the development and collaboration of  
a. whole school mathematics and/or science content-focused vertical teams and  
b. whole school vertical teams across feeder systems. (5 points)

For example, all mathematics and/or science teachers of school A form a vertical team in mathematics and/or science to achieve certain goals. School A’s vertical team(s) collaborates with the vertical team(s) of their feeder school(s) to expand and ensure vertical alignment of established goals.

Competitive Priority 2—Activities addressing and leading to teacher understanding and application of instructional strategies to close identified student subgroup achievement gaps in mathematics and/or science. (5 points)

Competitive Priority 3—Activities leading to the expansion or development and implementation of coherent, rigorous STEM curriculum. (5 points)

Competitive Priority 4—A partnership includes a school district with a “D” or “F” letter grade based on latest available data. (See <http://ed.sc.gov/data/report-cards/2012/index.cfm> and [http://ed.sc.gov/agency/lpa/documents/ESEA\\_Waiver\\_request-amended\\_2-12-13.pdf](http://ed.sc.gov/agency/lpa/documents/ESEA_Waiver_request-amended_2-12-13.pdf).) (5 points)

**Competitive Priority 5**—Partnership with one or more of the school districts that were plaintiffs in the *Abbeville County School District, et al. v. The State of South Carolina, et al.* as presented in the table below. (5 points)

Abbeville County School District	Allendale County School District	Bamberg County School District 1	Bamberg County School District 2
Barnwell County School District 19	Barnwell County School District 29	Barnwell County School District 45	Berkeley County School District
Chesterfield County School District	Clarendon County School District 1	Clarendon County School District 2	Clarendon County School District 3
Dillon County School District 3	*Dillon County School District 4	Florence County School District 1	Florence County School District 2
Florence County School District 3	Florence County School District 4	Florence County School District 5	Hampton County School District 1
Hampton County School District 2	Jasper County School District	Laurens County School District 55	Laurens County School District 56
Lee County School District	Lexington County School District 4	*Marion County School District 10	Marlboro County School District
McCormick County School District	Orangeburg County School District 3	*Orangeburg County School District 4	*Orangeburg County School District 5
Saluda County School District	Williamsburg County School District		

\*While not named in the lawsuit, these districts consolidated public school districts that were plaintiffs in the suit. Partnerships that include these districts are eligible for points under competitive priority 5.

To receive competitive priority points, the application abstract must identify which priority is being sought, and the proposal narrative must clearly and consistently describe how the proposed project meets and fulfills the priority.

**R. Selection Criteria**

<b>Narrative Sections</b>	<b>Points Available</b>
Statement of Needs	20
Goal and Objectives	25
Strategies, Activities, and Timeline	20
Management and Sustainability	15
Evaluation and Dissemination	20
<b>SUBTOTAL</b>	<b>100</b>
Competitive Priorities (Bonus points available)	Up to 25
<b>TOTAL</b>	<b>Up to 125</b>
Budget (form and narrative)	Not scored

**S. Deadline and Submission Procedures**

1. Applicants should submit an e-mail of intent to apply by Friday, June 7, 2013, to Mary Ruzga at [mruzga@ed.sc.gov](mailto:mruzga@ed.sc.gov) with a copy to Carmen Addison at [caddison@ed.sc.gov](mailto:caddison@ed.sc.gov). In the e-mail, provide the applicant’s name along with the project director’s name, e-mail address, and phone number, and indicate the schools to be served. Applicants who do not submit an e-mail of intent are still eligible to apply for a grant.

2. Applications must be submitted online at <https://adobeformscentral.com/?f=ZQcN-sObQS-L2DABKFHj8A>. See Part II of this RFP for details.
3. No hard copy applications will be accepted. Applications delivered by hand, mail, e-mail, or fax will not be accepted.
4. Only applications that adhere to all of these guidelines and directions will be reviewed and considered for funding.
5. Applications must originate from the applicant. Applications that are plagiarized from the Internet, other grants, or resources will not be considered for funding. Grants are not transferable
6. Applications will not be returned. Keep a copy for your records.
7. Applications must be received no later than 4:30 p.m. July 9, 2013. Applications received after this deadline will not be considered.
8. A complete application must include all required documentation and appendices.

## **PART II: Letter of Intent, Application Overview, Content, and Instructions**

Carefully adhere to font, format, page limit, and organizational requirements. Only narratives that adhere to these requirements will be considered for funding.

Applications must be submitted online. Applicants are encouraged to prepare all of the following elements of the application *before* beginning the online submission process; applicants will not be able to exit and return to an incomplete application in the online submission system.

Go to <https://adobeformscentral.com/?f=ZQcN-sObQS-L2DABKFHj8A> to access the online application or visit the SCDE’s Science Technology, Engineering, and Mathematics program Web page at <http://ed.sc.gov/agency/programs-services/60/>.

