

# MATHEMATICS AND SCIENCE PARTNERSHIP GRANTS

No Child Left Behind Act of 2001 Title II, Part B of the Elementary and Secondary Education Act

**Please be aware that this grant is contingent upon the availability of federal funding.**

## REQUEST FOR PROPOSALS

Request for Proposal (RFP)  
DOE – MSP-001

South Dakota Department of Education  
Office of Learning and Instruction  
800 Governors Drive  
Pierre, SD 57501  
Equal Opportunity Employer

Proposal Issue Date: **March 6, 2015**  
Proposal Due Date: **April 17, 2015**  
Approximate Proposal Award Notification Date: **May 1, 2015**  
Proposal Contact: **Becky Nelson (605) 773-4681**  
E-mail: [becky.nelson@state.sd.us](mailto:becky.nelson@state.sd.us)

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## **I. INTRODUCTION MATERIALS**

# South Dakota Mathematics and Science Grant Application

## Federal MSP Project Description

The Mathematics and Science Partnerships (MSP) grant program is authorized under Title II, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act of 2001.

The purpose of the program is to fund partnerships of:

- high-need school districts,
- four-year institutions of higher education (IHEs),
- and other organizations;

to improve the academic achievement of students in mathematics and science in elementary, middle school and secondary schools.

The MSP program provides grants to partnerships between K-12 schools and higher education institutions through the Department of Education (DOE) that seek to actively boost K-12 achievement in math by improving and upgrading subject area professional development, encouraging and advising teacher training and recruitment, and strengthening challenging subject-area curriculum. For further information on the Federal MSP program: <http://www.ed.gov/programs/mathsci/resources.html>

## South Dakota MSP Description

The primary goal of the South Dakota MSP is to create a focused statewide professional learning program designed to continue building a broad-based expertise and leadership for improving student achievement in K-12 mathematics instruction. The program will continue developing a statewide educational community with a cadre of skilled professionals to serve as resources and trainers in the ongoing effort to improve k-12 mathematics instruction. Susan Loucks-Horsley reported in *Designing Professional Development* that most research indicates it takes three to five years to fully implement a new program or practice therefore we can't expect student achievement to change in a short period of time.

In previous rounds of MSP proposals a project called South Dakota Counts was created. The project was funded for nine years and focused on grant recipients gaining increased content knowledge and pedagogy in mathematics. Rounds one, two, and three created math specialists throughout the state and helped to deepen content knowledge for K-6 participating teachers in understanding student thinking in Numbers and Operations, Algebra, Geometry and Measurement. The goals for the next funding cycle will build upon the goals from the prior years.

The **priority goal** of the current grant is to deepen content knowledge of the South Dakota's math standards, strengthen instructional practices and use of data for math teachers in grades four through eight.

The **second priority goal** is to continue to support development of k-3 teacher's content knowledge, strengthen instructional practices and use of data to drive instruction.

The **third priority goal** is to support instruction practices and the use of data to drive instruction for high school teachers.

This project does not advocate for the implementation of any particular instructional materials and project staff will not advocate for one set of materials over another. The goal is good instruction regardless of the materials used by the districts. The goal of SD Counts is to support teachers using their district-adopted materials.

The K-12 mathematics professional development project for this RFP utilizes research based strategies which have been evidenced to be effective with students of diverse backgrounds. It is the intent of this grant that teachers complete all components of the training to effectively impact mathematics instruction. Common assessment tools will be utilized across all projects to assist the state in evaluating and providing feedback on the overall state level project as well as ensure a means to conduct research around all awarded projects.

## **Project Objectives**

The SD MSP Program will:

- Increase student academic achievement as measured by the state mathematics standards.
- Train and support new and/or continuing mathematics specialists in South Dakota.
- Provide training for new and/or continuing mathematics teachers in all participating schools.
- Ensure sustainability of SD Counts program elements.

## **South Dakota Project Rationale**

The research is clear that a skilled teacher is the most important factor in improving student learning. The SD MSP project is designed to deepen and broaden teachers' knowledge base about mathematics content, mathematics pedagogy, and student mathematical thinking. Funded projects must provide teachers the opportunity to experience "best practices" in teaching mathematics. This must include constructivist instructional practices that promote mathematical reasoning, discourse, inquiry and conceptual understanding for all students. This rationale is entirely consistent with the CCSS-M.

