

**South Dakota**  
No Child Left Behind Act of 2001, Title II, Part A  
Improving Teacher Quality State Grants

**FY 11 Request for Proposals:**  
**Professional Development for Teachers**

## **I. Purpose of the Competitive Subgrants Program**

South Dakota's state agency for higher education, the Board of Regents, administers a portion of Title II, Part A funds to make competitive subgrants to eligible partnerships.

Through this request for proposals (RFP), the Board of Regents solicits partnership applications for funds to provide professional development opportunities for middle and high school teachers from high-need school districts. Such opportunities are to be rigorous, current, and effective and specifically designed to produce high quality instruction for all students regardless of ethnicity or family financial circumstances. Proposals that clearly and specifically focus on the identified funding priorities are strongly encouraged and will be significantly weighted in the evaluation of proposals.

Only proposals from eligible partnerships may be funded. Eligible partnerships include a College of Arts & Sciences, a College of Education, and a high need school district. Partners must collaborate in planning and developing the project. See Section 5 (page 4 of this RFP) for partnership qualifications and expectations.

All references to "students" throughout this RFP mean students in grades 6-12 unless otherwise stated. The RFP specifically includes students who are members of minority ethnic groups, students whose families are financially disadvantaged, and students whose parents/guardians did not attend college.

## **II. Available Funds & Maximum Award**

Approximately \$300,000 is available to support grants during this competition. Approximately six awards for up to \$50,000 each will be made for the project duration.

## **III. Project Duration**

The duration of the project is from April 1, 2011 to September 30, 2012. Proposals for projects that emphasize systemic and sustained professional development over multiple years (no more than three years total) will be accepted; however, proposals must be resubmitted each year and no preference is given for prior experience. Funding in subsequent years depends on demonstration that participating teachers sufficiently improved curriculum and instruction consistent with the purpose of the program.

## **IV. Focus, Funding Priorities, Participants**

### **A. Focus: Professional Development for Teachers**

Consistent with the purpose, priorities, and evaluation criteria in this RFP, awards of *Improving Teacher Quality State Grants* funds will be made to support professional development activities that improve and increase student knowledge and lead to high quality instruction. Proposals should be for professional development activities to ensure that:

First: Teachers (and school administrators) have the depth of content knowledge needed to provide high quality instruction.

Second: Teachers and administrators can use challenging South Dakota content standards, achievement standards, and assessments to improve instructional practices and student achievement consistent with the purpose of providing rigorous, quality instruction.

The primary goal should be to provide the teachers with the depth of content knowledge necessary for high quality instruction in a college preparatory sequence.

#### **B. Priorities for FY11**

Proposals that clearly support the South Dakota Department of Education's priorities are strongly encouraged and will be significantly weighted in the evaluation of proposals:

**South Dakota Counts**: Projects that extend this current South Dakota Department of Education mathematics initiative to the middle- and/or high-school level for participating high-need districts.

**Interdisciplinary Partnerships**: Professional development to provide rigorous math and science content instruction for school teams, particularly those involving math and science teachers, career and technical educators, and special educators.

**Data Based Decisions to Improve Student Achievement**: Projects that include partnerships with district(s) that utilize multiple data elements to develop an action plan that addresses a need of the district(s).

#### **C. Participants: Teachers**

Projects must be designed for persons who will be teaching grades 6-12 in South Dakota in 2010-2011. Elementary teachers may also participate if their involvement is critical to bridging instruction between schools. Highly qualified paraprofessionals *who have the necessary content background* may also participate.

Priority for participation in the program must be given to teachers employed in public or private schools in South Dakota. Out-of-state teachers may attend on a space-available basis, but no stipends or reimbursements may be provided.

#### **D. Participants: Administrators**

Administrators who are knowledgeable about course content, state standards, and approaches to teaching and assessing student achievement are more likely to provide the leadership and commitment needed to ensure high quality instruction in a college preparatory sequence. Principals, assistant principals, curriculum directors, department heads, and superintendents are encouraged to participate. The focus of the activities, though, must be content (and not supervision of teachers, employee relations, budgeting, etc.).

Where a principal or assistant principal participates in at least three-quarters of the activities of a project, an award of not more than \$500 to the administrator's school can be included in the budget to support specifically identified and described follow-up activities that support the project and are consistent with the purpose of the program. Grant funds may not be used for more than one such award per school. Administrator awards must be identified and described in the budget explanation pages.