### **A. Application Overview**

Applications are considered incomplete without each of the following:

- 2013–14 Mathematics and Science Partnerships (MSP) Program Electronic Education Grant System form—(see pages 24–26) organized into the following sections:
  - Lead Institution (Primary Applicant)
  - Authorized Official Information
  - Financial Official Information
  - Project Director Information
  - Key Partner Information (Partnering Applicants)
  - Program Information
  - Competitive Priorities
  - Funding Information
  - Budget Summary
- Program Summary/Abstract
- Proposal Narrative (include a Table of Contents with a page number for each item)
  - Statement of Need
  - Goals and Objectives
  - Strategies and Activities
  - Management and Sustainability
  - Evaluation and Dissemination
- Timeline of Activities and Expenditures
- Appendices
  - Certification Signature Page (SCDECS-101)
  - GEPA Statement (see page 31 for guidance)
  - Private School Participation Form
  - Partner Identification and Funding Request Forms (see page 32)
  - Letters of Commitment
  - Résumés for Key Project Participants
  - Indirect Cost Rate Agreement

## B. Application Narrative Format

Length of Narrative:	Maximum of 15 pages for the Proposal Narrative only (not including the table of contents)
Required Font/Font Size:	Times New Roman or Arial/Size 12
Margins:	1" on all sides
Page Numbers:	Bottom right corner
Spacing:	Double-spacing throughout narrative. Charts and tables may be single-spaced.

Each section must be clearly identified. Sections may not be combined. Incomplete applications will not be considered.

## C. Program Summary/Abstract

Provide a one-page, single-spaced abstract of the proposal that briefly and concisely describes the program to be implemented and summarizes the intended results or outcomes of the program. Identify the project partners including the primary applicant's organization and mission, the documented need for the program as revealed by the organization's needs assessment, the target population including the number of teachers to be served, the partnership goals and objectives as they relate to the selected focus area, a brief overview of the work plan and evaluation, and the amount of funding requested. If the applicant is seeking competitive priority points, identify each priority.

When complete, save the file as one .pdf document to be uploaded in the proposal attachments section of the online application.

## D. Proposal Narrative Content

Use the following directions to write the application narrative and organize it into sections following the sequence presented below. Each section must be labeled using the alphanumeric label as reflected in the scoring rubric. Include a Table of Contents as the first page of the overall narrative. Do not combine sections.

When complete, save the narrative as one .pdf document to be uploaded in the proposal narrative attachment section of the online application.

Applicants must develop and provide a clear, descriptive plan as to how the eligible partnership will carry out the selected authorized activities to establish, operate, and sustain a project of ongoing, content-focused professional development that results in measurable gains in teacher content knowledge, improvements in teaching practices, and increases in student achievement. All professional development must align with state academic standards for mathematics and/or science. The plan must include detailed goals and objectives with measurable performance benchmarks that directly align with the overall purpose of the MSP program and one of the two focus areas defined on pages 1–2.

### 1. Statement of Need (Maximum of 20 points available)

To make a convincing case of the need for the project, conduct a needs assessment to study the problem. The needs assessment should be based on current data to determine, identify,

and prioritize the baseline professional development needs for teachers in the partnership's school(s) and/or district(s).

The needs assessment must include one or more of these data components to provide a picture of the state of mathematics and/or science instruction that the project will address:

- Measures of Academic Progress (MAP) student data for mathematics
- Palmetto Assessment of State Standards (PASS) test data for science and/or mathematics
- South Carolina Report Card results (school ratings and/or student achievement data—HSAP or End of Course)

Include a description of the methodologies used to collect the baseline needs data. Outline the results of the comprehensive assessment of the professional development needs with respect to the teaching and learning of mathematics and/or science. Needs assessment results must inform and clearly connect to the selected focus area and the goals and objectives of the proposed project. Based on the needs assessment, estimate the number of teachers and the geographic area(s) to be served.

*Note:* The Statement of Need must address any competitive priority the applicant seeks.

## 2. Goals and Objectives (Maximum of 25 points available)

Describe in detail the impact that the proposed project will have on its participating teachers. Goals and objectives must address the needs identified in the previous section and be directly aligned with the overall purpose of the MSP program and the selected focus areas for the proposed project.

Goals are clear statements of what the partnership proposes to accomplish with this project.

Objectives are statements that explain one way that the applicant will know when the goal has been achieved. Objectives must be SMART—specific, measurable, achievable, relevant, and time-specific—and should be written in terms of measurable participant outcomes, not completion of project activities.

*Note:* The goals and objectives should address each competitive priority identified in the Statement of Need, if applicable.

## 3. Strategies, Activities, and Timeline (Maximum of 20 points available)

Describe in detail the plan for carrying out strategies and activities that will enable the project participants to attain the intended project goals and objectives. The plan should be written with enough detail that the reader could replicate the activities from the description provided.

Strategies and activities are the things that the target population will do that will advance their abilities. *Strategies* are considered those tasks that are the catalyst to help achieve objectives. For example, in a classroom, strategies are what the teacher does/plans for the students to do so that they learn. *Activities* are considered those tasks done to achieve objectives. For example, in a classroom, activities are what the students do to learn.