From a national perspective, South Dakota has remained stagnant in terms of grade 4 and 8 NAEP scores in mathematics. NAEP data supports the need for focus on elementary and middle school mathematics and professional development especially in schools serving Native American and low socioeconomic status students. The gaps are closing but the differences in percentages of proficient and advanced students are still significant using either NAEP

In addition, data has been collected in the areas of teacher content knowledge, attributes of effective instruction, attitudes about teaching mathematics and student learning. Data shows there has been improvement in teachers' confidence in the area of instruction and the teaching of mathematics.

## **Project Roles and Responsibilities**

**South Dakota Department of Education (SDDOE)** – provides oversight and support of the statewide initiative.

**IHE (Institution of Higher Education) - Black Hills State University's Center for the Advancement of Mathematics and Science Education (CAMSE AT BHSU)** – provides SD Counts training for new teacher leaders, conducts the evaluation of the content workshops, analyses and prepares teacher growth and attitude data for the required annual reporting and provides content and pedagogy course work to individual grantees if chosen as a continuing participant.

**Grant Awardee-** serves as fiscal agent for the grant and carries out the grant activities, coordinates and conducts local evaluation as described within this RFP.

**Local School District** – local participating school district comprised of Math Teacher Leaders, other participating teachers and the principal.

**External Evaluator** – conducts program evaluation over the course of three years in order to measure the impact of the project on student achievement.

**Math Specialist** Math specialists will annually:

- Collaborate with SDDOE, CAMSE, and/or other IHEs to coordinate grant activities and deliver professional development components.
- Coordinate internal evaluation activities including collection of data, any local data analysis which might be necessary, submit and complete any reports of data to SDDOE and external evaluator. Additionally, coordinate the completion of the Annual Performance Report required by the USDOE.
- Participate in at least three meetings with the SDDOE.
- Participate in the annual professional learning centered on mathematics content (32 hours).
- Participate in the professional learning train the trainer for building capacity for principals.
- Participate in other state identified instructional practices professional learning if needed.
- Conduct at least 24 hours of instructional practices professional learning to all teachers. Instructional coaching site visits do not count as a monthly meeting or trainings.
- Conduct at least one regional retreat for principals connecting expectations of SD Counts math teachers in relationship to the SD Framework for Teaching (Danielson Framework).
- Conduct three data digs with the teachers, a session during the fall, mid-year, and the spring.
- Conduct eight to ten instructional coaching site visits with math teachers in grades 4-8 who have not previously participated in SD Counts. Coaching visits needs to align with the instructional practices and content professional learning.
- Teachers in grades K-3 who have not previously participated in SD Counts may receive up coaching visits on instructional practices. Coaching visits needs to align with the instructional practices and content professional learning.
- If a project has identified 6-12 teachers, the math specialists must partner with a higher education institute to develop a program of study which includes professional learning and coaching visits.
- May identify other tasks aligned to the goals of the project to support other schools who are not identify as 'high-needs' or other state initiatives. Only 5% of the math specialist's time can be dedicated to these activities. A written summary of activities will be submitted to SD DOE at the end of the grant.
- Submit to SDDOE a monthly schedule of teachers names and time of site visits, monthly meetings and classes; this should be done prior to the beginning of each project month.
- Submit to SDDOE monthly documentation regarding time spent with teacher leaders, this will be done at the end of each project month.
- Support the work of **up to 35** math teachers.
  - Math specialists coaching between 30-35 teachers will be considered full time.
  - Math specialists coaching between 20-29 will be considered a  $\frac{3}{4}$  FTE
  - Math specialist coaching between 15-19 will be considered a  $\frac{1}{2}$  FTE
  - Math specialist will work 210 to be considered as a full time FTE.
  - Math specialist will work 157 days to be considered as a  $\frac{3}{4}$  FTE.
  - Math specialist will work 105 days to be considered as a  $\frac{1}{2}$  FTE.

**Math Teachers:** math teachers will:

- Participate in the professional development centered on mathematics content, mathematics pedagogy, student mathematical thinking, and educational leadership.

- Utilize professional development content in mathematics instruction to impact student achievement in mathematics instruction.
- Work with math specialist to schedule coaching visits.
- Administer a benchmark/interim assessment and review data.
- Provide math specialists and the state feedback.

**Building Principals:**

- Attend one day regional retreat connecting expectations of SD Counts math teachers in relationship to the SD Framework for Teaching (Danielson Framework).