#### **E. Number of Educator Participants**

Projects should include at least twenty educator participants, including teachers, administrators, and highly qualified paraprofessionals who will be employed as such in 2011-2012. This number cannot include university or college students.

Proposers should keep in mind that the external reviewers are likely to consider the cost (grant funds) per participant. Proposals should clearly state the expected number of teachers, administrators, and highly qualified paraprofessionals from the high need partner. Small percentages of participants from the high need partner will raise questions about the existence of a genuine partnership. The estimated number of participants is to be provided using Appendix 4.

## F. Curricula and Teaching Methods

The SD Department of Education encourages the use of research-based curricula approved by the National Science Foundation and U.S. Department of Education. Examples and resources are provided on the South Dakota Board of Regents web site: <http://www.sdbor.edu/grants/nclb/>.

Proposals should describe the approach or approaches that will be used to teach the content. Proposers are encouraged to select and demonstrate teaching strategies that have been shown to be effective by empirical analyses and that may be used by teachers in their own classrooms. The proposed professional development is expected to be consistent with the No Child Left Behind criteria for high quality professional development.

## V. Eligible Partnership

### A. Identification of Partners

**Projects cannot be funded unless there is an eligible partnership.** The proposal should immediately establish and document that each of the partners—the College of Education and College of Arts & Sciences faculty, as well as the high-need local education agency(ies)—meets the partnership requirements.

The following Sections and definitions are taken from the No Child Left Behind Act of 2001, Title II Part A, accessible at this link: <http://www.ed.gov/policy/elsec/leg/esea02/index.html>

From Section 2131:

(1) ELIGIBLE PARTNERSHIP- The term 'eligible partnership' means an entity that —

(A) shall include —

(i) a private or State institution of higher education and the division of the institution that prepares teachers and principals;

(ii) a school of arts and sciences; AND

(iii) a high-need local educational agency

(A)(i) that serves not fewer than 10,000 children from families with incomes below the poverty line;

OR

(ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line;

AND

(B)(i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach;

OR

(ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

(B) may include another local educational agency, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such

an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a prekindergarten program, a teacher organization, a principal organization, or a business.

Documentation of a high-need local education agency must include:

- A. Number of children (A)(i) – Not relevant (no South Dakota district meets this criterion)

OR

Percentage of children from families below poverty line (A)(ii) - LEA poverty rates referenced in the definition of high-need LEA can be accessed on the U.S. Department of Education Web site at the following address:

These poverty rates are available for LEAs that are included in the National Center for Education Statistics (NCES) Common Core of Data (CCD). An LEA not included in the CCD (e.g., a Bureau of Indian Affairs school) must provide other data, such as the adjusted poverty data that the State used to make its Title I allocations, to demonstrate its eligibility. A list of eligible districts is attached. Poverty rates can be calculated for any public school district by dividing the figure in the sixth column (relevant age 5-17 families in poverty) by the figure in the fifth column (relevant age 5-7 families) at the following website for the most recent year: <http://www.census.gov/did/www/saipe/district.html>

AND

- B. High percentage of teachers not teaching in the academic subjects or grade levels for which they were trained to teach (B)(i)

High percentage of teachers with emergency, provisional, or temporary certification or licensing (B)(ii)

**The SD Department of Education has determined that no school district in South Dakota meets criteria B. As an alternative, an Administrator from the high need LEA must document in a letter other indicators of need, including school improvement status; difficulty recruiting and/or retaining teachers, or student achievement indicators.** The letter must be provided as an Appendix and is included in the 25-page limit.

#### **B. Cooperative Planning by the Institution of Higher Education (IHE) and High Need Partners**

The high need partner is to be a significant and sustained partner in the development and implementation of the proposed project and to provide a significant proportion of the participating teachers. It is expected that IHE arts & sciences faculty, IHE teacher education faculty, and partner administrators and teachers will be involved in the planning and development of the proposal. The proposal should carefully document the involvement of administrators and teachers from the high need partner in the development and expected implementation of the proposed project. **A simple letter of support from an administrator is not sufficient to establish the existence of a genuine eligible partnership.**

## **VI. Additional Project Requirements**

The following requirements apply to all proposals and are in addition to the items described above. Proposals that do not meet these requirements will not be considered.

