



**STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

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

**Education and Economic Development Act (EEDA)
Preparing College- and Career-Ready Graduates
FY 2016–17 Competitive Grant**

The EEDA Preparing College- and Career-Ready Graduates Competitive Grant is funded by the Education Improvement Act, authorized by S.C. Code Ann. § 59-59-10 *et seq.*, and administered by the South Carolina Department of Education.

Deadline for Receipt of Applications: 4:30 p.m., May 13, 2016

Technical Assistance for Applicants: 2:00 p.m., April 13, 2016

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PART I: General Information

A. Introduction and Purpose

The South Carolina General Assembly passed the South Carolina Education and Economic Development Act of 2005 (EEDA) to provide “for the development of a curriculum organized around a career cluster system that must provide students with both strong academics and real-world problem solving skills” (S.C. Code Ann. § 59-59-10 *et seq.*).

More specifically, the EEDA requires that the needs of students “at risk for being poorly prepared for the next level of study or for dropping out of school” (S.C. Code Ann. § 59-59-150) be addressed and that

“[s]chool districts must lay the foundation for the clusters of study system in elementary school by providing career awareness activities. In the middle grades, programs must allow students to identify career interests and abilities and align them with clusters of study for the development of individual graduation plans. Finally, high school students must be provided guidance and curricula that will enable them to complete successfully their individual graduation plans, preparing them for a seamless transition to relevant employment, further training, or postsecondary study” (S.C. Code Ann. § 59-59-20(B)).

To support these efforts, the General Assembly has provided funding to the South Carolina Department of Education (SCDE). The SCDE has set aside a portion of these EEDA funds for the Preparing College- and Career-Ready Graduates Competitive Grants to help schools implement evidence-based strategies and/or models specifically designed to address the academic and career development needs of students with proven academic deficiencies so that, upon completing high school, these students will possess the world class knowledge, world class skills, and life and career characteristics presented in TransformSC’s *Profile of the South Carolina Graduate* (<http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>).

Approximately \$1.5 million is available for new grants during the FY 16–17 funding cycle. The SCDE anticipates awarding approximately 10 grants, with the maximum award being \$150,000 for year one of the project (July 1, 2016, through June 30, 2017). The SCDE is not bound by any estimates in this notice as funding is contingent upon appropriations from the General Assembly.

The maximum grant funding period is three years (July 1, 2016, through June 30, 2019) and is subject to the annual availability of funds and grantees meeting all project requirements. Official grant award documents will be processed annually as yearly continuation of funding is not automatic.

Because sustainability of the proposed project is of paramount importance, an applicant should indicate any matching funding and in-kind contributions as a clear sign of its sustainability plans and potential for continuation of operation. However, matching funds, which

include state, federal, private, or other funding, are *not* required for a Preparing College- and Career-Ready Graduates Grant.

B. Eligible Applicants

Eligible applicants are South Carolina public school districts that are not scheduled to receive a 2016–17 continuation EEDA Preparing College- and Career-Ready Graduates Competitive Grant (see the following table for ineligible school districts). Additionally, a district may submit one or more applications that propose to serve a cohort of students in grades 3–12 attending elementary, middle, junior high, and/or high schools. Districts may propose to serve up to three schools per application. However, districts are eligible for a maximum of one award. If more than one application from a district is recommended for funding, the application that receives the highest score will be funded. If two or more applications receive the same total score, the district will be contacted to determine which application to fund.

Ineligible School Districts

Aiken County School District	Horry County Schools
Anderson School District Two	Marion County Schools
Bamberg School District One	Richland School District One
Cherokee County School District	Richland School District Two
Felton Lab Charter (formerly SCSU sponsored)	Saluda County Schools
Florence School District Two	Spartanburg School District Two
Greenwood County School District 52	Spartanburg School District Six

Per State Board of Education (SBE) Regulation 43-274.1, eligible applicants must propose to serve students who are in grades 3–12 and exhibit the following:

1. Poor academic performance—generally, a grade point average of 2.0 or lower on a 4.0 scale—in the core content areas. This is a significant predictor that districts must consider in identifying students at risk of dropping out. Careful consideration should be given to students demonstrating declining academic performance. School districts are encouraged to carefully review a variety of assessments in diagnosing students’ academic difficulties and selecting appropriate short- and long-term interventions, including the following:
 - a. statewide assessment results,
 - b. Preliminary Scholastic Assessment Test (PSAT) results,
 - c. district- or school-adopted, computer-aided instruction (CAI) assessments,
 - d. end-of-course examination results,
 - e. classroom-level assessments related to the South Carolina College- and Career-Ready Standards, and/or
 - f. other district-approved diagnostic assessments (including the Measures of Academic Progress (MAP)) for grades that do not participate in the state’s testing program.
2. Specific behaviors and characteristics that school districts must consider as indicators, predictors, and barriers in identifying students at risk of dropping

out, including

- a. being overage for their grade level due to retention attributable to risk factors such as high absence and truancy rates;
- b. showing a lack of effort or interest in their academic work;
- c. working an excessive number of hours per day or week;
- d. having a history of discipline problems leading to suspension, expulsion, and/or probation;
- e. showing or expressing feelings of being disconnected from the school environment;
- f. showing evidence of physical and/or emotional abuse;
- g. coming from and/or living in a disadvantaged socioeconomic environment;
- h. living in a home situation that does not include at least one parent;
- i. being a single parent; and
- j. having limited proficiency in the English language.

C. Competitive Priorities

The SCDE has established three competitive priorities for the 2016–17 funding cycle.

Priority 1—Alternative School Programs: Ten (10) competitive priority points will be awarded to applications that propose to serve a specific cohort of students participating in alternative school programs approved by the SCDE. The cohort served must be comprised of students who have been assigned to the Alternative School Program for a minimum of one semester.

Priority 2—One Intersession Period: Five (5) competitive priority points will be awarded to applications that propose to provide at least three weeks of learning activities during one intersession period either prior to July–August *or* after May–June of each school year.

OR

Priority 3—Both Intersession Periods: Ten (10) competitive priority points will be awarded to applications that propose to provide at least three weeks of learning activities during *both* intersession periods: prior to July–August *and* after May–June each school year.

Intersession periods must include a minimum of 20 hours of instruction time per week. To be eligible to receive competitive priority points associated with intersession periods, the application must indicate that intersession periods will be provided during *each year* of the three-year grant cycle.

An application can qualify for a maximum of twenty (20) competitive priority points.

Applicants *must* complete the competitive priorities section of the online application to be considered for the priority points. Applications must clearly meet the specified criteria for each priority to earn points for both categories. Applicants are not eligible to receive competitive priority points unless their application earns an average score of 80 points or higher as rated by the independent reviewers.

D. Timeline of Grant Process

Date	Activity/Action
April 13, 2016	Pre-application technical assistance webinar
May 13, 2016	Deadline for receipt of applications
June 2016	Notification of funding recommendations
July 1, 2016	Earliest date programs can begin
June 30, 2017	End of Year One

E. Technical Assistance Session for Applicants

The SCDE's Office of Student Intervention Services will offer a technical assistance webinar via Blackboard Collaborate on **April 13, 2016, from 2:00 p.m. until 4:00 p.m.** to assist eligible applicants in understanding this RFP and how to apply for this grant. To participate in this session, go to <https://sas.illuminate.com/m.jnlp?sid=2013163&password=M.F92A4E2ADDFCC0C81CDD4417571016>. No password is required to join the session. Participants should enter their full names when logging in. Participants will be able to log in 30 minutes prior to the start time to test their audio settings and download/print handouts. While participation is not mandatory in order to submit an application, it is *highly recommended*.

F. Statutory Requirements

Sections 59-59-55 and 59-59-150 of the EEDA, as detailed below, established specific criteria for this program:

Section 59-59-55. The State Board of Education shall develop a state model for addressing at-risk students. This model shall include various programs and curriculum proven to be effective for at-risk students.

Section 59-59-150. By July 2007, the State Board of Education shall promulgate regulations outlining specific objective criteria for districts to use in the identification of students at risk for being poorly prepared for the next level of study or for dropping out of school. The criteria must include diagnostic assessments to identify strengths and weaknesses in the core academic areas. The process for identifying these students must be closely monitored by the State Department of Education in collaboration with school districts to ensure that students are being properly identified and provided timely, appropriate guidance and assistance and to ensure that no group is disproportionately represented. The regulations also must include evidence-based model programs for at-risk students designed to ensure that these students have an opportunity to graduate with a state high school diploma. The regulation also must include an evaluation of model programs in place in each school to ensure the programs are providing students an opportunity to progress to the next level and to eventually graduate with a state high school diploma.

To fulfill § 59-59-55, the State Board of Education developed a state model that was presented in the *At-Risk Student Intervention Implementation Guide*. In 2012, the programs and curriculum listed in the *Guide* were replaced with the Model Programs as compiled by the National Dropout Prevention Center/Network (NDPC/N) (<http://www.dropoutprevention.org/modelprograms>). Applicants must comply with the specific objective criteria for identifying at-risk students as legislated by § 59-59-150 and categorized in the SBE's At-Risk Student Regulation (R. 43-274.1). Additionally, applicants must select strategies and/or models that are recommended by the NDPC/N (<http://www.dropoutprevention.org>).

Applicants should also review the Assurances and Terms and Conditions for State Awards (see pages 48–50) to ensure that, if awarded a grant, they are capable of full compliance, especially with all the referenced state laws and regulations in order to enter into an agreement with the SCDE for this program. Pursuant to S.C. Code Ann. § 8-13-700 (Supp. 2015), the applicant must disclose any potential conflict of interest to the SCDE in accordance with the SC Ethics Reform Act conflict of interest policy. A signed Certification Signature Page (see page 47) is required with the grant application and *legally binds* the applicant to the agency's Assurances and Terms and Conditions.

G. Authorized Activities

Allowable activities include evidence-based academic and career-related activities that occur during school, after school, and/or during the summer months. Activities associated with all strategies and/or models must demonstrate a direct and/or indirect link to students meeting the criteria defined in the *Profile of the South Carolina Graduate* (see page 28) and their being academically prepared for and promoted to the next grade level, a reduced dropout rate, and/or an increased high school graduation rate.

H. Unauthorized Activities

Unallowable activities include the renovation or construction of facilities and the support of political or religious activities. Grantees may not subgrant components of the project to outside vendors. Funds used for any purpose other than those approved in the grant application will be disallowed.

I. Program Accountability and Monitoring

The SCDE will oversee, monitor, and evaluate all grant awards. The grantee is required to comply with any monitoring requests by the SCDE or its assignees, including, but not limited to, requests for information, site visits, interviews, and completing surveys or participating in data collections. The grantee must comply with all reporting and evaluation procedures. The SCDE requires grantees to code all project participants in PowerSchool to enable evaluation activities.

The SCDE is responsible for monitoring the grant's implementation in accordance with the following program accountability requirements:

1. Each applicant receiving funding through this RFP meets the eligibility requirements for the grant described herein, and the applicant has provided all required assurances that it will comply with all program implementation and reporting requirements established through this RFP.
2. Each applicant receiving funding through this RFP appropriately uses these funds as described in this application package.
3. Each applicant implements activities funded through this application within the timeline in which the funds provided are to be used.

To fulfill its monitoring responsibilities, the SCDE requires funded applicants to submit appropriate fiscal and program documentation following guidance provided by the SCDE program office. In addition, representatives of the state may conduct site visits to a selected representative sample of funded applicants.

Applicants may be subjected to an evaluation of their financial system, internal controls processes, and policies and procedures by the SCDE's Office of Auditing Services before a grant award is issued or during the grant term. The review process and procedures are accessible at <http://ed.sc.gov/finance/auditing/pre-award-audit-resources/>.