**Project Evaluation:**

The three critical elements for MSP project evaluation are teacher content knowledge, student achievement in mathematics, and an evaluation plan that provides valid results. Evaluation of the grant will have four major components.

First, an external evaluator will be secured through SDDOE to conduct state level project evaluation.

Second, CAMSE at BHSU the IHE Partner will:

- Coordinate and manage the internal evaluation and data collection tools;
- Conduct content knowledge evaluation;
- Conduct Teacher Beliefs and Attitudes evaluation; and
- Conduct continuing content knowledge evaluation.

Third, Local Project will:

- Develop any local evaluation tools necessary evaluation local project efforts;
- Assist in the delivery of data collection tools;
- Collect and submit any necessary external data elements;
- Provide a list of students for each teacher leader in the project to the state and/or external evaluator; and
- Complete the Annual Performance Report.

Fourth, SDDOE will:

- Aggregate & coordinate state level data collection for state summative data
- Provide technical assistance for local and state evaluation elements for each funded project;
- Facilitate the coordination of the external evaluation ; and
- Collect and store the local project schedules and documentation of time spent on project work

**Grant Components:** All projects are required to include the following;

**Math Content Professional Learning** – a minimum of 32 hours of professional learning focused on content provided by IHE faculty. **Content of the courses will include:**

- Rational Numbers and Ratios (Year 1)
  - **Summer Institutes**
    - East River at Dakota State University: July 7-10**
    - West River at Black Hills State University: July 14-17**
- Algebraic Reasoning and Expressions
- Data, Statistics & Probability

**Instructional Practices Professional Learning:** a minimum of 24 hours per school year of professional learning focused on the following:

- Standards alignment
- Designing math lessons in three acts (launch, explore, communicate) to develop a classroom with strong student discourse through the incorporation of the five practices: Anticipating, Monitoring, Selecting, Sequencing, and Connecting
- Strengthening the use and type of deeper level questioning
- Implementing Formative Assessments
- Cultivating Classroom Culture and Grouping Students
- Engaging Students in Productive Struggle and Rigorous Tasks

**Coaching Visits:** each participating teacher will received a minimum of eight coaching visits. Coaching visits include in-classroom coaching or coaching during planning.

**Data Use:** All projects are required to support implementation of a math benchmark assessment aligned to the state standards for mathematics. Each participating school will conduct three data digs to analyze data. Data to be analyzed is not limited to the benchmark assessment. Districts that are not currently implementing a math benchmark, can implement the following SBAC Block interim assessments or choose a different benchmark system. The district is responsible for the cost of the interim assessments. There is no cost for the SBAC block interim assessments.

If using the SBAC Block Interim Assessments: District must administer at least two of the SBAC Block Interim Assessments. The current recommendation is as follows:

Grades 3-5	Grades 6-7	Grade 8
Fall – Numbers & Operations in Base 10 Winter – Numbers & Operations in Base 10, Fractions Spring – Fractions	Fall – Number Systems Winter – Number Systems, Ratio and Proportional Relationships Spring - Ratio and Proportional Relationships	Fall, Winter & Spring – Expressions & Equations I and Expressions and Equations II.

**Regional Principals Retreat:** All projects are required to conduct at least one regional retreat for principal connecting expectations of SD Counts math teachers in relationship to the SD Framework for Teaching (Danielson Framework)

## **Funded Project Options**

Applications will be funded based on the below priorities. The state recognizes that proposals may have schools in one or more of the priority levels.

### 1st Priority:

Applicants with whom at least 80% of math teachers in grades 4-8 from individual districts will be participating. K-3 teachers may also participate.

### 2nd Priority

Applicants partnering with math teachers in grades 4-8 from various schools will participate. K-3 teachers may also participate.

### 3rd Priority

Applicants partnering with schools in which math teachers from grades 6-12 will participate.

### **Grant Awardees Expectations:**

- Collaborate and communicate with SDDOE program manager;
- Provide information and data to SDDOE upon request for purposes of evaluating, monitoring and documenting implementation of the grant;
- Create and sustain a partnership with CAMSE (BHSU) and/ or other IHE's during the development and implementation of grant activities;
- Submit all federal and state required MSP reports to SDDOE;
- Assure good faith, commitment and support of the administration and the school board in the development and implementation of proposed activities; and
- Create a sustainability plan with participating schools.