Strategies and activities must be driven by scientifically or evidence-based interventions; they must be related to the methods/design that the applicant will pursue to achieve the goal. Authorized activities are identified on pages 6–7. Include evidence that the planned activities will address the identified measurable outcomes.

Include a complete Timeline of Activities and Expenditures showing project benchmarks and target dates for activities (see template on page 33). The timeline must indicate chronologically when each activity begins and ends, how each activity relates to a particular objective(s), and who is responsible for overseeing each activity. The expenditures should include line item details and calculations consistent with a budget narrative.

The timeline should be uploaded as the budget narrative item and does not count toward the proposal narrative page limit (see additional instructions in E. Application Budget, below). Once approved, the timeline will serve as a guide for scheduling programmatic monitoring visits and timely reimbursement requests.

#### 4. Management and Sustainability (Maximum of 15 points available)

Management: Outline the partnership’s plan to manage the proposed MSP project.

- Explain the lead institution’s background and qualifications for undertaking and managing the proposed project.
- Identify the project director and discuss their qualifications for and role in leading the proposed project.
- Identify each partner in the proposed project, their roles and responsibilities related to the project’s goals and objectives, and their designated member of the project management team (PMT).
- Discuss the role of the project management team (PMT) in overseeing all phases of the project, including regular meetings.
- Include the number and quality of key staff to carry out the proposed project activities and the institutional resources to support the activities.

Include the following as individual appendix items:

- Partner Identification and Funding Request Form for each partner;
- Letter of commitment from each partner; and
- Résumés for each member of the PMT.

Sustainability: Address what each partner will do to sustain the project activities beyond the term of the project.

#### 5. Evaluation and Dissemination Plan (Maximum of 20 points available)

MSP projects rely on scientifically based research to design professional development for teachers; hence, projects should include fidelity of implementation on the activities’ impacts on teacher pedagogy, and on student achievement in order to contribute to the field of knowledge on interventions in mathematics and/or science education. The evaluation and dissemination plan for the proposed MSP project should specify the evaluation design and the methods for communicating the evaluation results and project outcomes.

**Evaluation:** Applicants must develop an evaluation plan that includes objectives that measure the impact of project activities. Comparison group designs, either experimental or quasi-experimental, are preferable as they are more likely to yield valid, reliable data regarding MSP projects than are benchmark comparisons.

Applicants should develop evaluation plans that enable reporting on all of the following aspects of MSP projects:

- evaluation of all project outcomes;
- changes in teacher content knowledge and practices based on the comparison group design; and
- measures of student achievement on statewide standardized assessments.

The evaluation plan must include the following:

- A description of the comparison group design chosen, including a description of the analyses being employed, along with the appropriate metrics. Measurements should meet generally accepted standards in educational statistics and evaluation, and existing valid, reliable instruments (such as content assessments) should be used whenever possible.
- Measurable objectives demonstrating increased teacher content knowledge of mathematics and/or science, or the interconnectedness among science, technology, engineering, and mathematics, beyond general teaching or classroom practices.
- Measurable objectives demonstrating changes to instructional practices in mathematics and/or science or the interconnectedness among science, technology, engineering, and mathematics.
- Measureable objectives for improved student academic achievement on standardized mathematics and/or science assessments. .
- How the project will address attrition and baseline equivalence of comparison groups.

The evaluation plan must describe how the project will measure its progress towards meeting each stated objective by providing a table listing the project objectives along with the following information for each objective: (i) type(s) of data collected, (ii) the instrument or protocol to be administered, and (iii) how/when it will be administered.

Up to 10 percent of the requested grant funds can be used for the evaluation and the applicant must identify an external evaluator. “External” means someone not involved with the implementation of the proposed project or activities. The external evaluator may be someone affiliated with a partner institution, but not located in a department directly involved in project operations. The external evaluator may be required to submit a résumé indicating sufficient knowledge and experience in conducting formal evaluations.

Applicants and their evaluators are encouraged to review the *Guide for Reporting on Rigorous Evaluations for the Mathematics and Science Partnerships* ([http://www.ed-msp.net/public\\_documents/document/resource/Guide%20for%20Reporting%20on%20MSP%20Evaluations.pdf](http://www.ed-msp.net/public_documents/document/resource/Guide%20for%20Reporting%20on%20MSP%20Evaluations.pdf)) to become familiar with the process by which the MSP project evaluation will be reviewed and to understand its logic and motivation.

**Dissemination:** Describe how the partnership will spread the word about the project so that the project will contribute to scholarly discourse or may be replicated for other projects.

## E. Application Budget

While the budget is assigned zero (0) points, the budget remains a critical component of the entire application. No application with an incomplete or incorrectly calculated budget will be funded. Budgets must adhere to the approximately \$4,500 or less per teacher expenditure.