Applicants awarded grant funds must satisfy periodic reporting and accountability requirements throughout the term of the grant. Grantees may be required to submit quarterly and annual progress reports to the SCDE. These requirements address (1) program accountability, (2) performance reporting, (3) annual budget, (4) monitoring, (5) program evaluation, and (6) technical assistance.

1. Program Accountability

Each grantee is responsible for carrying out its responsibilities in accordance with the South Carolina EEDA of 2005 (S.C. Code Ann. § 59-59-10 *et seq.*) and its approved grant application and work plan. Grantees may also be required to submit periodic reports to the SCDE on the use of grant funds and the progress of proposed grant activities.

2. Performance Reporting

Performance reporting requirements include both programmatic and fiscal reporting. The grantee is responsible for ensuring that all reports are accurate, complete, and submitted on time. Achievement of grant goals and objectives will be monitored through the final report process.

Programmatic Reporting Requirements

Annual performance reports must be submitted to the SCDE to report project progress no later than August 5 of each year. Progress toward achieving grant goals and objectives will be monitored through the annual performance report process.

Fiscal Reporting Requirements

Grantees must upload their approved budget into the SCDE's grants accounting processing system (GAPS) following receipt of their grant award notification and prior to submitting any reimbursement requests. GAPS training will be provided to grantees. All expenditure reports must be submitted through GAPS. Submission of expenditure reports

will be accepted monthly but is required *at least* quarterly throughout the grant award period (see table below). The grantee is responsible for ensuring that reports are accurate, complete, and submitted on time. Grantees must submit a final fiscal report to the SCDE that covers the duration of the grant award.

**Fiscal Reporting and Expenditure Claim Due Dates
for Preparing College- and Career-Ready Graduates Grants**

Quarter	Reporting Period	Report Due Date
1st Quarter	July 1–September 30	November 15
2nd Quarter	October 1–December 31	February 15
3rd Quarter	January 1–March 31	May 15
4th Quarter	April 1–June 30	August 15

3. Annual Budget

An annual budget of projected expenditures to be funded by the grant must be submitted during the application process.

Unclaimed funds from any budget period will not be carried over into the next budget period; such funds will be retained by the SCDE and redistributed to grantees as part of the competitive process. The annual budget summary and narrative must be submitted to the SCDE no later than May 1 for each subsequent year of the grant.

4. Monitoring

The SCDE will monitor grantees by reviewing and approving the progress reports and annual performance reports. All information in monitoring reports is subject to verification.

The SCDE may conduct programmatic and financial monitoring site visits. Grantees *must* agree to site visits conducted by SCDE or state program representatives. The purpose of site visits is to validate information provided in fiscal and program reports and to gather more detailed information on implementation efforts and challenges from interviews and observations for monitoring and evaluation purposes.

The SCDE may require additional information from the grantee, verify information with the authorizing agency, or require the submission of additional documentation including, but not limited to, invoices, receipts, and personnel time and effort reports. Prior to a site visit, the grantee may be required to submit additional relevant information that will allow the SCDE to conduct a useful, efficient, and effective visit. The SCDE may require electronic submission of documents instead of a hard copy application.

SCDE staff will verify the contents of all documentation submitted. Grant recipients may be asked to revise reports when

- non-allowable expenses are found;
- reports are confusing or difficult to understand; or
- there are unexplained discrepancies between the proposed use of grant funds, as provided in the annual budget, and actual expenditures found in the submitted documentation.

5. Program Evaluation

Grant Recipient Project Monitoring and Evaluation

Grant recipients are required to conduct ongoing monitoring and evaluation to ensure project goals are on track to be achieved. While hiring an external monitoring and evaluation contractor is not required, it is also not prohibited. Progress toward meeting project goals is to be reported through the annual progress review process.

A final project evaluation report is to be completed annually before the end of the grant period. The final evaluation report must address project success toward each goal stated in the application. If a grantee fails to complete the final project evaluation report before the end of the grant period, or if any of the performance requirements in section I.2 are not completed, the SCDE may consider the grantee a high risk and elect to discontinue funding or disqualify the grantee from future funding opportunities.

6. Technical Assistance to Grantees

Grantees are required to participate in any technical assistance that the SCDE may conduct related to completing and filing reports or other requirements of the Preparing College- and Career-Ready Graduates Grant. Delivery of such technical assistance may include webinars and conference calls.

J. Fiscal Operations

Grantees must use grant funds *only* for allowable grant expenditures during the designated grant period. Any unspent funds remaining at the end of the grant period will be retained by the SCDE for reallocation to other grantees. Matching or in-kind funds are not required; however, matching and in-kind funds are an indicator of potential sustainability of an EEDA Preparing College- and Career-Ready Graduates project.

Allowable Costs

EEDA Preparing College- and Career-Ready Graduates grant funds are provided solely to support a grantee's efforts related to the evidence-based, at-risk student strategies and/or models specified in the approved grant application. As such, funds may be used for salaries/benefits, transportation, and supplies/materials.

Unallowable Costs

Grant funds may not be used to purchase equipment or electronics (items with a value of \$1,000 or more per unit), provide student stipends, construct facilities, or support political or religious activities. Funds may not be used as a framework for subgranting the project out to vendors. In accordance with Proviso 1A.25, these funds are not flexible; they may not be used for any purpose other than those approved in the grant application. Grantees may *not* charge indirect costs to this grant.

K. Supplement, Not Supplant

EEDA grant funds must supplement, not supplant, existing services and may not be used to supplant federal, state, local, or non-federal funds. Programs may not use grant funds to pay

for existing levels of services funded from any other sources. If current expenditures are being paid from state or local public funds, the applicant may not replace those funds with grant funds. Grant funds may not be used for new construction or purchases that do not directly support the approved work plan.

L. Review and Selection Process

Only those grant applications that are received by the deadline and deemed complete will be forwarded for review and funding consideration. All required materials, including forms and appendices, must be submitted for the application to be considered complete and eligible for review. The SCDE's Office of Student Intervention Services will conduct an initial review of all grant applications for completeness and compliance with the RFP instructions.

Three reviewers from diverse backgrounds without a vested interest in any applicant being funded will evaluate each application based on the quality of the proposed activities and the applicant's capability to implement the proposed project. The review team will be comprised of experienced grant readers from various professions and entities, including the SCDE.

Reviewers will use the scoring rubric on pages 30–46 to read and score each application independently. After the three reviewers have individually rated an application, the scores will be averaged. An application can earn up to a maximum of 100 points for an average score. Applications that fail to earn an average score in the adequate/meets range or higher as rated by the reviewers will not be eligible for funding.

Competitive priority points will be assigned by the SCDE program manager, added to the application's average score, and awarded *only* once per application to determine a final total score. A maximum of 20 competitive priority points may be awarded for applications that meet the specific competitive priorities as defined on page 3.

Applications will be rank-ordered by final total scores. Subject to the SCDE's approval and the availability of funds, grant awards will be made starting with applications that earned a final total score of 80 points or higher. If funds remain following these awards, the SCDE will consider funding remaining applications earning a final total score within the adequate/meets range until all funds are allocated.

Prior to making awards, the SCDE's Office of Auditing Services may conduct a pre-award risk assessment of the applicant organization. Based upon the results of this assessment, special conditions may be applied to the award that may include, but are not limited to, requirements for more frequent programmatic or financial reporting, increased monitoring of grant activities, and the provision of additional technical assistance. The SCDE reserves the right to interview applicants recommended for funding, request additional documentation, and make site visits as appropriate to ensure compliance with state requirements.

Applicants who currently receive or have previously received EEDA At-Risk Student Innovative or Preparing College- and Career-Ready Graduates grant funds will be subject to a review of historical data (including financial data for evidence of timely submission of budgets

and expenditure reports and accuracy of amendment requests, expenditures and supporting documents, and performance outcomes data) to confirm compliance and performance during the previous funding periods before decisions about final awards are made. The SCDE reserves the right to not grant an award if the data review reveals that the applicant did not adhere to the previous grant/program's guidelines or meet the project's goals and objectives.

The SCDE reserves the right to negotiate final budgets and to disqualify costs associated with line items that are unallowable, unallocable, unreasonable, or inconsistent with the proposed project's activities and strategies.

Grant awards are not final until an SCDE grant award notice (GAN) is fully executed. Notification of funding will be sent in June 2016 to the authorized official listed on the Certification Signature Page. After the notification of awards, copies of the reviewers' comments and score sheets will be available upon request.

M. Appeals Process

An applicant who has submitted a proposal that the SCDE does not fund has 30 calendar days after receiving notification that the proposal is not funded to request a review of the process. Scores may not be appealed. An unfunded applicant may inquire as to whether or not the application process was followed. The request for review must be directed to the State Superintendent of Education and must state the reasons for the request. The Superintendent may delegate to a deputy superintendent the authority to conduct a review. The deputy superintendent will issue a decision after the review of the information submitted by the applicant and the program office. This decision will be the final decision of the agency. The applicant may appeal the agency's decision to the Administrative Law Court under the terms of the Administrative Procedures Act.

PART II: Application Overview, Content, and Instructions

Read *all* instructions and criteria carefully before preparing your application. Carefully adhere to font, format, page limit, and organizational requirements. Only complete applications that include *all* sections *and* appendices and *fully* adhere to these guidelines will be reviewed and considered for funding.

A. Application Overview

Applications *must* be submitted online. Applicants are encouraged to prepare *all* of the following elements of the application *before* beginning the online submission process. Do not wait until the last minute to submit an application. Applicants should use the following overview as a checklist to ensure that they submit a complete application with items labeled accordingly and presented in the order as outlined below. The **2016–17 EEDA Preparing College- and Career-Ready Graduates Grant** online application is organized into the following sections (see screenshots on pages 21–27):

- Online Forms
 - Applicant Information
 - Competitive Priorities
 - Project Director/Grant Director Information
 - Superintendent Information
 - Financial Director Information
 - Program Information
 - Funding Information
 - Budget Summary
- Proposal Attachments
 - Project Abstract
 - Application Narrative
 1. Statement of Need
 2. Project Design
 3. Project Management and Sustainability
 4. Project Evaluation and Dissemination
 - Budget Forecast and Narrative
 - Appendices
 1. Certification Signature Page
 2. Timeline of Activities and Project Weekly Schedule
 3. Résumés of Project Director (or Grant Director) and Key Personnel

B. Application Narrative Format

Length of Narrative:	Maximum of 16 pages for the application narrative only, excluding the table of contents, Timeline of Activities, and Project Weekly Schedule.
Required Font/Size:	Times New Roman/11 or 12 or Arial/11 or 12.
Margins:	1” on all sides.
Page Numbers:	Bottom right. Number all pages.
Spacing:	Double-space the narrative; charts and tables may be single-spaced.
Final File Format:	PDF document.

Each section must be clearly identified using the headings provided in the following instructions. Sections may not be combined. Incomplete proposals *will not* be considered. Reviewers will not rate information requested in one section but provided in another section.

C. Online Application Submission

To access the online application, go to https://scde.formstack.com/forms/eeda_preparing_college_career_ready_graduates_grant_2016_17. The online submission is organized into two sections—Online Forms and Proposal Attachments.

Provide the applicant’s nine-digit Data Universal Numbering System (DUNS) number and Taxpayer Identification Number (TIN) in the online application form. Applicants should contact their district’s finance office if they need assistance with obtaining these items.

Use the following instructions to compile and complete all proposal attachments prior to submitting your application. Verify that all components of the narrative and appendices are included prior to uploading attachments. Follow the directions in each section for saving the documents and refer to the screenshots on page 25 for upload locations.

D. Project Abstract (0 points)

In one double-spaced page, summarize the proposed project. Identify the applicant, the amount of funding requested, the target school(s), and the specific number of students to be served. Note: If 50 students are proposed to be served, those 50 students are expected to receive services through each project component. Briefly and concisely summarize the project goals, objectives, key elements, and anticipated outcomes of the strategies and/or models to be implemented (see page 5).