**A. Supported by Scientifically Based Research**

Proposals must provide an explanation of the scientifically—based research foundation for the requested professional development activities. The U.S. Department of Education’s Non-Regulatory Guidance document is currently being updated and will be available at this URL: <http://www.ed.gov/programs/teacherqual/guidance.doc>

**B. Sustained, Intensive, and High Quality**

The professional development must involve a minimum of 15 contact hours (sufficient for one semester credit hour) and include at least one follow-up session with the teacher(s) during the school year after they have implemented in their classroom(s) the content and pedagogy learned in the project activities.

**C. Availability of College or Continuing Education Credit for Participants**

Proposed projects are expected to provide an opportunity for participating teachers to obtain college or university credit. However, credit must be an opportunity and not a requirement. Teachers and administrators must be able to attend project activities at no cost and for no credit if they so choose. Participants who wish to receive credits are responsible for tuition and fees as described in Section D below.

Any IHE from which participants may receive credit must complete the certification of approval for academic credit (Appendix 6).

**D. Permitted Tuition Rate**

If instructor costs are paid with grant funds, the IHE granting the credit may only charge participants an externally supported course fee in lieu of the regular tuition rate. Federal guidelines **prohibit** institutions from charging full tuition when grant funds are used to pay the instructor(s).

Board of Regents universities: An externally-supported tuition rate is approved annually by the Board of Regents, generally at the March meeting.

**E. Evaluation Plan**

Proposals must include a plan for a rigorous and comprehensive evaluation that is clearly related to the program purpose and priority and to the specific objectives of the project.

All projects must include in their budgets resources for data collection and external evaluation . Amounts for evaluation in one-year proposals may not exceed \$1,000. Multi-year proposals may include up to \$2,000 for the first year, due to increased expectations for evaluation. Approval of an evaluation budget greater than \$1,000 does not imply approval for second or third year funding.

The evaluation plan must include:

- An evaluation of the increase in the participants’ knowledge of content.
- Completion of participant data surveys to be supplied by the Administrator.
- Participant evaluation forms to be given to the participants during the last follow-up session and mailed by the participants to the external evaluator for inclusion in the evaluation report.
- On-site visit by an independent evaluator not employed by any of the partner entities involved in the grant.
- An evaluation report by the independent evaluator that includes a brief description of the site visit, a description of the content learned by the participants, an assessment of whether the project made significant contributions to high quality instruction, and a summary of the participants’ evaluations.

## VII. Administrative and Financial Requirements

### A. Stipends for Teachers, Highly Qualified Paraprofessionals, and Administrators Only

A direct stipend to participants of up to \$90 per day for full-time project activity on the project site (prorated for partial days) is allowable from grant funds. Only grades 6-12 teachers, administrators, and highly qualified paraprofessionals employed in public or private schools in South Dakota may receive stipends from grant funds. Stipends may be paid to elementary school teachers who are critical to a district's effort to bridge instruction between elementary and middle school.

### B. Restrictions on the Use of Grant Funds

Awards are subject to the following provisions:

- The maximum award is \$50,000 per project per year. No more than 8% of the total project costs can be recovered by the fiscal agent as indirect costs. Project funding levels are subject to negotiation.
- Compensation should be included for individuals who will be significantly engaged in the development and implementation of project activities. The rate of compensation for project staff may not exceed their regular rate of compensation.
- All projects must comply with Section 2132(c) of the No Child Left Behind Act of 2001, the "special rule." The law requires that no single participant in an eligible partnership, (i.e., no single high-need LEA, no single IHE and its division that prepares teachers and principals, no single school of arts and sciences, and no single other partner), may receive more than 50 percent of the subgrant. The provision does not focus on which partner receives the funds, but which partner directly benefits from them. A "special rule" budget (Appendix 5C) will be required of all funded projects. **Project budgets are to be consistent with the special rule and an application is a commitment from all partners to adhere to the special rule and maintain relevant documentation.**
- Funds requested to defray the costs of room, board, and travel from home to the project site for project instructors and other essential staff should be clearly justified. The qualifications of such persons and the lack of locally available persons with the required knowledge of content should be explained.
- Any grant funds requested to defray the costs of room, board, and travel from home to the project site for participating teachers and administrators require special justification.
- **Lodging and per diem will be reimbursed at State rates for ALL grantees** as provided in Administrative Rules, Title 5, Article 5:01:  
<http://legis.state.sd.us/rules/DisplayRule.aspx?Rule=05:01:02:14>.
- Instructional supplies (calculators, etc.) and software purchased with grant funds are to be for the use of participating teachers of grades 6-12 in their classrooms during the school year and are NOT to be retained by an IHE or other non-partner. An exception may be made for equipment that is to be retained by an IHE and checked out to participating school districts. Supplies should be specifically justified in terms of the purpose of the program.
- Where a principal (or assistant principal) participates in at three-quarters of the activities of a project, an award of not more than \$500 to the administrator's school can be included in the budget to support specifically identified and described follow-up activities that support the project and are consistent with the purpose of the program. Grant funds may not be used for