### **Local School District Expectations:**

- Provide district support to all staff participating in the project;
- Create and sustain a partnership with the grant awardees;
- Work with grant awardees to schedule professional learning and classroom coaching visits;
- Provide information and data to the grant awardees upon request for purposes of evaluating, documenting implementation of the grant, and reporting; and
- Assure good faith commitment and support of the administration and the school board in the development and implementation of proposed activities.

### **Eligible Applicants**

Competitive grant applicants must meet **one** of the following criteria to be eligible to apply for this RFP:

1. be an Educational Cooperative, Educational Service Agency; or
2. be categorized as a local educational agency with a student population of 10,000 or greater and meet the high-need school district eligibility requirements to be considered of sufficient size and scope to complete the outlined activities in the project. This LEA may be partnered with other high-need local educational agencies if warranted.

### **Eligible Partnership**

Competitive grant applicants must include **one** of the following partnerships to be eligible to apply for this RFP:

1. an engineering, mathematics, or science department of an institution of higher education; and a high-need local educational agency; and
2. may include,
  - another engineering, mathematics, science, or teacher training department of an institution of higher education;
  - additional local educational agencies, public or private elementary schools, or a consortium of such schools(not more than 20%);
  - a business; or
  - a nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.

### **Eligible High-Need Local Educational Agencies**

Based on the average scores of students in grades 3-8 that were less than 80% proficient or advanced on the 2013 DSTEP in math.

Aberdeen 06-1	Hill City 51-2	Sanborn Central 55-5
Alcester-Hudson 61-1	Hitchcock-Tulare 56-6	Shannon County 65-1
Andes Central 11-1	Hot Springs 23-2	Sioux Falls 49-5
Belle Fourche 09-1	Huron 02-2	Sioux Valley 05-5
Bennett County 03-1	Irene-Wakonda 13-3	Sisseton 54-2
Bison 52-1	Iroquois 02-3	Smee 15-3
Bowdle 22-1	Jones County 37-3	South Central 26-5
Chamberlain 07-1	Kadoka Area 35-2	Spearfish 40-2
Clark 12-2	Lead-Deadwood 40-1	Summit 54-6
Colman-Egan 50-5	Lennox 41-4	Tea Area 41-5
Custer 16-1	Madison Central 39-2	Timber Lake 20-3
Dakota Valley 61-8	Marion 60-3	Todd County 66-1
De Smet 38-2	McCook Central 43-7	Tripp-Delmont 33-5
Deubrook Area 05-6	McIntosh 15-1	Tri-Valley 49-6
Douglas 51-1	McLaughlin 15-2	Vermillion 13-1
Dupree 64-2	Meade 46-1	Viborg-Hurley 60-6
Eagle Butte 20-1	Menno 33-2	Wagner Community 11-4
Edmunds Central 22-5	Miller 29-4	Waubay 18-3
Elkton 05-3	Mobridge-Pollock 62-6	Waverly 14-5
Estelline 28-2	Montrose 43-2	Wessington Springs 36-2
Eureka 44-1	Mount Vernon 17-3	West Central 49-7
Faulkton Area Schools 24-	New Underwood 51-3	White River 47-1
Flandreau 50-3	Newell 09-2	Willow Lake 12-3
Freeman 33-1	Oelrichs 23-3	Wilmot 54-7
Gayville-Volin 63-1	Parkston 33-3	Winner 59-2
Grant-Deuel 25-3	Pierre 32-2	Wolsey-Wessington 02-6
Hanson 30-1	Plankinton 01-1	Woonsocket 55-4
Harrisburg 41-2	Rapid City Area 51-4	Yankton 63-3
Henry 14-2	Redfield 56-4	
Highmore-Harrold 34-2	Rosholt 54-4	

### **Non-public School Participation**

All state accredited non-public schools within the physical boundaries of a participating school district must be consulted for participation in the SD MSP Program and sign as to the intentions of their participation in the project.

### **Award Period**

The grants will be awarded for up to three years if funding is available. Funding is determined on an annual basis. The award dates are as follows:

Year 1 - July 1, 2015-June 30, 2016

Year 2 - July 1, 2016-June 30, 2017

Year 3 - July 1, 2017-June 30, 2018

**Awards for this project are contingent upon available federal funding and continued successful implementation of the program. To date, Congress has not appropriated the Title II, Part B funding beyond school year 2015-2016.**

Additional school districts/buildings **cannot** be added in year two and three of the grant, without permission of SDDOE. Those school districts/buildings committing in the first year of the grant should expect to participate in the professional development activities and implementation of the mathematical instructional strategies within their classrooms for the **full three years**.