The application budget consists of two parts: the budget summary and the Timeline of Activities and Expenditures, which includes a budget narrative. All proposed expenditures for the grant period must be included in the budget summary and itemized in the timeline.

1. A **budget summary** is the financial overview of the project. Each line item of the budget summary corresponds to the individual section totals of the budget narrative (discussed below). Provide the budget summary in the online application Project Budget Summary section.
2. The **Timeline of Activities and Expenditures** should provide clear evidence that the expenditures are appropriate and justified to support the activities of the project. Use the Timeline of Activities and Expenditures template to provide the year one budget narrative. Include the formulas used to calculate the costs for each line item. This narrative must provide clear evidence that the expenditures are appropriate and adequate to complete the project. When finalized, save the Timeline of Activities and Expenditures as an Excel file to be uploaded in the proposal attachments section of the online application (see screenshots on pages 24–26).

## F. Appendices

All appendix items must be scanned as one .pdf document to be uploaded in the proposal attachments section of the online application (see screenshots on pages 24–26).

### Certification Signature Page (SCDECS-101)

Print the Certification Signature Page (located in this RFP) and obtain the appropriate signatures. Note: this form includes the certification of the SCDE's Terms and Conditions and Assurances; therefore, those forms are not required to be included in the applicant's proposal submission. However, please retain the copy included in this RFP for your records and ensure that each signatory has a copy of each document.

By signing the Certification Signature Page, the signatories assure that they will comply with all the terms and conditions and assurances for the program. Applications that do not include the signed Certification Signature Page will not be reviewed or considered for funding.

### GEPA Statement

Follow the instructions included on page 31 of this RFP to create a GEPA statement for the proposed MSP project.

Private School Consultation Form

All applicants for MSP program funds are required to provide evidence that they have held meaningful consultation with officials of private schools in the geographic area to be served on key issues that are relevant to the equitable participation of eligible private school teachers and other education personnel in MSP project activities.

Print and complete the Private School Consultation Form (page 34) and obtain the appropriate signatures.

Partner Identification and Funding Request Form

Complete and include a Partner Identification and Funding Request Form (page 32) for each partner in the proposed project.

Timeline of Activities and Expenditures

Complete and include a Timeline of Activities and Expenditures (see the template included on page 33), showing target dates for activities. See Part II, section D above for instructions on the content required in the timeline.

Indirect Cost Rate Agreement

If the fiscal agent is claiming indirect costs, include a copy of the approved indirect cost rate agreement. Indirect costs are limited to no more than 8 percent.

**G. Reviewer’s Scoring Rubric**

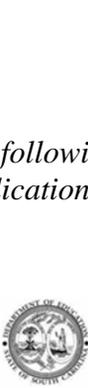
<b>Grant Proposal Narrative</b>	<b>Maximum Points</b>
<b>1. Statement of Need</b>	<b>___/20</b>
The extent to which the application <ul style="list-style-type: none"><li>• demonstrates that a needs assessment was conducted and includes data from <u>one or more</u> of the following:<ol style="list-style-type: none"><li>1. Measures of Academic Progress (MAP) student data for mathematics,</li><li>2. Palmetto Assessment of State Standards (PASS) test data for science and/or mathematics,</li><li>3. South Carolina Report Card results (school ratings and/or student achievement data—HSAP or End of Course);</li></ol></li><li>• describes the methodologies used to collect the baseline needs data;</li><li>• outlines the results of the assessment of professional development needs with respect to the teaching and learning of mathematics and/or science;</li><li>• estimates the number of teachers and the geographic area(s) to be served;</li><li>• connects to the selected focus area; and</li><li>• addresses any competitive priorities the applicant is seeking.</li></ul>	

<b>2. Goals and Objectives</b>	___/25
<p>The extent to which the application</p> <ul style="list-style-type: none"> <li>• describes the impact that the proposed project will have on participating teachers;</li> <li>• presents goals that are clearly stated, reflect the results of the needs assessment, are aligned with the purpose of the MSP program, and address the need(s) identified;</li> <li>• presents objectives that are specific, measurable, achievable, relevant, and time-specific and are written in terms of measurable participant outcomes; and</li> <li>• presents goals and objectives that address each competitive priority identified in the Statement of Need (if applicable).</li> </ul>	
<b>Section 3: Strategies, Activities and Timeline</b>	___/20
<p>The extent to which the application</p> <ul style="list-style-type: none"> <li>• describes the plan for carrying out strategies and activities for attaining the intended project goals and objectives and presents enough detail that a reader could replicate activities;</li> <li>• presents strategies and activities that are driven by scientifically or evidence-based interventions;</li> <li>• presents strategies and activities that are related to the methods/design to be pursued to achieve the goal;</li> <li>• includes evidence that the planned activities will address the identified measurable outcomes; and</li> <li>• includes a Timeline of Activities and Expenditures (as the budget narrative upload) that includes target dates for each activity, when each activity begins and ends, how the activity relates to particular objective(s), who is responsible for overseeing the activity, and the expenditure.</li> </ul>	
<b>Section 4: Management and Sustainability</b>	___/15
<p>The extent to which the application</p> <ul style="list-style-type: none"> <li>• explains the lead institution’s background and qualifications for undertaking and managing the proposed project;</li> <li>• identifies the project director and discusses their qualifications for and role in leading the proposed project;</li> <li>• identifies each partner in the proposed project, their roles and responsibilities related to the project’s goals and objectives, and their designated member of the project management team (PMT);</li> <li>• discusses the role of the PMT in overseeing all phases of the project, including regular meetings;</li> <li>• includes the number and quality of key staff to carry out the proposed project activities and the institutional resources to support the activities; and</li> <li>• describes what each partner will do to sustain the project activities beyond the term of the grant.</li> </ul>	