Save the project abstract as a *single* PDF document to be uploaded as an attachment in the online application.

E. Application Narrative Content

Use the following directions to write the application narrative and organize it into sections following the sequence presented below. Include a table of contents as the first page of the narrative (not included in the page limit). Do not combine sections. Required components must be located in their designated sections in order to be scored.

When complete, save the entire narrative as *one* PDF document to be uploaded into the online application where indicated in the attachments section.

1. Statement of Need (maximum of 20 points available)

The needs statement is a key element of a proposal that makes a clear, concise, and well-supported statement of the need or problem to be addressed. The needs statement should reflect the mission of the applicant organization and fit with the purpose of the funding opportunity.

This section presents the case for the project and should be a clear, factual, and compelling statement of the need or problem(s), who is affected, what caused the need or problem(s), and what will happen if the need is not addressed or the problem is not resolved.

a. Criteria for Determining the Targeted Cohort

Provide a detailed description of the existing problem faced by the school district by identifying

- what the most critical issues are (e.g., absenteeism, retention rates, discipline, dropout rates),
- who is affected by these issues,
- what the causes of these issues are, and
- what will happen if these issues are not resolved.

Indicate the specific eligibility criteria used to identify the targeted cohort by providing *both* the number and percentage of students in grades 3–12 who are eligible to participate in the proposed project based on the selected eligibility criteria as described on pages 2–3.

b. Needs of the Targeted Cohort

Indicate the actual number of students in the proposed cohort and discuss the *lack of opportunities or activities* designed to help improve the targeted cohort's world class knowledge, world class skills, and/or life and career characteristics as defined in the *Profile of the South Carolina Graduate*. Clearly demonstrate the need for supplemental rather than duplicative activities and/or services at the proposed site(s). Additionally, discuss the district's lack of or limited financial resources to adequately and effectively implement evidence-based strategies and/or models designed to address the needs of the targeted cohort at the proposed site(s).

2. Project Design (maximum of 45 points available)

Identify the specific evidence-based strategies and/or models proposed to be implemented and explain how the proposed strategies and/or models meet all mandates, including being evidence-based, in the SBE's At-Risk Student Regulation (R. 43-274.1). Show how the strategies and/or models will address the needs of the targeted cohort and not be a whole school reform initiative. What need(s) identified in the previous section will these strategies and/or models address? How will these strategies and/or models address these identified need(s)? How will implementing these strategies and/or models be a significant *supplement* to existing programs/activities?

Identify the site(s) where the strategies and/or models will be implemented, the specific number of students to be served at each site, the process to be used for selecting participants that will ensure that the population to receive services will not disproportionately represent any group of students, and the process for monitoring the participants' progress until they earn a high school diploma.

a. Goals and Objectives

Goals and objectives are clear statements of what the applicant proposes to accomplish with this project. All goals and objectives must reflect the results of the needs assessment, mirror the purpose of the project, and address the need(s) identified in section 1.

Goals are general statements about desired outcomes that will result from the project. What are the short- and long-term goals associated with the proposed strategies and/or models?

Objectives must be specific, measurable, achievable, relevant, and time-specific (SMART). SMART objectives are statements that explain one way that the applicant will know when the goal has been achieved. What objectives have you set to attain each goal?

In determining goals and objectives, address how the proposed project will enable the applicant to accomplish each of the following:

- provide a direct link to improving participants' world class knowledge;
- provide a direct link to improving participants' world class skills;
- provide a direct link to improving participants' life and career characteristics;
- provide a direct link to helping the school reduce its failure, retention, and/or dropout rates; and
- provide a direct and/or indirect link to helping the applicable high school increase its graduation rate.

Applicants may use the Goals, Objectives, and Outcomes Worksheet on page 51 to develop project goals and objectives. Do *not* include the worksheet(s) with your application.

b. Strategies and Activities

Describe the instructional strategies and activities that will take place during the project to achieve the project objectives and work toward the proposed goal(s). Instructional strategies and activities must be evidence-based interventions and should be based on clearly connecting the stated goals and objectives with the need for services.

Instructional strategies are considered those tasks that are the catalyst to help the client achieve objectives. For example, in a classroom, instructional strategies are what the teacher does/plans so that students learn.

Activities are considered those tasks that the target population (client) does to achieve objectives and to advance their abilities. For example, in a classroom, activities are what the students do to learn.

For each activity, include the number of hours per week, days of the week, and number of weeks per year that the activities will be provided; the provider for each activity; and the rationale for the selection of the activities based on the needs identified in the Statement of Need, characteristics of the targeted cohort, and specific research.

c. Coordination with Other Programs

Describe plans to coordinate and/or combine the project's activities with other federal, state, and local programs to make the most effective use of public resources (without supplanting). Appropriate programs could include Title I funds, Title IV funds, School Improvement Grant (SIG) funds, SC Lottery funds, and county or city funds.

In discussing the coordination plans, address each of the following:

- describe current projects or programs that are available at the proposed site(s) that are designed to address the identified needs;
- identify the deficiencies in the current projects or programs and the resulting gaps;
- explain how implementing the proposed model will be a significant supplement to current programs/activities; and
- describe how current projects or programs will be coordinated and/or combined with the proposed project to maximize impact.

d. Timeline of Activities and Project Weekly Schedule

Include a complete Timeline of Activities and a Project Weekly Schedule as appendix items following the instructions on page 21. The Timeline of Activities must include a chronological timeline of major project events/activities that clearly indicates (by month) when each project activity begins and ends, how each activity relates to a particular objective, the evidence that proves the activity has been completed or data to be collected, and who is responsible for overseeing the activity. The Project Weekly Schedule must detail all instructional activities occurring at any point (before, during, or afterschool) during the regular school year and all activities that will occur during the proposed intersession periods.

3. Project Management and Sustainability (maximum of 20 points available)

Applicants must describe the overall management and sustainability plan for the project to demonstrate that the staffing and fiscal resources to be allocated to the project are adequate to launch an EEDA Preparing College- and Career-Ready Graduates project and to sustain high quality services for students beyond the life cycle of the grant.

a. Management Plan

The management section outlines the applicant's plan to manage the project to ensure that the project progresses toward achieving the proposed goal(s) and objectives. Identify the chain of command/organizational structure for decision-making that will affect the project. Include who will supervise the project director and discuss where the project fits into the overall district or school structure. Identify any professional development or training for staff and explain why it will be necessary for the project's success.

Identify who will manage the project and that person's experience and credentials. Explain how much time the project director will dedicate to managing this project and how this amount of time is appropriate to oversee all aspects of the project, including the timely submission of all programmatic and financial reports. Although the project director's position does not have to be full-time, the project director must commit an appropriate amount of time to the project's operations. Include a résumé or vitae for the project director (or the grant director if a project director has not yet been designated) as an appendix item (see page 21).

Identify other key personnel assigned to the project, their responsibilities related to this project, and their experience and credentials. Include résumés, vitas, or a paragraph summary for each key personnel as an appendix item (see page 21).

b. Sustainability Plan

The sustainability section must address the applicant's plan to ensure that the project will maintain its activities during the full, three-year project term and beyond the grant funding period. Describe the role each partner will play in sustaining the project. Explain how funds will be used to provide supplemental rather than duplicative activities and/or services throughout each year of funding and not supplant other federal, state, or local funds or other resources. Explain conceptually how funding will continue for core activities after the grant ends.

4. Project Evaluation and Dissemination (maximum of 15 points available)

a. Evaluation Plan

The evaluation section must describe the applicant's plan to evaluate the project's outcomes and prove, using scientific methods and a range of data, if and how well the project worked in realizing project goal(s) and objectives. Baseline and benchmark data appropriate for the cohort to be served may include

- i. truancy,

- ii. absenteeism,
- iii. discipline problems/referrals,
- iv. number of students retained in grade,
- v. grade-point averages,
- vi. percentage of target population on grade level,
- vii. percentage of target population who stay in school,
- viii. percentage of target population who complete an Individual Graduation Plan,
- ix. percentage of target population earning Carnegie units for graduation,
- x. attitude of target population toward school and learning, and
- xi. percentage of target population who graduate on time.

Describe the outcome measures that will be used to assess the impact of the proposed project on student learning and behavior. Describe the types of data that will be collected, how and when the data will be collected and analyzed, who (identified by position) will be responsible for each data collection, and how results will be presented to demonstrate that each objective has been met. Explain how the data will be analyzed, reported, and subsequently used to improve the overall quality of the project or activity. Identify the different audiences who will be provided with the evaluation data and reports.

b. Dissemination Plan

The dissemination plan must describe how and with whom the applicant will share information about the project's successes and challenges so that the project will contribute to the district's or school's efforts to continue (a) producing graduates who meet the characteristics identified in the *Profile of the South Carolina Graduate*, (b) improving academic performance, (c) reducing dropout rates, and (d) increasing high school graduation rates. Additionally, the dissemination plan should show how the project will contribute to the knowledge about this field or become a model for others to replicate.

F. Application Budget

The application budget consists of *two* parts: the Budget Summary and a 36-month Budget Forecast and Narrative. Budget items not explained in the application narrative *will not* be funded.

1. The Budget Summary provides the financial overview and must include all proposed expenditures for the first year of the project. Each line item of the Budget Summary *must* correspond to the totals for year one of the Budget Forecast and Narrative (discussed below). Provide the budget details for year one in the online application Budget Summary section (see screenshot on page 25).
2. The three-year Budget Forecast and Narrative must provide clear evidence that the budget is justified based on the needs assessment. Use the Excel budget file that accompanies this funding opportunity announcement at <http://ed.sc.gov/finance/grants/scde-grant-opportunities/2016-17-eeda-preparing-college-and-career-ready-graduates-grant/> (see page 54 for information) to provide a detailed *three-year* Budget Forecast and Narrative that includes estimates for

matching funds and in-kind contributions, if applicable. Structure the Budget Forecast and Narrative line item categories to parallel the categories of the Budget Summary. *Include all formulas used to calculate each line-item expense.* This narrative must demonstrate that all expenditures are allowable, reasonable, and allocable, as well as being adequate to support the activities of the project.

All project costs must also connect directly to the performance goals and objectives and activities and strategies in the application narrative. Ensure that the totals in year one of the Budget Forecast and Narrative equal the totals in the Budget Summary. When finalized, save the Budget Forecast and Narrative as an Excel file to be uploaded into the online application as the Budget Forecast and Narrative attachment (see screenshot on page 25 for upload location).

Appropriate personnel and other resources should be carefully allocated for the tasks and activities described in the application. Applicants should ensure that the budget will adequately cover program expenses. It is important for applicants to demonstrate how existing school resources, such as computer labs, libraries, and classrooms, will be leveraged to carry out program activities.

Because sustainability of the proposed project is important, an applicant should indicate any matching funding and/or in-kind contributions as a clear sign of sustainability plans and potential. In addition, demonstrate the use of supplemental funds through the schools and districts (such as Title I). Although matching funds are *not* required and give no “competitive edge” to an application, all in-kind contributions from the district, school, and/or partners (such as the use of community recreational areas, staff, supplies, etc.) *must* be included.

The SCDE reserves the right to disqualify, disallow, and negotiate costs associated with any line item proposed in the budget. If any line item cost is determined to be excessive, given the nature and scope of the entire project or of a particular activity, the SCDE can request the applicant reduce the cost of the line item or ask the applicant to assume a portion of the cost before the budget is approved and funds are awarded.

Funds will be disbursed on a reimbursement basis upon the receipt of expenditure reports from the grantees that include all supporting documentation. Grantees may not obligate funds prior to the receipt of a grant award notice. No expenditures incurred prior to July 1, 2016, will be reimbursed. Grantees are not permitted to pick up their reimbursements from the SCDE office.