It is critical that close attention be paid to the budget as the budget **will not** be increased from the original budget amounts submitted in this RFP by the applicant.

**It is anticipated that funding determinations, as well as awards will be announced approximately May 1, 2015.** Official SD DOE award letters will not be given until SDDOE receives the federal grant award notification.

The South Dakota Department of Education reserves the right to negotiate individual costs with applicant if necessary.

## **Proposal Criteria**

In order to be considered for funding, applicants must:

- Completely and thoroughly answer all questions within the RFP.
- Must contain appropriate signatures to be considered.
- Demonstrate a real need and commitment for the chosen local partnerships in this grant.
- Outline an accurate budget.

## **Scoring Criteria:**

Application scoring will be based on a rubric consistent with each identified question as outlined in the RFP.

<u>Category</u>	<u>Points</u>
Abstract	5
Evidence of Success	5
Needs Assessment	5
Project Plan	5
Use of Assessment	5
Sustainability and Support	5
Local Project Evaluation & Accountability	5
Number of Participants under #1 Priority	5

## **Submission Guidelines**

To be considered for participation in this program the following requirements must be met with this RFP Application.

1. One **original** paper proposal (word processed or typed) with appropriate original signatures.
2. One **electronic copy** of the original proposal (Word or PDF format) with or without signatures. This may be submitted via email by submission deadline or enclosed via disc or USB storage device.

Faxed or emailed only proposals will not be accepted.

Proposals must be postmarked by **April 17, 2015** or hand-delivered to the Department of Education, Division of Learning & Instruction by **5:00 PM (CST)** on the stated deadline.

Mail or hand-deliver the completed proposals to:

**South Dakota Department of Education  
Division of Learning and Instruction  
Attn: Becky Nelson  
Title II, Part B  
800 Governors Drive  
Pierre, SD 57501**

**SDDOE is not responsible for transmittal time or irregularities in delivery on the part of the US Postal Service or other courier services.**

SDDOE reserves the right to reject any and all submissions received as a result of this application process.

## **II. PROPOSAL REQUIREMENTS**

# PROPOSAL REQUIREMENTS

## **Narrative Requirements:**

### **Abstract** (5 points)

Provide an abstract, in 250 words or less, that states the need for the MSP project, expected outcomes in mathematics instruction, and major goals. Identify the schools or districts and number of teachers for each grade level from each district/school that will be served.

### **Evidence of Success** (5 points)

Please provide evidence of success from prior work to move math education forward in South Dakota. Provide a summary of the qualifications for each of the math specialists that will be working on the project.

### **Needs Assessment:** (5 pts)

Describe the process for identifying and recruiting participating schools and/or teachers including:

- a. How were teachers identified.
- b. Describe the administrators support.

Identify the top three largest instructional practices needs. If more than one school is identified and different needs are identified, please describe the needs for each school. Applicants are encouraged to include a chart identifying the needs.

### **Project Plan** (5 points)

Your project plan should be focused on the work that will be done locally in your project. Describe how your project will support teacher leaders during the academic year for the next three years. If applicable, applicants are encouraged to work with each LEA to outline an implementation plan for each LEA served. Complete the action plan form on page 24.

If project plan includes support to other schools who are not identified as 'high-needs', the application must describe the proposed activities how the activity will be evaluated. A written summary of activities will be submitted to SD DOE at the end of the grant. Complete the optional action plan form on page 25.

### **Use of Assessment:** (5 points)

Describe how the project will support the use of assessment and data driven instructional decisions.

### **Sustainability and Support** (5 points)

Primary applicant must:

Describe how the primary applicant will address sustainability and support for the school, administrator, and/or teachers to continue implementation of the content and pedagogy gained during the project.

Each local school district must:

- Explain how they will support their teacher leader during the project
- Create a culture of acceptance for the nature of the SD Counts project.
- Explain how they will sustain the project beyond the funding period.

Completing the required forms on pages 18 to 21 will fulfill this proposal requirement. No extra narrative is required.

In addition, each participating teacher leader must complete the **Participant Signature form** (pg 22), demonstrating their understanding of and commitment to the project requirements.

**Local Project Evaluation and Accountability** (5 points)

Describe how the project will monitor and evaluate quality delivery of the professional learning and coaching delivered by math specialists. Describe how the project will provide the SEA feedback on progress.