<b>Section 5: Evaluation and Dissemination Plan</b>	<u>    </u> /20
<p>The extent to which the application</p> <ul style="list-style-type: none"> <li>• includes objectives that measure the impact of project activities;</li> <li>• describes the evaluation design to be used, including a description of the analyses to be employed and the appropriate metrics;</li> <li>• includes measureable objectives demonstrating increased teacher content knowledge of mathematics and science, beyond general teaching or classroom practices;</li> <li>• includes measurable objectives demonstrating changes to instructional practices in mathematics and science or the interconnectedness among science, technology, engineering, and mathematics;</li> <li>• includes measureable objectives for improved student academic achievement on standardized mathematics and science assessments;</li> <li>• discusses how the project will address attrition and baseline equivalence of comparison groups;</li> <li>• provides a table listing the project objectives, the types of data collected, the instrument or protocol to be administered and how/when it will be administered; and</li> <li>• describes how the partnership will spread the word about the project so that the project will contribute to scholarly discourse or may be replicated for other projects.</li> </ul>	
<b>Total Narrative Points</b>	<u>    </u> /100
<b>Budget Narrative submitted in Timeline of Activities and Expenditures</b>	<b>not scored</b>
<p><i>The Budget Narrative should be structured to parallel the Budget Summary.</i></p> <ul style="list-style-type: none"> <li>• The extent to which the resources are adequate for accomplishing the stated objectives and are appropriate for the proposed activities.</li> <li>• The extent to which all costs, particularly those associated with personnel and equipment, are reasonable and appropriate given the nature and scope of the project.</li> <li>• The extent to which the narrative provides clear evidence that the expenditures are appropriate and justified to support the activities in the project.</li> <li>• The extent to which the narrative contains the formulas the applicant used to calculate the cost for each line item.</li> </ul>	
<b>Competitive Priorities (Bonus Points)</b>	<u>    </u> /up to 25
<p><u>Competitive Priority 1</u>—Activities leading to the development and collaboration of</p> <ul style="list-style-type: none"> <li>a. whole school mathematics and/or science content-focused vertical teams <u>and</u></li> <li>b. whole school vertical teams across feeder systems. (5 points)</li> </ul>	<u>    </u> /5
<p><u>Competitive Priority 2</u>—Activities addressing and leading to teacher understanding and application of instructional strategies to close identified student subgroup achievement gaps in mathematics and/or science. (5 points)</p>	<u>    </u> /5
<p><u>Competitive Priority 3</u>—Activities leading to the expansion or development and implementation of coherent, rigorous STEM curriculum. (5 points)</p>	<u>    </u> /5

<p><u>Competitive Priority 4</u>—A partnership includes a school district with a D or F letter grade based on latest available data. (See <a href="http://ed.sc.gov/data/report-cards/2012/index.cfm">http://ed.sc.gov/data/report-cards/2012/index.cfm</a> and <a href="http://ed.sc.gov/agency/lpa/documents/ESEA_Waiver_request-amended_2-12-13.pdf">http://ed.sc.gov/agency/lpa/documents/ESEA Waiver request-amended 2-12-13.pdf</a>.) (5 points)</p>				<p>___/5</p>
<p><u>Competitive Priority 5</u>—Partnership with one or more of the school districts that were plaintiffs in the <i>Abbeville County School District, et al. v. The State of South Carolina, et al.</i> as presented in the table below. (5 points)</p>				<p>___/5</p>
Abbeville County School District	Allendale County School District	Bamberg County School District 1	Bamberg County School District 2	
Barnwell County School District 19	Barnwell County School District 29	Barnwell County School District 45	Berkeley County School District	
Chesterfield County School District	Clarendon County School District 1	Clarendon County School District 2	Clarendon County School District 3	
Dillon County School District 3	*Dillon County School District 4	Florence County School District 1	Florence County School District 2	
Florence County School District 3	Florence County School District 4	Florence County School District 5	Hampton County School District 1	
Hampton County School District 2	Jasper County School District	Laurens County School District 55	Laurens County School District 56	
Lee County School District	Lexington County School District 4	*Marion County School District 10	Marlboro County School District	
McCormick County School District	Orangeburg County School District 3	*Orangeburg County School District 4	*Orangeburg County School District 5	
Saluda County School District	Williamsburg County School District			
<p>*While not named in the lawsuit, these districts consolidated public school districts that were plaintiffs in the suit. Partnerships that include these districts are eligible for points under competitive priority 5.</p>				
<p><b>Total Number of Points</b></p>				<p>___/up to 125</p>