The following describes the line items that should be budgeted in each category.

Salaries/Stipends (100)

This category includes salaries for staff members, pay for substitutes, and stipends for teachers. The total percentage of time charged to the multiple grants or fund codes cannot exceed 100 percent.

Employee Benefits (200)

FICA, workers' compensation, health insurance, and other employee benefits costs should be included here and will represent a percentage of the total in Salaries/Stipends (100).

Purchased Services (300)

Expenses such as consultant fees, travel/transportation costs, telephone costs, and other purchased services will be included here. This includes amounts paid for personal services rendered by personnel who are not on the payroll and for other specialized services purchased by the organization. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Note: Salaries for direct teachers and project staff should be recorded in Salaries/Stipends (100) and not in this section.

a. Contractual Services

Detail the expenditures associated with services to be provided by individuals or companies as indicated in the contractual agreement(s) for the proposed project.

For a grantee to pay a vendor with state funds, a contract must be in place. At a minimum, the contract should include the scope of services, the duration of the contract, and the method and amount of payment; the contract must be executed by both parties. Consulting/service contracts must be procured in accordance with SC Procurement Law (see <http://www.mmo.sc.gov/PS/legal/PS-legal-procurement-law.phtm>). A copy of each contract must be submitted to the program office within 30 days of receipt of the official grant award from the SCDE.

Applicants/grantees must ensure that they do not enter a contract with any vendor that is debarred, suspended, or ineligible for participation in federal programs by

1. checking the Excluded Parties List (EPLS) at the federal System for Award Management (SAM) Web site—<https://www.sam.gov/portal/public/SAM/#1> (Applicants are encouraged to review the user guides for exclusions provided via the “Help” page prior to conducting searches.);
2. collecting a certification from the vendor and attaching it to the contract; or
3. adding a clause or condition to the contract that indicates the vendor is eligible.

b. Travel

All applicants must plan and budget for transportation, if necessary. Detail the expenditures associated with transporting students and the expenditures associated with business travel. Applicants should carefully assess costs associated with student transportation because often projects must rely on additional buses to ensure that students are returned home in a timely manner after the approved project hours have been met. Applicants may *not* use funds to purchase a vehicle to transport students.

Applicants should budget funds for the project director and at least two other staff members to travel to Columbia, South Carolina, for meetings sponsored by the SCDE a minimum of once during the first year. Grantees must use the prevailing state per diem and mileage rates and the federal General Services Administration allowable lodging rate

(see <http://gsa.gov/portal/category/100120>) for budgeting and reimbursement calculations.

c. Property Leases and Rentals

Facilities costs are generally considered indirect or administrative costs; therefore, applications requesting such costs are subject to a pre-award evaluation by the program office. Applicants should identify the associated costs and clearly present the method of calculation in the Budget Narrative. Costs for facility leases and rentals must be consistent with the current fair market value in the local service area. The SCDE will negotiate these budget items prior to making an award.

Supplies and Materials (400)

Include the amounts paid for material items of an expendable nature. It is recommended that applicants group items into categories to avoid listing every item; however, make sure that such expenditures are aligned with relevant project characteristics (objectives, number of participants, frequency of activity, etc.).

Capital Outlay/Equipment (500)

Equipment and supplies totaling more than \$5,000 per unit are not allowable. Itemize furniture, fixtures, and equipment that total \$5,000 and below per unit under Supplies and Materials.

Other (600)

This category includes expenditures such as postage, liability insurance fees, and copyright fees that do not neatly fit into the other categories.

Indirect Costs (700)

Indirect costs are not allowed under this grant program.

G. Appendices

The following information is required. All of the appendices must be scanned into a *single* PDF document in the order in which they are listed on page 11. The single PDF document should be uploaded into the appendices section of the online application where indicated in the screenshot on page 25.

Certification Signature Page

Print the Certification Signature Page (see page 47) and obtain the appropriate signatures. Note: This form includes the certification of the SCDE's Assurances and Terms and Conditions for State Awards conveyed in this RFP. While these forms are not required to be included in the application submission, retain a copy for your records and ensure that each signatory has copies of all documents.

By signing the Certification Signature Page, the signatories assure that they will comply with all the assurances and terms and conditions for the project. *All* signatories *must* understand

that they are signing a document that is *legally binding* in the event a grant is awarded. Applications that *do not* include the signed Certification Signature Page *will not* be reviewed or considered for funding.

Timeline of Activities and Project Weekly Schedule

Include a Timeline of Activities that includes each benchmark activity (including management and evaluation components), when each project activity begins and ends, how each activity relates to a particular objective, and who is responsible for overseeing the activity. A template for this timeline is included on page 52. In addition, include a Project Weekly Schedule that details all activities, including those that occur during the intersession periods. The intersession periods must include a minimum of 20 hours of instruction time per week. A template for this Project Weekly Schedule is included on page 53. Both the Timeline of Activities and Project Weekly Schedule may be single-spaced.

Résumés of Project Director and Key Personnel

Include a résumé or vitae for the project director (or the grant director if a project director has not yet been designated). For any other key personnel to be involved in this program, include a résumé, vitae, or a paragraph summary of duties and qualifications.

H. Deadline and Submission Procedures

1. Applications must be *submitted* online at https://scde.formstack.com/forms/eeda_preparing_college_career_ready_graduates_grant_2016_17 no later than **4:30 p.m.**, on **May 13, 2016**. Applications received after this deadline *will not* be considered.
2. Only complete applications that adhere to *all* of the guidelines and directions in this RFP will be reviewed and considered for funding.
3. No hard copy applications will be accepted. Applications delivered by hand, postal mail, fax, or e-mail *will not* be accepted.
4. Applications must originate from the applicant. Applications that are plagiarized from the Internet, other grants, or other resources will not be considered for funding.
5. Do not attach or submit any additional materials other than what is specifically required. Any additional materials will be disposed of without review.
6. Applications will not be returned. Keep a complete copy of the entire application for your records.

I. Screenshots of Online Application Submission Forms

The following screenshots are for informational purposes only and are provided to assist applicants in compiling all elements needed to complete the online submission. Complete the online application as directed in the preceding instructions in this RFP. Make sure all information submitted is accurate, including the official names of the school district, schools, and contacts and that spelling is correct. Do not use abbreviations or acronyms. Applicants are encouraged to have all components of the application ready before beginning the online application as you will not have the ability to save your progress and return to complete the

online form later. *All* fields in this application are *required*; an applicant will not be able to proceed to the next page of the application or submit a form without entering information for each field.

Enter the official name of the applicant organization (school district). The name as entered *must* match the registered DUNS name. Enter the DUNS number and TIN. Select the number of schools (up to three) to be served through this project. Indicate whether or not the applicant is applying for competitive priority points.

The screenshot shows the 'Applicant Information' section of the online application. At the top left is the Department of Education logo for the State of South Carolina. The title is '2016-17 EEDA Preparing College- and Career-Ready Graduates Competitive Grant Online Application'. Below the title is a sub-header 'Applicant Information'. The form contains several fields: 'Name of Applicant Organization*', 'Address*' (with multiple lines), 'DUNS Number*', 'TIN*', 'City', 'State' (dropdown), and 'ZIP Code'. There are also two radio button questions: 'Select the number of schools to be served.*' (with a dropdown) and 'Is the organization applying for competitive priority points?*' (with 'Yes' and 'No' options).

Select all of the competitive priority categories for which bonus points are sought and indicate the page numbers in the application narrative where evidence supports the proposed project’s eligibility for each criteria.

The screenshot shows the 'Competitive Priorities' section. It includes a header 'Competitive Priorities' and a paragraph of instructions: 'Select all of the applicable competitive priorities and include the page number(s) in the Application Narrative where each priority is addressed. See the Request for Proposals for more information on the criteria for each competitive priority category.' Below this are three priority categories, each with a radio button for 'Yes' or 'No' and a 'Page(s)*' field: 'Priority 1: Approved Alternative School Program (10 points)*', 'Priority 2: Offering July–August OR May–June Intersession Periods (5 points)*', and 'Priority 3: Offering July–August AND May–June Intersession Periods (10 points)*'. An 'OR' label is placed between Priority 2 and Priority 3.

Enter the contact information for the project director/grant director, superintendent, and district’s financial director. The project director’s/grant director’s e-mail must be reentered for

validation. The confirmation of a successful online application submission will be sent *only* to this e-mail address.

Contact Information

Project Director's/Grant Director's Name*

Prefix First Name Last Name

District- or School-level Position or Title*

Phone*

E-mail*

Confirm E-mail*

Note: The Project Director/Grant Director will receive the application submission confirmation e-mail. Make sure the e-mail address is entered correctly. The Project Director/Grant Director must be the individual to contact in all matters regarding this grant application.

Superintendent's Name*

Prefix First Name Last Name

Phone*

E-mail*

Financial Director's Name*

Prefix First Name Last Name

Phone*

E-mail*

Separate project detail information fields for each school will display based on the number of schools to be served selected in the Applicant Information section. Enter the official name of the school; do not use abbreviations or acronyms. Enter the contact information for the principal. Enter the number of students to be served in the targeted cohort, select all of the school levels to be served, and provide the name of the evidence-based strategy and/or model to be implemented. Indicate whether or not each school will offer a pre-school year intersession, a post-school year intersession, and/or an afterschool program.

School 1 Information

School 1 Name*

School 1 Address*

City State ZIP Code

Principal's Name*

Prefix First Name Last Name

Phone*

E-mail*

Number of Students in Targeted Cohort to Be Served*

School Level(s)*

Elementary Middle Junior High High

Select all that apply.

Name of evidence-based strategy and/or model to be implemented (School 1)*

Will this school offer a Pre-school Year Intersession (July–August 2016)?*

Yes No

Will this school offer a Post-school Year Intersession (May–June 2017)?*

Yes No

Will this school offer an Afterschool Program (July 2016–June 2017)?*

Yes No

Provide the requested details for each intersession or after-school activity to include the number of weeks, days per week, and hours per day each activity will operate. Select the start and end date and indicate specific days of the week and times for each activity.

Will this school offer a Pre-school Year Intersession (July–August 2016)?*	Will this school offer a Post-school Year Intersession (May–June 2017)?*	Will this school offer an Afterschool Program (July 2016–June 2017)?*
<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Pre-school Year Intersession Period for Year 1 (July–August 2016):		
Number of Weeks*	Number of Days per Week*	Number of Hours per Day*
<input type="text"/>	<input type="text"/>	<input type="text"/>
Intersession Period Start Date*	Intersession Period End Date*	
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	
Days of Intersession Period*		Times for Intersession Period*
<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> Saturday <small>Select all that apply.</small>		<input type="text"/> <small>(ex. 8:00 a.m.–1:00 p.m.)</small>

Will this school offer a Pre-school Year Intersession (July–August 2016)?*	Will this school offer a Post-school Year Intersession (May–June 2017)?*	Will this school offer an Afterschool Program (July 2016–June 2017)?*
<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Post-school Year Intersession Period for Year 1 (May–June 2017):		
Number of Weeks*	Number of Days per Week*	Number of Hours per Day*
<input type="text"/>	<input type="text"/>	<input type="text"/>
Intersession Period Start Date*	Intersession Period End Date*	
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	
Days of Intersession Period*		Times for Intersession Period*
<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> Saturday <small>Select all that apply.</small>		<input type="text"/> <small>(ex. 8:00 a.m.–1:00 p.m.)</small>

Will this school offer a Pre-school Year Intersession (July–August 2016)?*	Will this school offer a Post-school Year Intersession (May–June 2017)?*	Will this school offer an Afterschool Program (July 2016–June 2017)?*
<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Afterschool Program for Year 1 (July 2016–June 2017):		
Number of Weeks*	Number of Days per Week*	Number of Hours per Day*
<input type="text"/>	<input type="text"/>	<input type="text"/>
Afterschool Program Start Date*	Afterschool Program End Date*	
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	
Days of Afterschool Program*		Times for Afterschool Program*
<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> Saturday <small>Select all that apply.</small>		<input type="text"/> <small>(ex. 2:30 p.m.–4:00 p.m.)</small>

Enter all amounts in the Funding Information and Budget Summary sections using whole dollars (no cents). Fill in all budget fields. Enter 0 (zero) for line items that are not applicable to the project. In the Funding Information section, enter the total amount of funding requested to provide grant activities in all schools between July 1, 2016, and June 30, 2017.