**Budget**

Please complete the excel Budget and submit with the narrative. Requested costs need to be consistent with local policies.

SOUTH DAKOTA COUNTS 2015-2016			
FUNDING INFORMATION			
School District Name			
Math Specialist(s)			
Total # of Teacher Leaders			
Budget Category	Description	Unit	Total
<b>Salaries</b>			
	one position @ \$20,000 per year		
Salary Math Specialist	1 @ \$20,000 (1 @ \$20,000)		\$20,000
Benefits	1 @ \$2,000 (1 @ \$2,000)		\$2,000
Health Insurance	1 @ \$2,000 (1 @ \$2,000)		\$2,000
Retirement	1 @ \$2,000 (1 @ \$2,000)		\$2,000
Travel	1 @ \$2,000 (1 @ \$2,000)		\$2,000
<b>TOTAL</b>			<b>\$28,000</b>
<b>Purchased Services</b>			
	1 @ \$10,000 (1 @ \$10,000)		\$10,000
Support	1 @ \$10,000 (1 @ \$10,000)		\$10,000
Printing	1 @ \$10,000 (1 @ \$10,000)		\$10,000
Materials	1 @ \$10,000 (1 @ \$10,000)		\$10,000
Grants	1 @ \$10,000 (1 @ \$10,000)		\$10,000
<b>TOTAL</b>			<b>\$40,000</b>
<b>Other</b>			
Estimated Travel Costs			
Supplies & Materials			
Description of Expenses			
<b>TOTAL OTHER</b>			<b>\$0.00</b>
<b>TOTAL BUDGET</b>			<b>\$68,000</b>

This RFP does not provide monies for equipment, software, or infrastructure. It does provide monies for professional development, participant incentives, management of the comprehensive professional development plan, contracted services and materials needed to deliver the comprehensive professional development plan.

SDDOE may need to adjust the amount of funds requested in the application based on total funds available to the state. SDDOE will need to consider the number of participating teachers and math specialists.

**Required Application Forms**

- Grant Application Cover Page
- Grant Narrative
- Local School District Intent to Participate Signature Form
- School Participation Form
- Local School District Description of Support
- Teacher Leader Partner Signature Form
- Institute of Higher Education Partnership Form
- Action Plan
- Non-public School Participation Form
- Budget (excel)
- Itemized Program Plan (Excel)
- Statement of Assurances
- If Applicable: Optional Action Plan Form & Optional Participation Signature Form

**Do not include the above pages in your application submission.**

## **REQUIRED APPLICATION FORMS**

## Mathematics and Science Partnership Grant Application Cover Sheet

Name of Lead Agency or LEA:	
Mailing Address:	
Fiscal Agent for Project:	Tax Identification Number of Fiscal Agent:
<b>Lead Agency Representative:</b>	
Title:	
Phone:	Fax:
Email address:	
<b>Project Director:</b>	
Title:	
Phone:	Fax:
Email address:	
<b>Math Specialist (if different from project director):</b>	
Title:	
Phone:	Fax:
Email address:	

Authorized Representative Signature: I hereby certify that all data in this application are true and correct. The document has been duly authorized by the governing body of the applicant. The applicant will comply with the attached assurances if assistance is rewarded.

Authorized Representative's Printed Name	Authorized Representative's Signature	Date
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## Mathematics and Science Partnership Local School District Intent to Participate Signature Form

The \_\_\_\_\_ School District agrees to participate in the SD MSP program as submitted by (insert primary grant applicant) and by agreeing to participate, it is understood that the school district will meet the following conditions over the life of the grant (3 yrs).

The participating school district will:

1. Provide support to all staff participating in the project. (complete form describing support)
2. Create and sustain a partnership with the grant awardee.
3. Administer a math benchmark/interim assessment to students of participating teachers.
4. Provide information and data to the grant awardee, external evaluator or state entity upon request for purposes of evaluating, documenting implementation of the grant, and reporting.
5. Assure good faith commitment and support of the administration and the school board in the development and implementation of proposed activities.

To the best of my knowledge and belief, all information submitted on behalf of \_\_\_\_\_ School District in this application is true and correct. We are local school district applicants in the proposed project and understand the role for our entity in this project. In agreeing to be a participant in this grant, the proper district procedures and policies have been followed. We will comply with the statement of assurances and project guidelines if the grant is awarded.