more than one such award per school. An explanation must be included in the budget explanation pages.

- Grant funds may not be used for stipend amounts over \$90 per teacher per day of the workshop. Thus, the amount must be prorated if activities are for less than an entire day.
- Grant funds may not be used to pay stipends to college or university students.
- Grant funds may not be used for room, board, or travel for university students who are not currently teachers, administrators, or highly qualified paraprofessionals.
- Grant funds may not be used to pay for tuition or fees for college or university credit or continuing education units. Participants are responsible for any tuition and fees.
- Grant funds may not be used for the development or maintenance of project web sites.
- Grant funds may not be used to finance capital expenditures or office equipment.
- Grant funds may not be used to support faculty research.
- The required institution of higher education (IHE) partner must serve as the fiscal agent.
- All requests for payment and financial reports must be submitted by the grantee's business office or appropriate fiscal agent.
- **The deadline for expending funds is June 30, 2012. Final invoices must be submitted by August 31, 2012.**

#### **C. Commitment to Submit Project Reports**

An application is a commitment on the part of the principal investigator to submit all required project reports. An interim report that includes the participant survey data must be filed with the Administrator by November 1, 2011. A final written project report with project narrative and evaluation data must be filed by September 30, 2012.

#### **D. Requests for Reimbursement**

Applicants acknowledge and agree to the following requirements for reimbursements:

- The IHE serving as the fiscal agent is to request reimbursement on a monthly or quarterly basis to the Board of Regents office.
- It may be most efficient for universities to submit only two invoices: Sept. 5th (after the first year's summer workshop, when most of the funds will have been expended) and September 5th of the following year (to capture any corrections or ongoing academic year expenses)
- The minimum reimbursement request is \$1,000. There is no minimum final reimbursement request.

**Suggested billing schedule and minimums:**

<u>Quarter</u>	<u>Months</u>	<u>Billing Date*</u>	<u>Minimum Amount</u>
First	June – Aug	Sept 5th	\$1,000
Second	Sept – Nov	Dec 5th	\$1,000
Third	Dec – Feb	Mar 5th	\$1,000
Fourth	Mar – May	June 5th	\$1,000
FINAL	through June 30	September 5th	Balance

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## VIII. Proposal Format and Components

This section provides instructions on drafting and assembling the proposal. It does not modify or replace any earlier section of this RFP.

### A. Format and Length

- Proposals should be single sided, double spaced, font size 10-12, pages numbered.
- **Project description may use up to 15 pages of text.**
- The total length of a proposal, including appendices and letters of support, **must not exceed 25 pages**. No other supporting documents, such as videos, may be included.

### B. Components

1. **Cover Page** (see RFP Appendix 1)
2. **Project Summary** (Appendix 2)
3. **Project Description**: maximum 15 double-spaced pages; font size between 10-12

Project Description should include address the following areas:

#### i. Existence of an Eligible Partnership

Refer to Section V above on eligible partnership, the letter to be included, and the documentation required. A letter of support from the high need partner is not sufficient to establish the existence of an eligible partnership or to demonstrate cooperative development of the proposal. The letter needs to document the partner's eligibility.

#### ii. Purpose, Priorities & Proposed Activities

Carefully respond to the purpose of the program and to the priorities as described above.