Funding Information
Total Amount Requested for Year 1 (for all schools)*
\$ <input type="text"/>

In the Budget Summary section, enter the line item breakdowns for the grant funds requested for the first year of operation for all schools being served and any in-kind or matching funds committed to the project during this same time period. The total project cost amounts for each line item will automatically calculate as will the totals for all three columns.

Budget Summary

12-Month Budget Summary for Year 1 of Project (for all schools):

Description Area	Funds Requested	In-kind/Match	Total Project Costs
Salaries (100)	\$ <input type="text"/>	\$ <input type="text"/>	\$ 0
Employee Benefits (200)	\$ <input type="text"/>	\$ <input type="text"/>	\$ 0
Purchased Services (300)	\$ <input type="text"/>	\$ <input type="text"/>	\$ 0
Supplies & Materials (400)	\$ <input type="text"/>	\$ <input type="text"/>	\$ 0
Other Objects (600)	\$ <input type="text"/>	\$ <input type="text"/>	\$ 0
<hr/>			
Totals (for all schools)	\$ 0	\$ 0	\$ 0

Upload the proposal attachments in the appropriate document format following the instructions provided in this RFP. Pay close attention to attachments that must be scanned together into a *single* document. The online application will *only* allow *one* document to be uploaded for each attachment. You will not be able to submit the application without attaching all of the required documents.

Proposal Attachments

Project Abstract*
 No file chosen
Upload attachment as a PDF document only.

Application Narrative*
 No file chosen
Upload attachment as a PDF document only.

Budget Forecast and Narrative*
 No file chosen
Upload attachment as an Excel document only.

Appendices*
 No file chosen
Upload attachment as a PDF document only.

Thoroughly review the summary on the Data Review and Confirmation Page to verify that the information has been entered correctly in the online application prior to submitting. You will *not* be able to access the completed application form after it has been submitted so it is very important to ensure that all of the information in the application has been entered correctly. If any entries are incorrect, click on the "**Previous**" button at the bottom left corner of each screen to return to the appropriate section(s) and reenter the correct information. Then click on the

“Next” button in the lower right corner of each screen to return to the Data Review and Confirmation Page. Note: This page is not a confirmation of the submission of an application.

Data Review and Confirmation Page

This page is not a submission confirmation.

Please review and verify the information in the following summary prior to submitting your application. If any of the entries are incorrect, click on the "Previous" button at the bottom of each page to return to the appropriate section(s) and reenter the correct information. If all of the entries are correct, click on the "Submit Application" button in the lower right corner of this screen. You will receive an onscreen confirmation message that your application was successfully submitted.

Applicant Information:

Name of Applicant Organization: **Smart School District**

Address: **101 Learning Lane , Anywhere, SC 29000**

DUNS Number: **123456789**

Taxpayer ID Number: **987654321**

Number of Schools to Be Served: **3**

Applying for Competitive Priorities? **Yes**

Priority 1-Approved Alternative School Program: **Yes** Evidence found on page(s): **5**

Priority 2-Offering Pre-school Year or Post-school Year Intersession Periods: **No** Evidence found on page(s):

Priority 3-Offering both Pre- and Post-school Year Intersession Periods: **Yes** Evidence found on page(s): **10-11**

Contact Information:



Project Director's/Grant Director's Name: **Mr. Ican Doit**

District- or School-level Position or Title: **Grant Manager**

After verifying that all entries are correct, click on the "Submit Application" button in the lower right corner of this screen in order to complete the submission process.

« PreviousProgressSubmit Application

Once you submit the application, the following message will be displayed on the screen.



Thank you for completing the online submission of your 2016–17 EEDA Preparing College- and Career-Ready Graduates Grant application.

The project director for your organization will receive a confirmation e-mail in a few minutes that includes the data submitted with the application. Retain that e-mail for your records.

Contact Dr. Sabrina Moore at smoore@ed.sc.gov if you have any questions regarding this grant opportunity.

The following confirmation message will be sent to the e-mail address provided for the project director/grant director. If the project director/grant director does not receive a confirmation e-mail, then the application was not successfully submitted. You must go back and resubmit the *entire* online form, including *all* attachments, in order for your application to be considered for funding. Only the most recently submitted application will be reviewed.

Thank you for submitting an online application for the South Carolina Department of Education's 2016-17 EEDA Preparing College- and Career-Ready Graduates Grant.
Your application has been received. A copy of the data you submitted is included below. Please retain this e-mail for your records.
If you have questions or concerns regarding this grant opportunity, please contact Dr. Sabrina Moore at smoore@ed.sc.gov or call 803-734-8433.

An e-mail confirmation that the grant application was successfully submitted does not account for the quality of the uploaded documents or the completeness of the online form. The confirmation e-mail *only* notifies you that the online application has been submitted and received. Applicants are responsible for ensuring that the information entered in the online form, including all attachments, is accurate and complete in order for the application to be reviewed and considered for funding.

Appendix A: Definitions of Terms Used


At-Risk Student—Any student who, because of his or her individual needs, requires temporary or ongoing interventions in order to achieve in school and to graduate with meaningful options for his or her future.

Intersession Period—The period prior to the new school year in the months of July–August and the period following the end of the school year during the months of May–June. All intersession periods must include a minimum of 20 hours of instruction time per week for all sites to be served. All applicants are required to include at least one three-week intersession period during each budget period/year.

National Dropout Prevention Center/Network (NDPC/N)—A clearinghouse of information for educators, parents, students, business leaders, community leaders, and other government officials on issues related to dropout prevention and on strategies that are designed to increase the graduation rate in America's schools. See the NDPC/N Web page at <http://www.dropoutprevention.org/>.

Profile of the South Carolina Graduate—This framework identifies the characteristics that are believed to be vital to helping our state stay competitive in today's global economy as it addresses the need and solution for a sustainable, educated, and qualified workforce:

Profile of the South Carolina Graduate



World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

<p><u>World Class Skills</u></p> <ul style="list-style-type: none">• Creativity and innovation• Critical thinking and problem solving• Collaboration and teamwork• Communication, information, media and technology• Knowing how to learn	<p><u>Life and Career Characteristics</u></p> <ul style="list-style-type: none">• Integrity• Self-direction• Global perspective• Perseverance• Work ethic• Interpersonal skills
--	---

Appendix B: Selection Criteria and Reviewers' Scoring Rubric

Selection Criteria

A total of 120 points (including competitive priority points) is available to meet the selection criteria. While the budget is assigned zero (0) points, the budget remains a critical component of the entire application. An application with an incomplete budget will *not* be funded.

The point values for each section of the application are as follows:

Application Sections	Maximum Points Available
Project Abstract	0
Statement of Need	20
Project Design	45
Project Management and Sustainability	20
Project Evaluation and Dissemination	15
Budget Narrative	0
SUBTOTAL	100
Competitive Priorities (Bonus points available)	up to 20
TOTAL	up to 120

Each section of the application narrative will be assigned a score using the following rubric, which summarizes the required elements of the application narrative and the point ranges assigned to each section.

The scoring system is used to indicate how well an application meets the funding criteria for the project.

Appendix B: Reviewers’ Scoring Rubric

<p>Project Abstract: The applicant <i>must</i>, in one double-spaced page, summarize the proposed project; identify the applicant, the amount of funding requested, the target school(s), and the number of students to be served; and briefly and concisely summarize the project goals, objectives, key elements, and anticipated outcomes of the strategies and/or models to be implemented.</p>	
<p>Acceptable</p>	<p>Not Acceptable</p>
<p>Adequate/Meets—0 points</p>	<p>Inadequate—0 points</p>
<p>Applicant provides a one-page statement that fully addresses all three of the following items:</p> <ul style="list-style-type: none"> • summarizes the proposed project; • identifies the applicant, the amount of funding requested, the target school(s), and the number of students to be served; and • briefly and concisely summarizes the project goals, objectives, key elements, and anticipated outcomes of the strategies and/or models to be implemented. 	<p>Applicant provides a one-page statement that does not adequately address all three of the following items:</p> <ul style="list-style-type: none"> • summarizes the proposed project; • identifies the applicant, the amount of funding requested, the target school(s), and the number of students to be served; and • briefly and concisely summarizes the project goals, objectives, key elements, and anticipated outcomes of the strategies and/or models to be implemented.
<p>Reviewer’s Comments</p>	
<p>1.a. Needs Statement—Criteria for Determining the Targeted Cohort: Applicant <i>must</i> provide a detailed description of the</p> <ul style="list-style-type: none"> • existing problem faced by the school district by identifying <ul style="list-style-type: none"> ○ what the most critical issues are (e.g., absenteeism, retention rates, discipline, dropout rates), ○ who is affected by these issues, ○ what the causes of these issues are, and ○ what will happen if these issues are not resolved; and • specific eligibility criteria used to identify the targeted cohort by providing <i>both</i> the number and percentage of students in grades 3–12 who are eligible to participate in the proposed project based on the eligibility criteria of poor academic performance and/or behaviors and characteristics of students at risk of dropping out of school (as described on pages 2–3). 	

Acceptable		Not Acceptable	
Fully Meets—9–10 points	Adequate/Meets—6–8 points	Limited/Approaches—3–5 points	Inadequate—0–2 points
<p>Applicant provides a fully detailed description of the</p> <ul style="list-style-type: none"> • existing problem faced by the school district by identifying <ul style="list-style-type: none"> ○ what the most critical issues are (e.g., absenteeism, retention rates, discipline, dropout rates), ○ who is affected by these issues, ○ what the causes of these issues are, and ○ what will happen if these issues are not resolved; and • the specific eligibility criteria used to identify the targeted cohort by providing <i>both</i> the number and percentage of students in grades 3–12 who are eligible to participate in the proposed project based on the eligibility criteria of poor academic performance and/or behaviors and characteristics of students at 	<p>Applicant provides a moderately detailed description of the</p> <ul style="list-style-type: none"> • existing problem faced by the school district by identifying <ul style="list-style-type: none"> ○ what the most critical issues are (e.g., absenteeism, retention rates, discipline, dropout rates), ○ who is affected by these issues, ○ what the causes of these issues are, and ○ what will happen if these issues are not resolved; and • the specific eligibility criteria used to identify the targeted cohort by providing <i>both</i> the number and percentage of students in grades 3–12 who are eligible to participate in the proposed project based on the eligibility criteria of poor academic performance and/or behaviors and 	<p>Applicant provides a description that is limited or incomplete in detailing the</p> <ul style="list-style-type: none"> • existing problem faced by the school district by identifying <ul style="list-style-type: none"> ○ what the most critical issues are (e.g., absenteeism, retention rates, discipline, dropout rates), ○ who is affected by these issues, ○ what the causes of these issues are, and ○ what will happen if these issues are not resolved; and • the specific eligibility criteria used to identify the targeted cohort by providing <i>both</i> the number and percentage of students in grades 3–12 who are eligible to participate in the proposed project based on the eligibility criteria of poor academic performance and/or behaviors and characteristics of students at risk of dropping out of school. 	<p>Applicant provides a description that does not adequately detail the</p> <ul style="list-style-type: none"> • existing problem faced by the school district by identifying <ul style="list-style-type: none"> ○ what the most critical issues are (e.g., absenteeism, retention rates, discipline, dropout rates), ○ who is affected by these issues, ○ what the causes of these issues are, and ○ what will happen if these issues are not resolved; and • the specific eligibility criteria used to identify the targeted cohort by providing <i>both</i> the number and percentage of students in grades 3–12 who are eligible to participate in the proposed project based on the eligibility criteria of poor academic