**Reviewer comments to improve the application:**



**SOUTH CAROLINA**  
STATE DEPARTMENT  
OF EDUCATION

**Mathematics and Science Partnerships Program (MSP)  
Electronic Education Grant Submission**

Lead Institution (Primary Applicant)

Applicant Type:

Name of Applicant:

Street Address:

City:  State:  Zip Code:

DUNS#:  TIN:

Descriptive Title of Applicant's Project:

Authorized Official Information

Title:  Dr.  Mr.  Mrs.  Ms.

First Name:  Last Name:

Position:

Address:

City:  State:  Zip Code:

Preferred Phone:  Alternate Phone:

E-Mail:  Fax:

Financial Official Information

Title:  Dr.  Mr.  Mrs.  Ms.

First Name:  Last Name:

Position:

Address:

City:  State:  Zip Code:

Preferred Phone:  Alternate Phone:

E-Mail:  Fax:

## Project Director Information

Name and contact information of person to oversee and direct the project.

Title:  Dr.  Mr.  Mrs.  Ms.

First Name:  Last Name:

Position:

Organization:

Address:

City:  State:  Zip Code:

Preferred Phone:  Alternate Phone:

E-Mail:  Fax:

## Key Partner Information (Partnering Applicants)

Select the number of key partners and provide information for each. If you have more than five key partners, list the 5 most involved partners.

Number of Key Partners:  1  2  3  4  5 

Other

1. Partner Organization Name:

Type of Organization:  IHE  School District  Non-Profit  
 Private School  Business  For-Profit

Select Type of Department:  Science  Technology  Engineering  Math

## Program Information

Provide information concerning your proposed program.

Program start date:    Program end date:

Has applicant ever received an MSP grant?  Yes  No  Don't Know

Dates Awarded:  2007-08  2008-09  2009-10  2010-11  2011-12  2012-13

Focus Area to be addressed:  Focus Area 1  Focus Area 2 Focus Area 1 Subject:  Math  Science  Both

Total number of teachers to be served:

Number of math teachers:  Number of science teachers:

Activities to be addressed:  Opportunities for ongoing professional development that leads to improved content knowledge.   
 Operate mathematics and/or science summer workshops or institutes.  
 Promote ongoing teacher learning through instructional coaching or other professional development strategies.  
 Promote data-driven assessment of student learning.  
 Establish distance-learning programs for mathematics and/or sciences teachers.  
 Training mathematics and/or sciences teachers to encourage underrepresented youth to pursue postsecondary degrees.  
 Operate programs to include teacher contact with working scientists, mathematicians, and engineers.  
 Recruit mathematics, engineering, and sciences majors to become teachers.  
 Develop or redesign more rigorous mathematics and/or science curricula.  
 Design programs to identify and develop exemplary mathematics and/or science teachers in K-3 classrooms.

## Competitive Priorities

Select the priorities that your program will address.

Competitive Priority 1:  Yes  No

Competitive Priority 2:  Yes  No

Competitive Priority 3:  Yes  No

Competitive Priority 4:  Yes  No

Competitive Priority 5:  Yes  No

For Competitive Priority 5 select all district partners:

<input type="checkbox"/> Abbeville	<input type="checkbox"/> Allendale	<input type="checkbox"/> Bamberg 1	<input type="checkbox"/> Bamberg 2	<input type="checkbox"/> Barnwell 19
<input type="checkbox"/> Barnwell 29	<input type="checkbox"/> Barnwell 45	<input type="checkbox"/> Berkeley	<input type="checkbox"/> Chesterfield	<input type="checkbox"/> Clarendon 1
<input type="checkbox"/> Clarendon 2	<input type="checkbox"/> Clarendon 3	<input type="checkbox"/> Dillon 3	<input type="checkbox"/> Dillon 4	<input type="checkbox"/> Florence 1
<input type="checkbox"/> Florence 2	<input type="checkbox"/> Florence 3	<input type="checkbox"/> Florence 4	<input type="checkbox"/> Florence 5	<input type="checkbox"/> Hampton 1
<input type="checkbox"/> Hampton 2	<input type="checkbox"/> Jasper	<input type="checkbox"/> Laurens 55	<input type="checkbox"/> Laurens 56	<input type="checkbox"/> Lee
<input type="checkbox"/> Lexington 4	<input type="checkbox"/> Marion 10	<input type="checkbox"/> Marlboro	<input type="checkbox"/> McCormick	<input type="checkbox"/> Orangeburg 3
<input type="checkbox"/> Orangeburg 4	<input type="checkbox"/> Orangeburg 5	<input type="checkbox"/> Saluda	<input type="checkbox"/> Williamsburg	