Provide details of the activities, including possible field-based or follow-up activities, along with a scientifically based research foundation. Project activities may include but are not limited to summer institutes, weekend classes, or courses scheduled during regular school terms. Project activities should clearly support the purpose of the program and be explained in terms of the funding priorities. Instructional technology is secondary and should clearly support high quality instruction.

This section should be given primary consideration in preparing the proposal and should be as specific and detailed as possible. Include a description of any follow-up visits that

will be made in this section. Remember the federal requirement that there must be scientifically—based research for the principal components of the project.

**iii. Involvement of College of Arts & Sciences and College of Education Faculty**

Describe the involvement of both IHE partners. Significant and sustained involvement by faculty in both colleges is expected. Cooperation should be real and not simply a surface effort to comply with a federal requirement.

**iv. Project Faculty and Other Staff**

Clearly identify project faculty and other staff. Provide brief biographical information about each person to be compensated with grant funds.

Describe the responsibilities of each person to be compensated with grant funds. It should be easy to determine who will be teaching the participants and who is involved only in development, planning, supervision, etc.

**v. Plans to Inform Teachers**

Describe plans to invite and involve teachers who are members of historically underserved and underrepresented segments of society and teachers whose students are members of such groups.

**vi. Evaluation Plan**

See Section VI.E above on the evaluation plan.

4. **Assurances** (Appendix 3)
5. **Number of Participating Teachers & Geographic Areas** (Appendix 4)
6. **Proposal Budget** (Appendix 5A)
7. **Budget Explanation** page (Appendix 5B).

The categories and data in the budget explanation must be consistent with those on the budget form. The direct costs of the project should be reasonable with respect to the tasks proposed. All grant funds requested must be documented and justified.

Cost sharing is not required but it strengthens a proposal. Where it is available, provide information on eligible cost sharing by the IHE partner, the high need partner, and other partners in detail. Eligible contributions to cost sharing include categories that would be eligible for Title II funding; for example, instructional salaries and supplies are eligible, whereas capital expenditures and office equipment are not.

If the project is dependent on funds from other sources, identify all other sources and the amount expected from each on the budget form. Provide evidence of the commitment of those funds.

8. **Certification of Workshop Approval for Academic Credit** (Appendix 6)
9. **Letter from appropriate administrator** establishing that the school district partner meets the “high need” criteria (see RFP)
10. **Bibliography of Pertinent Literature**

Include citations of major pertinent literature that support statements in the grant proposal (including the scientifically based foundation for the project).

11. **Attachments** (limited to what is necessary to understand the proposal)

## **IX. Selection of Applications for Funding**

### **A. External Review**

An external review panel will evaluate each complete proposal. Reviewers will be knowledgeable about grades 6-12 instruction and curriculum standards. The reviewers will make recommendations to the Administrator who will prepare a recommendation to the Executive Director of the South Dakota Board of Regents. The Executive Director, acting on behalf of the Board of Regents, will accept, modify, or reject the recommendations of the evaluation team.

All applicants will be notified in writing of the Board's decisions. Applicants whose proposals were not funded may request information from the Administrator regarding the response of the evaluation team to their proposal.

### **B. Evaluation Criteria**

#### **Quality of the Partnership (25%)**

The letter from the administrator at the partnering high need school district documents the district's high need status (20% poverty rate and a high # or % of teachers who are marginally qualified or teaching outside of their major; or other challenges the district faces in meeting the highly qualified requirement), as well as the district's commitment to engaging in the proposed professional development. (10 points)

There is evidence that the IHE partners and representatives\* from the high need school district partner worked together to assess the district's needs for professional development and develop a plan for addressing these needs. (10 points) (as opposed to, "If I build it, they will come.") \*Involvement of both teachers and administrators is ideal.