Typed Name of Authorized Representative	Title	Date Signed
Signature of Authorized Representative	Representing	Telephone Number
E-mail Address		

## Mathematics and Science Partnership School Participation Form

(Complete one for each school in the project)

- Districts must provide a list of staff who will be participating during the next three years.
- Identify K-12, Special Education, and Title I participants and the year they intend to start.
- If application is funded, staff will attend appropriate professional learning and participate in instructional coaching sessions.
- Building level principals will participate in a one day regional training connecting expectations of SD Counts math teachers in relationship to the SD Framework for Teaching (Danielson Framework).

<b>District Name and Building Name:</b>	
A: Total number of staff providing math instruction in grades 4-8 in the district::	
B: Number of participants in grades 4-8	
C: Percent of participants in grades 4-8 (B/A)	

### Participants in Grades K-3

Staff Name	Staff Assignment
1.	
2.	
3.	
4.	

(add additional rows if needed)

### Participants Grades 4-8

Staff Name	Staff Assignment
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

(add additional rows if needed)

### Participants Grades 6-12

Staff Name	Staff Assignment
1.	
2.	
3.	

(add additional rows if needed)

**Mathematics and Science Partnership  
Local School District Description of Support Form**

Describe how the district will support participating teachers in the project. Explain how the school will support continued implementation of the knowledge and skills gained through the project beyond the funding period.

Typed Name of Authorized Representative	Title	Date Signed
Signature of Authorized Representative	Representing	Telephone Number
E-mail Address		

## Mathematics and Science Partnership Building Principal Signature Form

Name of District \_\_\_\_\_

Name of School \_\_\_\_\_

Typed Name of Building Principal \_\_\_\_\_

E-mail Address \_\_\_\_\_

Do the teachers in my building have access to the South Dakota Digital Library? (yes or no) \_\_\_\_\_

Which math interim or benchmark assessment will be administered? \_\_\_\_\_

I understand and agree to support my teachers in participating in the SD Counts grant and participate in a one day regional training connecting expectations of SD Counts math teachers in relationship to the SD Framework for Teaching (Danielson Framework)

Signature	Date Signed

# Mathematics and Science Partnership Participate Signature Form

(Complete one for each participant)

I understand and agree to participate in the SD MSP (SD COUNTS) program as submitted by (insert primary grant applicant) and by agreeing to participate, it is understood I will meet the following conditions during the next **3 years** of the grant.

1. Attend the content trainings, typically conducted as Summer Institutes (minimum of 4 days each summer);
2. Attend Instructional Practices professional learning provided by Math Specialists;
3. Participate in data digs
4. Work with the math specialist and district to schedule classroom coaching or other visits

Name of District

---

Name of School

---

Typed Name of Teacher

---

Position

---

E-mail Address

---

Credit: Plans for taking  
coursework for credit (yes/no)

---

Signature	Date Signed

## Mathematics and Science Partnership Institute of Higher Education Partnership form

The **Black Hills State University Center for the Advancement of Mathematics and Science Education (CAMSE AT BHSU)** agrees to provide the following support in this partnership:

Identify what support the IHE will provide during the course of the grant (3 years); such as: faculty to plan, present and evaluate professional development, how teachers will be supported during the school year, etc. Include a vita for faculty that is expected to be involved in the project.

Typed Name of Authorized Representative	Title	Date Signed
Signature of Authorized Representative	Representing	Telephone Number
E-mail Address		



**Optional:**  
**Action Plan Form for Non-Identified 'High-Needs' Schools**  
(only 5% of math specialist time can be dedicated to the proposed actions)

**Describe proposed activities and how they align to the goals of South Dakota's Math Science Partnership grant. Identify the number of days the math specialists will dedicate to the proposed activities. Describe how the activities will be evaluated.**

**Optional:**  
**Mathematics and Science Partnership**  
**Participate Signature Form**  
(Complete one for each participant)

**Description of Activity:**

Name of District \_\_\_\_\_

Name of School \_\_\_\_\_

Position \_\_\_\_\_

E-mail Address \_\_\_\_\_

I understand and agree to participate in the proposed activities provided by SD math specialist.

Signature	Date Signed

**Mathematics and Science Partnership Non-public School Participation Form**

Must be completed by all participating public schools with state accredited private schools in their district.