## Funding Information

Total Project Cost:



Amount Requested for Year 1:

## Budget Summary

### Section A - Budget Summary (Funds Requested Only)

Salaries (100)

Employee Benefits (200)

Purchased Services (300)

Supplies and Materials (400)

Other Objects (600)

**Total Direct Costs**

Indirect Costs (700)

**Total Costs**



### Indirect Cost Rate Agreement (If applicable. To be completed by financial officer.)

Rate Provided by the cognizant agency or the SCDE:



Years Effective:

## Proposal Attachments

### Program Summary/Abstract

Attach Program Summary/Abstract:



### Proposal Narrative

Attach Proposal Narrative:



### Timeline of Activities and Expenditures

Attach Timeline of Activities and Expenditures:



### Appendices

Attach Appendices:





**Assurances**

**Assurances**

*For informational purposes only*

*The applicant certifies to abide by the SCDE Assurances by signing and submitting the Certification Signature Page (SCDESC-101).*

As the duly authorized representative of \_\_\_\_\_ ,  
I certify that this applicant (Please print or type name of applicant.)

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Has reviewed the memo regarding “Guidelines for Retaining Documentation to Support Expenditure Claims,” available at [http://ed.sc.gov/agency/as/documents/Guidelines\\_RetainingDocToSupportExpenditureClaims.pdf](http://ed.sc.gov/agency/as/documents/Guidelines_RetainingDocToSupportExpenditureClaims.pdf), and will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives.  
The applicant’s accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.  
The applicant will also comply with the Office of Management and Budget 2 CFR Part 230 “Cost Principles for Non-Profit Organizations,” 2 CFR Part 225 “Cost Principles for State, Local, and Indian Tribal Governments,” or 2 CFR Part 220 “Cost Principals for Educational Institutions” consistent with the approved budget by maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records according to the type of entity.
- C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant’s accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- D. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2012)).
- G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2012)) if the amount of this award is \$50,000 or more.
- H. With regard to federally funded grants, will provide information to the SCDE, as requested, regarding the reporting requirements of the Federal Funding Accountability and Transparency Act (FFATA), which requires the SCDE to file a FFATA sub-award report by the end of the month following the month in which it awards any sub-grant equal to or greater than \$25,000.  
With regard to federally funded grants, will comply with 2 CFR Part 25 and register and receive a Dun & Bradstreet Data Universal Numbering System (DUNS) number.



**Terms and Conditions**

(Page 1 of 2)

*For informational purposes only*

*The applicant certifies to abide by the SCDE Terms and Conditions by signing and submitting the Certification Signature Page (SCDESC-101).*

- A. **Completeness of Proposal.** All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Non-Awards/Termination.** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. With regard to federally funded grants, if the SCDE rejects an application, the applicant has a right to request a hearing, as provided by 34 CFR Part 76.401, if it alleges the SCDE's actions violate a state or federal statute or regulation by (1) disapproving of or failing to approve the application or project, in whole or in part, or (2) failing to provide funds in amounts in accordance with the requirements of statutes and regulations.
- After it has been awarded, the SCDE may terminate a grant, by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal. Federal grants will be terminated in accordance with 34 CFR Part 80.43 or 34 CFR Part 74.61.
- Upon the termination of a grant awarded under a federal program, the grantee shall have a right to a hearing as set forth in 34 CFR Part 76.783. The Grantee must notify the SCDE of its request for a hearing within 30 days of receiving written notice of the termination. If a hearing is requested, the SCDE will conduct the hearing in accordance to the procedures outlined in 34 CFR Part 76.401(d)(2)–(7).
- C. **Travel Costs.** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration ([www.gsa.gov](http://www.gsa.gov)) regulations for lodging. Meals and incidentals are limited by State budget proviso, currently not to exceed \$25 per day for in-state travel and \$32 for out-of-state travel. Mileage reimbursement follows the current Office of Comptroller General instructions, which is consistent with the published IRS rates.
- D. **Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.
- E. **Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. **Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the project plan and approved budget and budget narrative.
- G. **Copyright.** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. **Documentation.** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. **Reports.** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.
- J. **Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the



**Terms and Conditions**

(Page 2 of 2)

*For informational purposes only*

*The applicant certifies to abide by the SCDE Terms and Conditions by signing and submitting the Certification Signature Page (SCDESC-101).*

- Applicant and/or any of its principals, subgrantees, or subcontractors
  - are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency;
  - have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and
  - are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
- Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

**K. Audits**

- Entities expending \$500,000 or more in federal awards:  
Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
- Entities expending less than \$500,000 in federal awards:  
Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

**L. Records.** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant, unless informed otherwise.

**M. Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case the SCDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SCDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SCDE.