risk of dropping out of school.	characteristics of students at risk of dropping out of school.		performance and/or behaviors and characteristics of students at risk of dropping out of school.
Reviewer's Comments			
<p>1.b. Needs Statement—Needs of Targeted Cohort: The applicant <i>must</i> indicate the number of students in the proposed cohort and discuss the lack of opportunities or activities designed to help improve the targeted cohort's world class knowledge, world class skills, and/or life and career characteristics as defined in the <i>Profile of the South Carolina Graduate</i>; clearly demonstrate the need for supplemental rather than duplicative activities and/or services at the proposed site(s); and discuss the district's lack of or limited financial resources to adequately and effectively implement evidence-based strategies and/or models designed to address the needs of the targeted cohort at the proposed site(s).</p>			
Acceptable		Not Acceptable	
Fully Meets—9–10 points	Adequate/Meets—6–8 points	Limited/Approaches—3–5 points	Inadequate—0–2 points
<p>Applicant provides a narrative that fully discusses the following three items:</p> <ul style="list-style-type: none"> the number of students in the proposed cohort and the lack of opportunities or activities designed to help improve the targeted cohort's world class knowledge, world class skills, and/or life and career characteristics as defined in 	<p>Applicant provides a narrative that moderately discusses the following three items:</p> <ul style="list-style-type: none"> the number of students in the proposed cohort and the lack of opportunities or activities designed to help improve the targeted cohort's world class knowledge, world class skills, and/or life and career characteristics as defined in 	<p>Applicant provides a narrative that is limited or incomplete in discussing the following three items:</p> <ul style="list-style-type: none"> the number of students in the proposed cohort and the lack of opportunities or activities designed to help improve the targeted cohort's world class knowledge, world class skills, and/or life and career characteristics as defined in the 	<p>Applicant provides a narrative that does not adequately discuss the following three items:</p> <ul style="list-style-type: none"> the number of students in the proposed cohort and the lack of opportunities or activities designed to help improve the targeted cohort's world class knowledge, world class skills, and/or life and

<p>the <i>Profile of the South Carolina Graduate</i>;</p> <ul style="list-style-type: none"> the demonstrated need for supplemental rather than duplicative activities and/or services at the proposed site(s); and the district's lack of or limited financial resources to adequately and effectively implement evidence-based strategies and/or models designed to address the needs of the targeted cohort at the proposed site(s). 	<p>the <i>Profile of the South Carolina Graduate</i>;</p> <ul style="list-style-type: none"> the demonstrated need for supplemental rather than duplicative activities and/or services at the proposed site(s); and the district's lack of or limited financial resources to adequately and effectively implement evidence-based strategies and/or models designed to address the needs of the targeted cohort at the proposed site(s). 	<p><i>Profile of the South Carolina Graduate</i>;</p> <ul style="list-style-type: none"> the demonstrated need for supplemental rather than duplicative activities and/or services at the proposed site(s); and the district's lack of or limited financial resources to adequately and effectively implement evidence-based strategies and/or models designed to address the needs of the targeted cohort at the proposed site(s). 	<p>career characteristics as defined in the <i>Profile of the South Carolina Graduate</i>;</p> <ul style="list-style-type: none"> the demonstrated need for supplemental rather than duplicative activities and/or services at the proposed site(s); and the district's lack of or limited financial resources to adequately and effectively implement evidence-based strategies and/or models designed to address the needs of the targeted cohort at the proposed site(s).
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Reviewer's Comments

2.a. Project Design—Goals and Objectives: The applicant *must* present goals and objectives that reflect the results of the needs assessment, mirror the purpose of the project, and address the identified needs; provide objectives that are specific, measurable, achievable, relevant, and time-specific; and addresses how, in determining goals and objectives, the proposed project will enable the applicant to accomplish each of the following:

- provide a direct link to improving participants' world class knowledge;
- provide a direct link to improving participants' world class skills;
- provide a direct link to improving participants' life and career characteristics;
- provide a direct link to helping the school reduce its failure, retention, and/or dropout rates; and
- provide a direct and/or indirect link to helping the applicable high school increase its graduation rate.

Acceptable		Not Acceptable	
Fully Meets—9–10 points	Adequate/Meets—6–8 points	Limited/Approaches—3–5 points	Inadequate—0–2 points
<p>Applicant provides a narrative that fully addresses all three of the following:</p> <ul style="list-style-type: none"> • presents goals and objectives that reflect the results of the needs assessment, mirror the purpose of the project, and address identified needs; • provides objectives that are specific, measurable, achievable, relevant, and time-specific; and • addresses how, in determining goals and objectives, the proposed project will enable the applicant to accomplish each of the following: <ul style="list-style-type: none"> a. provide a direct link to improving participants’ world class knowledge; b. provide a direct link to improving participants’ world class skills; c. provide a direct link to improving participants’ life and career characteristics; d. provide a direct link to 	<p>Applicant provides a narrative that moderately addresses all three of the following:</p> <ul style="list-style-type: none"> • presents goals and objectives that reflect the results of the needs assessment, mirror the purpose of the project, and address identified needs; • provides objectives that are specific, measurable, achievable, relevant, and time-specific; and • addresses how, in determining goals and objectives, the proposed project will enable the applicant to accomplish each of the following: <ul style="list-style-type: none"> a. provide a direct link to improving participants’ world class knowledge; b. provide a direct link to improving participants’ world class skills; c. provide a direct link to improving participants’ life and career characteristics; d. provide a direct link to 	<p>Applicant provides a narrative that is limited or incomplete in addressing all three of the following:</p> <ul style="list-style-type: none"> • presents goals and objectives that reflect the results of the needs assessment, mirror the purpose of the project, and address identified needs; • provides objectives that are specific, measurable, achievable, relevant, and time-specific; and • addresses how, in determining goals and objectives, the proposed project will enable the applicant to accomplish each of the following: <ul style="list-style-type: none"> a. provide a direct link to improving participants’ world class knowledge; b. provide a direct link to improving participants’ world class skills; c. provide a direct link to improving participants’ life and career characteristics; d. provide a direct link to helping the school reduce its failure, retention, and/or 	<p>Applicant provides a narrative that does not adequately address all three of the following:</p> <ul style="list-style-type: none"> • presents goals and objectives that reflect the results of the needs assessment, mirror the purpose of the project, and address identified needs; • provides objectives that are specific, measurable, achievable, relevant, and time-specific; and • addresses how, in determining goals and objectives, the proposed project will enable the applicant to accomplish each of the following: <ul style="list-style-type: none"> a. provide a direct link to improving participants’ world class knowledge; b. provide a direct link to improving participants’ world class skills;

<p>helping the school reduce its failure, retention, and/or dropout rates; and</p> <p>e. provide a direct and/or indirect link to helping the applicable high school increase its graduation rate.</p>	<p>helping the school reduce its failure, retention, and/or dropout rates; and</p> <p>e. provide a direct and/or indirect link to helping the applicable high school increase its graduation rate.</p>	<p>dropout rates; and</p> <p>e. provide a direct and/or indirect link to helping the applicable high school increase its graduation rate.</p>	<p>c. provide a direct link to improving participants' life and career characteristics;</p> <p>d. provide a direct link to helping the school reduce its failure, retention, and/or dropout rates; and</p> <p>e. provide a direct and/or indirect link to helping the applicable high school increase its graduation rate.</p>
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Reviewer's Comments

2.b. Project Design—Strategies and Activities: The applicant *must* describe the instructional strategies and activities that will take place during the project to achieve the project objectives and work toward the proposed goal(s). These activities and strategies must be evidence-based interventions that clearly connect the stated goals and objectives with the need for services. For each activity, the applicant must include the number of hours per week, days of the week, and number of weeks per year that the activities will be provided; the provider for each activity; and the rationale for the selection of the activities based on the needs identified in the Statement of Need, characteristics of the targeted cohort, and specific research.

Acceptable		Not Acceptable	
Fully Meets—18–20 points	Adequate/Meets—12–17 points	Limited/Approaches—6–11 points	Inadequate—0–5 points
Applicant provides a narrative that fully describes the	Applicant provides a narrative that moderately describes the	Applicant provides a narrative that is limited or incomplete in	Applicant provide a narrative that does not

<p>following:</p> <ul style="list-style-type: none"> • specific instructional activities and strategies that will take place during the project to achieve the goals and objectives; • activities and strategies that are evidence-based interventions that clearly connect the stated goals and objectives with the needs for services; and • for each activity, the number of hours per week, days of the week, and number of weeks per year that the activities will be provided; the provider for each activity; and the rationale for the selection of the activities based on the needs identified in the Statement of Needs, characteristics of the targeted cohort, and specific research. 	<p>following:</p> <ul style="list-style-type: none"> • specific instructional activities and strategies that will take place during the project to achieve the goals and objectives; • activities and strategies that are evidence-based interventions that clearly connect the stated goals and objectives with the needs for services; and • for each activity, the number of hours per week, days of the week, and number of weeks per year that the activities will be provided; the provider for each activity; and the rationale for the selection of the activities based on the needs identified in the Statement of Needs, characteristics of the targeted cohort, and specific research. 	<p>describing the following:</p> <ul style="list-style-type: none"> • specific instructional activities and strategies that will take place during the project to achieve the goals and objectives; • activities and strategies that are evidence-based interventions that clearly connect the stated goals and objectives with the needs for services; and • for each activity, the number of hours per week, days of the week, and number of weeks per year that the activities will be provided; the provider for each activity; and the rationale for the selection of the activities based on the needs identified in the Statement of Needs, characteristics of the targeted cohort, and specific research. 	<p>adequately describe the following:</p> <ul style="list-style-type: none"> • specific instructional activities and strategies that will take place during the project to achieve the goals and objectives; • activities and strategies that are evidence-based interventions that clearly connect the stated goals and objectives with the needs for services; and • for each activity, the number of hours per week, days of the week, and number of weeks per year that the activities will be provided; the provider for each activity; and the rationale for the selection of the activities based on the needs identified in the Statement of Needs, characteristics of the targeted cohort, and specific research.
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Reviewer's Comments			
<p>2.c. Project Design—Coordination with Other Programs: The applicant <i>must</i> describe plans to coordinate and/or combine the project's activities with other federal, state, and local programs to make the most effective use of public resources without supplanting existing funds by describing current projects or programs that are available at the proposed site(s) that are designed to address the identified needs; identifying the deficiencies in the current projects or programs and the resulting gaps; explaining how implementing the proposed model will be a significant supplement to current programs/activities; and describing how current projects or programs will be coordinated and/or combined with the proposed project to maximize impact.</p>			
Acceptable		Not Acceptable	
Fully Meets—9–10 points	Adequate/Meets—6–8 points	Limited/Approaches—3–5 points	Inadequate—0–2 points
<p>Applicant provides a narrative that fully describes plans to coordinate and/or combine the project's activities with other federal, state, and local programs to make the most effective use of public resources without supplanting existing funds by addressing all four of the following:</p> <ul style="list-style-type: none"> describing current projects or programs that are available at the proposed site(s) that are designed to address the identified needs; identifying the deficiencies in the current projects or 	<p>Applicant provides a narrative that moderately describes plans to coordinate and/or combine the project's activities with other federal, state, and local programs to make the most effective use of public resources without supplanting existing funds by addressing all four of the following:</p> <ul style="list-style-type: none"> describing current projects or programs that are available at the proposed site(s) that are designed to address the identified needs; identifying the deficiencies in the current projects or 	<p>Applicant provides a narrative that is limited or incomplete in describing plans to coordinate and/or combine the project's activities with other federal, state, and local programs to make the most effective use of public resources without supplanting existing funds by addressing all of the following:</p> <ul style="list-style-type: none"> describing current projects or programs that are available at the proposed site(s) that are designed to address the identified needs; identifying the deficiencies in the current projects or programs 	<p>Applicant provides a narrative that is inadequate in describing plans to coordinate and/or combine the project's activities with other federal, state, and local programs to make the most effective use of public resources without supplanting existing funds by addressing all of the following:</p> <ul style="list-style-type: none"> describing current projects or programs that are available at the proposed site(s) that are designed to address the identified needs;