The proposal represents a true partnership between colleagues in Arts & Sciences and Education (or, the college that prepares content majors and the college that prepares teachers) that focuses on quality in both content and pedagogy. (10 points)

#### **Quality of the proposed professional development (30%)**

Evidence that professional development addresses content standards. (10 points)

Evidence that professional development is research-based. (10 points)

The professional development has been appropriately designed to serve twenty or more eligible participants. (5 points)

The professional development activity includes at least 15 contact hours and credit is available (but not required) for participants. (5 points)

#### **Capability (30%)**

The PIs and personnel have the capabilities to address the proposed needs. (10 points)

The methods chosen to address the needs are appropriate. (10 points)

The budget appears to be sufficient and distributed equitably between the partners. (10)

**Evaluation Plan (10%)**

The evaluation plan measures impact of the professional development upon identified needs and includes an objective assessment by a qualified external evaluator. (10 points)

If the project is a continuation, evidence that interim and performance reports were submitted on time as required, and demonstrated a positive impact. (tie-breaker)

**Geographic Distribution or Service to All Geographic Areas (administrative decision)**

The geographic areas of the participating schools should be provided in Appendix 4. While proposals are merit-based, the Administrator is responsible for ensuring appropriate geographical distributions of funded projects as indicated in Section 2132(b) of the No Child Left Behind Act of 2001, Title II Part A:

- (b) DISTRIBUTION- The State agency for higher education shall ensure that —
- (1) such subgrants are equitably distributed by geographic area within a State; or
- (2) eligible partnerships in all geographic areas within the State are served through the subgrants.

**X. Submission, Due Date, Program Calendar**

**Proposals must be received by 5:00 p.m. (proposer’s time) on February 1, 2011. Proposals that are late, incomplete, or do not include an eligible partnership will not be considered.**

Proposals and required attachments should be submitted electronically by your sponsored programs officer (or the official who is authorized to submit proposals on behalf of the university) to the Title II Part A NCLB Partnership Grants Administrator, Dr. Gary Johnson ([Gary.Johnson@sdbor.edu](mailto:Gary.Johnson@sdbor.edu)).

For technical assistance related to the RFP or US Department of Education regulations, please contact Sharon Hemmingson, Title II Part A NCLB Partnership Grant Manager: [sharon.hemmingson@bhsu.edu](mailto:sharon.hemmingson@bhsu.edu); 605-642-6371.

**Program Calendar**

<b>Request for proposals published</b>	<b>November 18, 2010</b>
<b>Deadline for submission of proposals</b>	<b>February 1, 2011</b>
<b>Announcements of decisions</b>	<b>Mid March, 2011</b>
<b>Deadline project interim reports</b>	<b>November 1, 2011</b>
<b><u>Deadline for spending awarded budget</u></b>	<b><u>June 30, 2012</u></b>
<b>Deadline for final invoice</b>	<b>September 5, 2012</b>
<b>Deadline for project final reports &amp; evaluator reports</b>	<b>September 30, 2012</b>

**APPENDIX 1**  
**Proposal to the South Dakota Board of Regents**  
No Child Left Behind Act, Title II-A  
Competitive Subgrants to Eligible Partnerships  
Cover Page

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Name of Submitting Organization to Which Award Should be Made  
(Include Branch/Campus/Other Components)

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Address of Organization (Include Zip Code)

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Title of Proposed Project

---

Requested Amount

---

Proposed Duration

---

Desired Starting Date

---

PI/PD Department

---

PI/PD Organization

---

PI/PD Phone No.

---

PI/PD Name

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Signature

---

E-mail address

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Additional PI/PD

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E-mail address

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Additional PI/PD

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E-mail address

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Principal Investigator/Project Director

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Authorized Organizational Representative

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Name

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Name

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Signature

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Signature

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Title

---

Title

---

Date

---

Telephone #

---

Date

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Telephone #

**By signing above, we agree to accept the assurances listed in Appendix 3.**

**APPENDIX 2**

**BOARD OF REGENTS**

**PROJECT SUMMARY**

**FOR BOR USE ONLY**

<b>FOR BOR USE ONLY</b>			
<b>Directorate/Division</b>	<b>Program or Section</b>	<b>Proposal No.</b>	<b>FY11</b>

**Name of Institution (include Branch/Campus and School or Division)**

**Address (Include Department)**

**Principal Investigator(s)**

**Title of Project**

**Technical Abstract (Limit to 22 Font Size 12 Lines)**

**APPENDIX 3**  
No Child Left Behind Act, Title II-A  
Improving Teacher Quality State Grants  
Competitive Subgrants to Eligible Partnerships

**Partner Assurances**

By including this appendix in this signed proposal, all of the partners assure and certify that:

1. They will comply with all appropriate sections of the No Child Left Behind Act (Public Law 107-110) pertaining to the grant.
2. Any activities funded will be designed to provide high quality instruction for all students, particularly those from minority ethnic groups, those whose families are financially disadvantaged, and those whose parents did not attend college.
3. Grant funds will be used to supplement, not supplant, non-federal fund sources.
4. Adequate fiscal controls are in place to meet fiscal requirements of the Act, specifically including the “special rule.”
5. Documentation of claims made in the proposal and financial and other records of project activity will be kept by the grantee’s business office and provided to the Board of Regents as reasonably may be required for fiscal audit and program evaluation. Grantees and subgrantees must keep records that fully show:
  1. The amount of funds under the grant or subgrant;
  2. How the grantee or subgrantee uses the funds;
  3. The total cost of project activities;
  4. The share of the cost provided from other sources; and
  5. Other records to facilitate an effective audit.

Record keeping should permit an “audit trail” beginning with preparation of the application, and should include records to support the application. (See Sections 76.730 and 76.731 of EDGAR.)

6. Non-public teachers will participate equitably in all activities granted activities.
7. A project interim report will be submitted by November 1, 2011.
8. A final report and evaluation will be provided submitted to the grant administrator by September 30, 2011.
9. All funds will be expended by July 31, 2012.
10. Full cooperation will be provided to all state and national questionnaires, evaluation and site visit efforts.

**APPENDIX 4**  
 No Child Left Behind Act, Title II-A  
 Improving Teacher Quality State Grants  
 Competitive Subgrants to Eligible Partnerships

Use the table below to show the estimated number of participants in each category. Count each participant **only once**. “Partner” refers to the high need K-12 partner required to establish eligibility for funding. Add columns as needed.

School District	Teachers		Paraprofessionals		Administrators*	
	Partner	Others	Partner	Others	Partner	Others
Column Totals						

\*Administrator means principal, assistant principal, school or district curriculum director with responsibility for mathematics, and superintendent

Briefly describe any **special** efforts to attract and serve teachers who are members of historically underserved and underrepresented groups.

Briefly describe any **special** efforts to attract and serve teachers of students who members historically underserved and underrepresented groups.

**APPENDIX 5A**  
 No Child Left Behind Act, Title II-A  
 Improving Teacher Quality State Grants, Competitive Subgrants to Eligible Partnerships  
Proposal Budget

<b>PI or Project Director:</b>	<b>Budget</b>
<b>Institution of Higher Education:</b>	
<b>Personnel:</b> PI/PD, Co-PI's, Faculty and Other Senior Associates. Indicate time dedicated to this project. List each individual with title.	
1.	
2.	
3.	
4.	
5. ( ) Others (list individually on budget explanation page)	
<b>Total salary/wages</b>	
<b>Fringe benefits</b> (detail on budget explanation page)	
<b>Staff travel</b> (detail on budget explanation page)	
<b>Participant support costs</b> (participating teachers and administrators)	
1. Stipends (\$90/day)	
2. Travel	
3. Subsistence	
4. Other	
<b>Total participant costs</b>	
<b>Other direct costs</b>	
1. Materials and supplies	
2. Publication costs	
3. Computer services	
4. Subcontracts and consultants (e.g., external evaluator)	
5. Other	
<b>Total direct costs</b>	
<b>Indirect costs</b> (up to 8% of direct costs)	
<b>Total amount of this request</b>	

Note: Add rows to provide additional budget detail, if needed.  
 The budget must conform to the requirements of Section 2132(c) (the “special rule”). See RFP—no partner’s share can exceed 50% of the total project budget.

**APPENDIX 5B**  
No Child Left Behind Act, Title II-A  
Improving Teacher Quality State Grants  
Competitive Subgrants to Eligible Partnerships

**Budget Explanation Page**

Fully document and justify the amounts requested in each category of the budget summary on the space below.

**APPENDIX 6**  
No Child Left Behind Act, Title II-A  
South Dakota Improving Teacher Quality State Grants

**Certification Of Approval of Project Activities for Academic Credit**

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(Name of institution of higher education)

**has reviewed the proposal and the supporting materials and certifies that the content and duration of the proposed activity and the qualifications of the instructor(s) meet the academic standards of this institution.**

We agree to adhere to the sections of the Request for Proposals concerning academic credit for participants.

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Signature of Academic Vice President

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Date

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Typed Name