**N. Amendments to Grants.** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.



**SOUTH CAROLINA  
STATE DEPARTMENT  
OF EDUCATION**

Mathematics and Science Partnership Program  
Competitive Grant 2013–14

**Budget Summary Form**

**Certification Signature Page SCDECS-101**

**Certification**       I Agree

I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant’s governing body has duly authorized this application and documentation, and the applicant will comply with the Program Specific Assurances (if applicable) and the SCDE Assurances and Terms and Conditions if the grant is awarded. The applicant is registered and current (active) on the federal System for Award Management (SAM) at [www.sam.gov](http://www.sam.gov) (formerly CCR.gov).

**Authorized Official** (should be CEO of organization or superintendent of district)

Name:	
Position:	E-mail:
Telephone:	Fax:

Signature of Authorized Official:	Signature of Financial Official:
Date Signed:	Date Signed:



### **GEPA: Notice to All Applicants**

The purpose of this enclosure is to inform you about a new provision in the U.S. Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the federally funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course might indicate how it intends to conduct "outreach" efforts to girls to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.



**Partner Identification and Funding Request Form**

Name of Applicant: \_\_\_\_\_

Name of Project: \_\_\_\_\_

Include a Partnership Identification Form for each partner institution/organization.

Name of Partner Institution	_____
Type of Institution/Organization	_____
Primary Contact Information	
Name	_____
Title	_____
Complete Address	_____
Telephone	_____ Fax _____
E-mail	_____

Please describe the services and responsibilities of this partner in implementing the proposed grant project.

On the form below, list only the funding this partner will receive from the grant.

Direct Cost Requested for Partner	YEAR 1	YEAR 2	YEAR 3	TOTAL
1. Salaries & Wages (Professional and Clerical)				\$
2. Employee Benefits				
3. Travel In State				
4. Travel Out of State				
5. Materials and Supplies				
6. Consultants and Contracts				
7. Teacher Stipends				
8. Equipment (Purchase)				
9. Other (Equipment Rental, Printing, etc.)				
<b>Total Funding to Partner From Grant</b>				

By signing below, I authorize this agency to participate in this grant program, and I certify that the agency is committed to completing the services described above and will apply the funds outlined in the budget above to these services.

\_\_\_\_\_  
 Signature of Authorized Official

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Printed Name of Authorized Official



**Timeline of Activities and Expenditures**

(add rows as needed)

Month—Include Specific Dates if Known	Related Objective and Goal	Activity to Achieve Objective	Evidence that Proves Activity Has Been Completed OR Data to be Collected from Activity	Persons/Agency Responsible	Number of Teachers to be Served	Cost/Expenditure	Budget Categories—Parallel the Categories of the Budget Summary					Budget Narrative	***Date by Which Expenditure Is Paid
							100	200	300	400	500		
						\$ 0.00							

**Monthly Total**

\$0.00

						\$ 0.00							
--	--	--	--	--	--	---------	--	--	--	--	--	--	--

**Monthly Total**

\$0.00

**Total Direct Cost**

\$ 0.00

**Total Indirect Cost**

Indirect rate

≤8%

\$0.00

**Total Cost of the Project**

\$ 0.00



**Private School Consultation Form**

The *Elementary and Secondary Education Act (ESEA)*, as reauthorized by the *No Child Left Behind Act (NCLB)* of 2001, requires that public school districts receiving financial assistance under the Title II, Part B, Mathematics and Science Partnerships program (MSP) provide equitable services to eligible private school teachers and administrators (ESEA §9501(b)(1)(B)).

To comply, public school districts are required to engage in timely and meaningful consultation with appropriate private school officials about the provision of program services to private school teachers. This consultation must occur during the design and development of the proposed program before any decision is made that impacts the opportunities for participation of private school teachers and throughout the design, development, implementation, and assessment of the program services. The quality of the consultative process will likely have an effect on the quality of services to private school teachers. (Authority: ESEA §9501(c)(3) and (4)) Applicants must assure that they contacted private schools in the project area and that teachers in those private schools were given the same opportunity to participate as teachers in public schools.

Complete the following related to the involvement of eligible private school teachers in the proposed Title II, Part B MSP grant activities.

- There are no private schools located within the boundaries of the school district or, in the case of an institution of higher education (IHE), within the boundaries of the proposed project service area. If you check this box, you do not need to complete the remainder of the form. (Signature below is required.)
- There are private schools located within the attendance boundaries of the school district(s) proposed to be served by this project (listed below). These private schools were consulted (methods listed below) prior to the development of the MSP application.

Private school(s) within the attendance boundaries of the school(s) proposed to be served by this project:

Name of Private School	Name and Title of Person Contacted	Date of Contact	Method of Contact (e.g., in person, phone, e-mail, other)	To Receive Services? (Yes or No*)

\*If no, please provide a brief explanation.

\_\_\_\_\_  
Signature of Applicant’s Authorized Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Private School Representative

\_\_\_\_\_  
Date