<p>programs and the resulting gaps;</p> <ul style="list-style-type: none"> • explaining how implementing the proposed model will be a significant supplement to current programs/activities; and • describing how current projects or programs will be coordinated and/or combined with the proposed project to maximize impact. 	<p>programs and the resulting gaps;</p> <ul style="list-style-type: none"> • explaining how implementing the proposed model will be a significant supplement to current programs/activities; and • describing how current projects or programs will be coordinated and/or combined with the proposed project to maximize impact. 	<p>and the resulting gaps;</p> <ul style="list-style-type: none"> • explaining how implementing the proposed model will be a significant supplement to current programs/activities; and • describing how current projects or programs will be coordinated and/or combined with the proposed project to maximize impact. 	<ul style="list-style-type: none"> • identifying the deficiencies in the current projects or programs and the resulting gaps; • explaining how implementing the proposed model will be a significant supplement to current programs/activities; and • describing how current projects or programs will be coordinated and/or combined with the proposed project to maximize impact.
<p>Reviewer’s Comments</p>			
<p>2.d. Project Design—Timeline of Activities and Project Weekly Schedule: The applicant <i>must</i> include a complete Timeline of Activities that provides a chronological timeline of major project events/activities that clearly indicates (by month) when each project activity begins and ends, how each activity relates to a particular objective, the evidence that proves the activity has been completed or data to be collected, and who is responsible for overseeing the activity; and a Project Weekly Schedule that details all instructional activities occurring at any point (before, during, or afterschool) during the regular school year, and all activities that will occur during the proposed intersession periods.</p>			
<p>Acceptable</p>		<p>Not Acceptable</p>	
<p>Fully Meets—4–5 points</p>	<p>Adequate/Meets—2–3 points</p>	<p>Limited/Approaches—1 point</p>	<p>Inadequate—0 points</p>

<p>Applicant includes a complete and detailed</p> <ul style="list-style-type: none"> • Timeline of Activities that provides a chronological timeline of major project events/activities that clearly indicates (by month) when each project activity begins and ends, how each activity relates to a particular objective, the evidence that proves the activity has been completed or data to be collected, and who is responsible for overseeing the activity; and • Project Weekly Schedule that details all instructional activities occurring at any point (before, during, or afterschool) during the regular school year and all activities that will occur during the proposed intersession periods. 	<p>Applicant includes a moderately complete</p> <ul style="list-style-type: none"> • Timeline of Activities that provides a chronological timeline of major project events/activities that clearly indicates (by month) when each project activity begins and ends, how each activity relates to a particular objective, the evidence that proves the activity has been completed or data to be collected, and who is responsible for overseeing the activity; and • Project Weekly Schedule that details all instructional activities occurring at any point (before, during, or afterschool) during the regular school year and all activities that will occur during the proposed intersession periods. 	<p>Applicant includes a limited or incomplete</p> <ul style="list-style-type: none"> • Timeline of Activities that provides a chronological timeline of major project events/activities that clearly indicates (by month) when each project activity begins and ends, how each activity relates to a particular objective, the evidence that proves the activity has been completed or data to be collected, and who is responsible for overseeing the activity; and • Project Weekly Schedule that details all instructional activities occurring at any point (before, during, or afterschool) during the regular school year and all activities that will occur during the proposed intersession periods. 	<p>Applicant does not include a complete</p> <ul style="list-style-type: none"> • Timeline of Activities that provides a chronological timeline of major project events/activities that clearly indicates (by month) when each project activity begins and ends, how each activity relates to a particular objective, the evidence that proves the activity has been completed or data to be collected, and who is responsible for overseeing the activity; and • Project Weekly Schedule that details all instructional activities occurring at any point (before, during, or afterschool) during the regular school year and all activities that will occur during the proposed intersession periods.
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Reviewer's Comments			
<p>3.a. Project Management and Sustainability—Management Plan: The applicant <i>must</i> provide a plan to manage the project to ensure that the project progresses toward achieving the proposed goal(s) and objectives by identifying the chain of command/organizational structure for decision-making that will affect the project, including who will supervise the project director and where the project fits into the overall district or school structure; identifying any professional development or training for staff and explaining why it will be necessary for the project's success; identifying who will manage the project and that person's experience and credentials, how much time the project director will dedicate to managing this project, and how this amount of time is appropriate to oversee all aspects of the project, including the timely submission of all programmatic and financial reports; and identifying other key personnel assigned to the project, their responsibilities related to this project, and their experience and credentials. The applicant <i>must</i> include résumés or vitae for the project director (or the grant director if a project director has not yet been designated) and all key personnel as an appendix item.</p>			
Acceptable		Not Acceptable	
Fully Meets—9–10 points	Adequate/Meets—6–8 points	Limited/Approaches—3–5 points	Inadequate—0–2 points
<p>Applicant provides a fully detailed plan to manage the project to ensure that the project progresses toward achieving the proposed goal(s) and objectives by</p> <ul style="list-style-type: none"> identifying the chain of command/organizational structure for decision-making that will affect the project, including who will supervise the project director and where the project fits into the overall district or school structure; 	<p>Applicant provides a moderately detailed plan to manage the project to ensure that the project progresses toward achieving the proposed goal(s) and objectives by</p> <ul style="list-style-type: none"> identifying the chain of command/organizational structure for decision-making that will affect the project, including who will supervise the project director and where the project fits into the overall district or school structure; 	<p>Applicant provides a limited or incomplete plan to manage the project to ensure that the project progresses toward achieving the proposed goal(s) and objectives by</p> <ul style="list-style-type: none"> identifying the chain of command/organizational structure for decision-making that will affect the project, including who will supervise the project director and where the project fits into the overall district or school structure; identifying any professional development or training for 	<p>Applicant provides a plan that is not adequate to manage the project to ensure that the project progresses toward achieving the proposed goal(s) and objectives by</p> <ul style="list-style-type: none"> identifying the chain of command/organizational structure for decision-making that will affect the project, including who will supervise the project director and where the project fits into the overall district or

<ul style="list-style-type: none"> • identifying any professional development or training for staff and explaining why it will be necessary for the project's success; • identifying who will manage the project and that person's experience and credentials, how much time the project director will dedicate to managing this project, and how this amount of time is appropriate to oversee all aspects of the project, including the timely submission of all programmatic and financial reports; • identifying other key personnel assigned to the project, their responsibilities related to the project, and their experience and credentials; and • including résumés or vitae for the project director (or grant director if a project director has not yet been designated) and all key personnel as an appendix item. 	<ul style="list-style-type: none"> • identifying any professional development or training for staff and explaining why it will be necessary for the project's success; • identifying who will manage the project and that person's experience and credentials, how much time the project director will dedicate to managing this project, and how this amount of time is appropriate to oversee all aspects of the project, including the timely submission of all programmatic and financial reports; • identifying other key personnel assigned to the project, their responsibilities related to the project, and their experience and credentials; and • including résumés or vitae for the project director (or grant director if a project director has not yet been designated) and all key personnel as an appendix item. 	<p>staff and explaining why it will be necessary for the project's success;</p> <ul style="list-style-type: none"> • identifying who will manage the project and that person's experience and credentials, how much time the project director will dedicate to managing this project, and how this amount of time is appropriate to oversee all aspects of the project, including the timely submission of all programmatic and financial reports; • identifying other key personnel assigned to the project, their responsibilities related to the project, and their experience and credentials; and • including résumés or vitae for the project director (or grant director if a project director has not yet been designated) and all key personnel as an appendix item. 	<p>school structure;</p> <ul style="list-style-type: none"> • identifying any professional development or training for staff and explaining why it will be necessary for the project's success; • identifying who will manage the project and that person's experience and credentials, how much time the project director will dedicate to managing this project, and how this amount of time is appropriate to oversee all aspects of the project, including the timely submission of all programmatic and financial reports; • identifying other key personnel assigned to the project, their responsibilities related to the project, and their experience and credentials; and • including résumés or vitae for the project director (or grant director if a project director has not yet been designated)
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			and all key personnel as an appendix item.
Reviewer's Comments			
3.b. Project Management and Sustainability—Sustainability Plan: The applicant <i>must</i> address the plan to ensure that the project will maintain its activities during the full three-year project term and beyond the grant funding period by describing the role each partner will play in sustaining the project; explaining how funds will be used to provide supplemental rather than duplicative activities and/or services throughout each year of funding and not supplant other federal, state, or local funds or other resources; and explaining conceptually how funding will continue for core activities after the grant ends.			
Acceptable		Not Acceptable	
Fully Meets—9–10 points	Adequate/Meets—6–8 points	Limited/Approaches—3–5 points	Inadequate—0–2 points
<p>Applicant provides a fully detailed plan to ensure that the project will maintain its activities during the full three-year project term and beyond the grant funding period by</p> <ul style="list-style-type: none"> describing the role each partner will play in sustaining the project; explaining how funds will be used to provide supplemental rather than duplicative activities and/or services throughout each year of funding and not supplant other federal, state, 	<p>Applicant provides a moderately detailed plan to ensure that the project will maintain its activities during the full three-year project term and beyond the grant funding period by</p> <ul style="list-style-type: none"> describing the role each partner will play in sustaining the project; explaining how funds will be used to provide supplemental rather than duplicative activities and/or services throughout each year of funding and not 	<p>Applicant provides an incomplete or limited plan to ensure that the project will maintain its activities during the full three-year project term and beyond the grant funding period by</p> <ul style="list-style-type: none"> describing the role each partner will play in sustaining the project; explaining how funds will be used to provide supplemental rather than duplicative activities and/or services throughout each year of funding and not supplant other federal, state, or local funds or other resources; 	<p>Applicant provides a plan that is not adequate to ensure that the project will maintain its activities during the full three-year project term and beyond the grant funding period by</p> <ul style="list-style-type: none"> describing the role each partner will play in sustaining the project; explaining how funds will be used to provide supplemental rather than duplicative activities and/or services throughout each year of

<p>or local funds or other resources; and</p> <ul style="list-style-type: none"> explaining conceptually how funding will continue for core activities after the grant ends. 	<p>supplant other federal, state, or local funds or other resources; and</p> <ul style="list-style-type: none"> explaining conceptually how funding will continue for core activities after the grant ends. 	<p>and</p> <ul style="list-style-type: none"> explaining conceptually how funding will continue for core activities after the grant ends. 	<p>funding and not supplant other federal, state, or local funds or other resources; and</p> <ul style="list-style-type: none"> explaining conceptually how funding will continue for core activities after the grant ends.
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Reviewer’s Comments

4.a. Project Evaluation and Dissemination—Evaluation Plan: The applicant *must* provide a plan to evaluate the project’s outcomes and prove, using scientific methods and a range of data, if and how well the project worked in realizing its goals and objectives by describing the outcome measures that will be used to assess the impact of the proposed project on student learning and behavior; describing the types of data that will be collected, how and when the data will be collected and analyzed, who (identified by position) will be responsible for each data collection, and how results will be presented to demonstrate that each objective has been met; explaining how the data will be analyzed, reported, and subsequently used to improve the overall quality of the project or activity; and identifying the different audiences who will be provided with the evaluation data and reports.