Section 9501 of the No Child Left Behind Act requires that timely and meaningful consultation occur between the applicant and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

The Private School is aware that:

- The No Child Left Behind Act of 2001 (P.L. 107-110), requires that applicants shall offer private schools with a genuine opportunity for equitable participation.
- The control of program funds and the title to any equipment and materials purchased with those funds must remain with the applicant.
- If the private school participates it will keep such records and make such reports as may be required for program audits.
- Any educational services provided shall be secular, neutral and non-ideological.

Will Non-public School Teachers Participate in the Project (yes or no)	if Yes, List names of Participating Teachers

This is to certify that a consultation occurred between a representative of \_\_\_\_\_  
 (Public School District Name) and \_\_\_\_\_ (State Accredited Non-public School  
 District Name) on \_\_\_\_\_ (Date of Consultation).

Typed Name and Title of <i>Public</i> School Representative	
Signature of <i>Public</i> School Representative	Date
Typed Name and Title of State Accredited <i>Non-public</i> School Representative	
Signature of State Accredited <i>Non-public</i> School Representative	Date

## **STATEMENT OF ASSURANCES**

### **GENERAL ASSURANCES:**

The local education agency (LEA) hereby assures the South Dakota Department of Education that:

1. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The control of funds provided under each program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities.
3. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes.
4. The applicant will adopt and use proper methods of administering each such program, including —
  - the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
  - the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials.
6. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The applicant will —
  - submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
  - maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.
9. Funds will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of federal funds, be made available, and in no case supplant such State, local, and other non-Federal funds.
10. Equitable participation of non-public schools (if any) will be provided. The applicant will consult with officials of non-public schools in a meaningful and timely manner, provide non-public participants genuine access to equitable services and equal expenditure of funds.

### **PRO-CHILDREN ACT OF 1994 ASSURANCE**

I hereby acknowledge that the LEA of which I am the authorized representative, has adopted the provisions of the Pro-Children Act of 1994. (The Pro-Children Act requires that smoking not be permitted in any indoor facility used routinely or regularly for the provision of "children's services" to persons under age 18, if the services are funded by specified Federal programs either directly or through State or local governments.)

### **GUN FREE SCHOOLS ACT ASSURANCE**

I hereby acknowledge that the LEA, of which I am the authorized representative, has adopted a Gun Free Policy that is in compliance with SDCL 13-32-4.

### **CONSTITUTIONALLY PROTECTED PRAYER IN PUBLIC SCHOOLS CERTIFICATION**

I hereby certify that the LEA, of which I am the authorized representative, has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in its public elementary and secondary schools.

As a condition of receiving federal funds under terms of the Elementary and Secondary Education Act ("ESEA") of 1965, as amended by Section 9524 of the No Child Left Behind Act of 2001, this certification is required by October 1st of each year. The South Dakota Department of Education in its role as the official public education state agency in South Dakota will annually send to the U.S. Secretary of Education a list of those LEAs in South Dakota that have not submitted the required certification or against which complaints have been made that the LEA is not in compliance with this provision.

### **CHILDREN'S INTERNET PROTECTION ACT (CIPA)**

The local education agency certifies that it will comply with the Child Internet Protection Act.

### **LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

### **DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) 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) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

### **DRUG-FREE WORKPLACE**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about:
  - (1) The dangers of drug abuse in the workplace;
  - (2) The grantee's policy of maintaining a drug-free workplace;
  - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
  - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
  - (1) Abide by the terms of the statement; and
  - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
  - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
  - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

**Note:** Certain of these assurances may not be applicable to your project or program.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. ~~47637~~ relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. ~~1683b~~ and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. ~~794~~), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. ~~61076~~), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) Health Service Act of 1912 (42 U.S.C. ~~290 d&3~~ and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ~~8601~~ et seq.) which prohibits discrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C.  508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C.  333) and 18 U.S.C. regarding labor standards for federally assisted construction sub agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C.  1451 et under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C.  1701) and (f) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C.  1721 et or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C.  470), EO 1 Archaeological and Historic Preservation Act of 1974 (16 U.S.C.  460j).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C.  31 e pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C.  4801) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

<b>Local Education Agency (LEA)</b>	
<b>ASSURANCES AND CERTIFICATION STATEMENT:</b> The above named applicant assures the South Dakota Department of Education that these projects will be administered in compliance with the assurances contained in this application, with state and federal laws and regulations applicable to the use of these funds, that the information contained in this application is accurate and complete.	
Name of LEA Authorized Representative (Type or Print)	
X	
Original Signature of LEA Authorized Representative	Date