Acceptable		Not Acceptable	
Fully Meets—9–10 points	Adequate/Meets—6–8 points	Limited/Approaches—3–5 points	Inadequate—0–2 points
Applicant provides a fully detailed plan to evaluate the project’s outcomes and prove, using scientific methods and a range of data, if and how well the project worked in realizing its goals and objectives by	Applicant provides a moderately detailed plan to evaluate the project’s outcomes and prove, using scientific methods and a range of data, if and how well the project worked in realizing its goals	Applicant provides a plan that is limited or incomplete to evaluate the project’s outcomes and prove, using scientific methods and a range of data, if and how well the project worked in realizing its goals and objectives by	Applicant provides a plan that is not adequate to evaluate the project’s outcomes and prove, using scientific methods and a range of data, if and how well the project worked in

<ul style="list-style-type: none"> • describing the outcome measures that will be used to assess the impact of the proposed project on student learning and behavior; • describing the types of data that will be collected, how and when the data will be collected and analyzed, who (identified by position) will be responsible for each data collection, and how results will be presented to demonstrate that each objective has been met; • explaining how the data will be analyzed, reported, and subsequently used to improve the overall quality of the project or activity; and • identifying the different audiences who will be provided with the evaluation data and reports. 	<p>and objectives by</p> <ul style="list-style-type: none"> • describing the outcome measures that will be used to assess the impact of the proposed project on student learning and behavior; • describing the types of data that will be collected, how and when the data will be collected and analyzed, who (identified by position) will be responsible for each data collection, and how results will be presented to demonstrate that each objective has been met; • explaining how the data will be analyzed, reported, and subsequently used to improve the overall quality of the project or activity; and • identifying the different audiences who will be provided with the evaluation data and reports. 	<ul style="list-style-type: none"> • describing the outcome measures that will be used to assess the impact of the proposed project on student learning and behavior; • describing the types of data that will be collected, how and when the data will be collected and analyzed, who (identified by position) will be responsible for each data collection, and how results will be presented to demonstrate that each objective has been met; • explaining how the data will be analyzed, reported, and subsequently used to improve the overall quality of the project or activity; and • identifying the different audiences who will be provided with the evaluation data and reports. 	<p>realizing its goals and objectives by</p> <ul style="list-style-type: none"> • describing the outcome measures that will be used to assess the impact of the proposed project on student learning and behavior; • describing the types of data that will be collected, how and when the data will be collected and analyzed, who (identified by position) will be responsible for each data collection, and how results will be presented to demonstrate that each objective has been met; • explaining how the data will be analyzed, reported, and subsequently used to improve the overall quality of the project or activity; and • identifying the different audiences who will be provided with the evaluation data and reports.
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Reviewer's Comments			
<p>4.b. Project Evaluation and Dissemination—Dissemination Plan: The applicant <i>must</i> describe how and with whom they will share information about the project's successes and challenges so that the project will contribute to the district's or school's efforts to continue (a) producing graduates who meet the characteristics identified in the <i>Profile of the South Carolina Graduate</i>, (b) improving academic performance, (c) reducing dropout rates, and (d) increasing high school graduation rates. Additionally, the dissemination section should show how the project will contribute to the knowledge about this field or become a model for others to replicate.</p>			
Acceptable		Not Acceptable	
Fully Meets—4–5 points	Adequate/Meets—2–3 points	Limited/Approaches—1 point	Inadequate—0 points
<p>Applicant provides a narrative that fully describes</p> <ul style="list-style-type: none"> • how and with whom they will share information about the project's successes and challenges so that the project will contribute to the district's or school's efforts to continue (a) producing graduates who meet the characteristics identified in the <i>Profile of the South Carolina Graduate</i>, (b) improving academic performance, (c) reducing dropout rates, and (d) increasing high school graduation rates; and • how the project will 	<p>Applicant provides a narrative that moderately describes</p> <ul style="list-style-type: none"> • how and with whom they will share information about the project's successes and challenges so that the project will contribute to the district's or school's efforts to continue (a) producing graduates who meet the characteristics identified in the <i>Profile of the South Carolina Graduate</i>, (b) improving academic performance, (c) reducing dropout rates, and (d) increasing high school graduation rates; and • how the project will 	<p>Applicant provides a narrative that is limited or incomplete in describing</p> <ul style="list-style-type: none"> • how and with whom they will share information about the project's successes and challenges so that the project will contribute to the district's or school's efforts to continue (a) producing graduates who meet the characteristics identified in the <i>Profile of the South Carolina Graduate</i>, (b) improving academic performance, (c) reducing dropout rates, and (d) increasing high school graduation rates; and • how the project will contribute to the knowledge about this field or 	<p>Applicant provides a narrative that does not adequately describe</p> <ul style="list-style-type: none"> • how and with whom they will share information about the project's successes and challenges so that the project will contribute to the district's or school's efforts to continue (a) producing graduates who meet the characteristics identified in the <i>Profile of the South Carolina Graduate</i>, (b) improving academic performance, (c) reducing dropout rates, and (d) increasing

<p>contribute to the knowledge about this field or become a model for others to replicate.</p>	<p>contribute to the knowledge about this field or become a model for others to replicate.</p>	<p>become a model for others to replicate.</p>	<p>high school graduation rates; and</p> <ul style="list-style-type: none"> • how the project will contribute to the knowledge about this field or become a model for others to replicate.
<p>Reviewer's Comments</p>			
<p>Budget Summary and Budget Forecast and Narrative: The applicant must provide a Budget Summary in the online form that calculates correctly and a complete Budget Forecast and Narrative in which the totals correctly reflect the line item totals in the Budget Summary. In the Budget Narrative, the applicant must only include items that directly correspond to or reflect strategies and activities for the project (i.e., items in the Budget Narrative that are not described in the strategies and activities section of the application narrative will not be funded).</p>			
<p>Acceptable</p>		<p>Not Acceptable</p>	
<p>Adequate/Meets—0 points</p>		<p>Inadequate—0 points</p>	
<p>Applicant provides all four of the following:</p> <ul style="list-style-type: none"> • a Budget Summary in the online form that computes correctly, • a complete Budget Forecast and Narrative, • totals in the Budget Narrative that correctly reflect the line item totals for year one in the Budget Summary, and • items in the Budget Narrative that directly correspond to or reflect strategies and activities for the project. 		<p>Applicant did not provide all four of the following:</p> <ul style="list-style-type: none"> • a Budget Summary in the online form that computes correctly, • a complete Budget Forecast and Narrative, • totals in the Budget Narrative that correctly reflect the line item totals for year one in the Budget Summary, and • items in the Budget Narrative that directly correspond to or reflect strategies and activities for the project. 	
<p>Reviewer's Comments</p>			



Appendix C: Required SCDE Forms

Certification Signature Page

Certification

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

Authorized Official (should be the superintendent of the school district)

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

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

Signature of Principal:	Signature of Principal:
Date Signed:	Date Signed:

Signature of Principal:
Date Signed:

Please complete, print, and obtain signatures prior to submission. Include the signed, scanned form in the required appendices as indicated on pages 20–21.



Assurances and Terms and Conditions for State Awards

(For informational purposes only)

The applicant agrees to abide by the SCDE Assurances and Terms and Conditions by signing and submitting the Certification Signature Page.

Assurances

I certify that this applicant

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.
- C. Has an accounting system that includes sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, regardless of the type of funds, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
- D. Will also comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions.
- E. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- F. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- G. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The applicant will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
- H. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2015)).
- I. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2015)) if the amount of this award is \$50,000 or more.

Terms and Conditions

- A. **Completeness of Proposal.** All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.



- B. **Non-awards/Termination.** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP).

After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.

Upon the termination of a grant, the grantee shall have the right to a review process. The grantee must notify the SCDE of its request within 30 days of receiving written notice of the termination.

- C. **Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.
- D. **Amendments to Grants.** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.
- E. **Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.
- F. **Submission of Expenditure Reports.** Claims for reimbursement must be made at least quarterly and consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May 15).
- G. **Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty (30) days after the end of the grant period.
- H. **Deobligation of Funds.** After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.
- I. **Documentation.** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims," available at <http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/>.
- J. **Travel Costs.** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed \$25 per day for in-state travel and \$32 for out-of-state travel (see page 91 of the document at <http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf>). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.
- K. **Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.
- L. **Reports.** The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the



prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.

- M. **Copyright.** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- N. **Certification Regarding Suspension and Debarment.** By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the
- Applicant and/or any of its principals, subgrantees, or subcontractors
 - are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and
 - are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
 - Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.
- O. **Audits.** Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows:
- Entities expending \$750,000 or more in federal awards:
Entities that expend \$750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, *et seq.* Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
 - Entities expending less than \$750,000 in federal awards:
Entities that expend less than \$750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).
- P. **Records.** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.
- Q. **Electronic Signature Agreement.** I agree that my electronic signature is the legally binding equivalent to my handwritten signature.



Goals, Objectives, and Outcomes Worksheet

Goal:	
Objective:	
Directions	
1. Identify a result you expect to achieve through this project.	
2. Describe what you will do to achieve this result.	
3. What data will you collect to prove that you have achieved this result?	
4. Are there target benchmarks for progress toward achieving this result over time?	
5. Combine the information from Steps 1–4 into one sentence. (This combined statement is a performance measure.)	
6. How long will it take to achieve this result?	
7. What baseline data will you need to have to measure achievement of this result?	



Timeline of Activities Template

Timeline of Activities Template

Start Date–End Date	Activity to Achieve Objective	Related Objective and Goal	Evidence that Proves Activity has been Completed OR Data to be Collected from Activity	Persons/Agency Responsible



Project Weekly Schedule Template

Name of Primary Applicant: _____

Modify and add rows as needed. Each activity should specify subject, location, and person responsible.

EEDA Preparing College- and Career-Ready Graduates Program							
at _____ (school)							
Dates _____ Year _____							
GRADES	TIME	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (HS only)

Revised _____ (date)



Budget Forecast and Narrative Format Guidance

Use the Excel budget file accompanying this funding opportunity announcement at <http://ed.sc.gov/finance/grants/scde-grant-opportunities/2016-17-eeda-preparing-college-and-career-ready-graduates-grant/> to develop the Budget Forecast and Narrative.

Applicants should insert rows in the budget spreadsheet as needed to clarify information. In-kind/matching funds are *not* required for this grant and provide no “competitive edge.”

Detailed 3 Year Budget Forecast and Narrative							
Budget Category	Yr 1 Requested	Yr 1 In-kind	Yr 2 Requested	Yr 2 In-kind	Yr 3 Requested	Yr 3 In-kind	Total
Salaries/Stipends							
	\$10	\$10	\$10	\$10	\$10	\$10	\$60
							\$0
							\$0
							\$0
<i>Insert row before this line to maintain formula</i>							\$0
Subtotal Salaries	\$10	\$10	\$10	\$10	\$10	\$10	\$60
Employee Benefits							
	\$10	\$10	\$10	\$10	\$10	\$10	\$60
							\$0
							\$0
							\$0
<i>Insert row before this line to maintain formula</i>							\$0
Subtotal Benefits	\$10	\$10	\$10	\$10	\$10	\$10	\$60
Purchased Services							
	\$10	\$10	\$10	\$10	\$10	\$10	\$60
							\$0
							\$0
							\$0
							\$0
<i>Insert row before this line to maintain formula</i>							\$0
Subtotal Purchased Services	\$10	\$10	\$10	\$10	\$10	\$10	\$60
Supplies and Materials							
	\$10	\$10	\$10	\$10	\$10	\$10	\$60