

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM)**

**CFDA # 84.425B**

**PR/Award # S425B200021**

**Grants.gov Tracking#: GRANT13154070**

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200021

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

|  |  |  |
|--|--|--|
| * 1. Type of Submission:<br><input type="checkbox"/> Preapplication<br><input checked="" type="checkbox"/> Application<br><input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application:<br><input checked="" type="checkbox"/> New<br><input type="checkbox"/> Continuation<br><input type="checkbox"/> Revision | * If Revision, select appropriate letter(s):<br><input type="text"/><br>* Other (Specify):<br><input type="text"/> |
|--|--|--|

|  |  |
|--|--|
| * 3. Date Received:<br><input type="text" value="06/29/2020"/> | 4. Applicant Identifier:<br><input type="text"/> |
|--|--|

|  |   |
|--|---|
| 5a. Federal Entity Identifier:<br><input type="text"/> | 5b. Federal Award Identifier:<br><input type="text"/> |
|--|---|

**State Use Only:**

|   |   |
|---|---|
| 6. Date Received by State: <input type="text"/> | 7. State Application Identifier: <input type="text"/> |
|---|---|

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

|  |  |
|--|--|
| * b. Employer/Taxpayer Identification Number (EIN/TIN):<br><input type="text" value="REDACTED"/> | * c. Organizational DUNS:<br><input type="text" value="REDACTED"/> |
|--|--|

**d. Address:**

|                      |  |
|----------------------|--|
| * Street1:           | <input type="text" value="800 Governors Drive"/> |
| Street2:             | <input type="text"/>                             |
| * City:              | <input type="text" value="Pierre"/>              |
| County/Parish:       | <input type="text" value="SD"/>                  |
| * State:             | <input type="text" value="SD: South Dakota"/>    |
| Province:            | <input type="text"/>                             |
| * Country:           | <input type="text" value="USA: UNITED STATES"/>  |
| * Zip / Postal Code: | <input type="text" value="57501-2294"/>          |

**e. Organizational Unit:**

|   |  |
|---|--|
| Department Name:<br><input type="text" value="SD Department of Education"/> | Division Name:<br><input type="text"/> |
|---|--|

**f. Name and contact information of person to be contacted on matters involving this application:**

|  |  |
|--|--|
| Prefix: <input type="text"/>                     | * First Name: <input type="text" value="Becky"/> |
| Middle Name: <input type="text"/>                |  |
| * Last Name: <input type="text" value="Nelson"/> |  |
| Suffix: <input type="text"/>                     |  |

Title:

Organizational Affiliation:

|   |   |
|---|---|
| * Telephone Number: <input type="text" value="REDACTED"/> | Fax Number: <input type="text" value="REDACTED"/> |
|---|---|

\* Email:

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.425

CFDA Title:

Education Stabilization Fund

**\* 12. Funding Opportunity Number:**

ED-GRANTS-050120-001

\* Title:

Office of Elementary and Secondary Education (OESE): Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program CFDA Number 84.425B

**13. Competition Identification Number:**

84-425B2020-1

Title:

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Re-Imagining Remote Education in South Dakota

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

\* a. Federal

\* b. Applicant

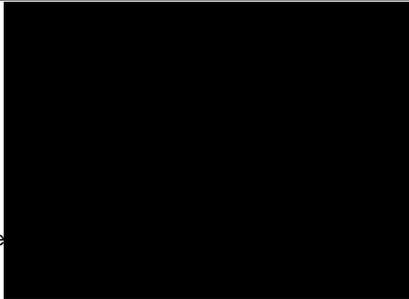
\* c. State

\* d. Local

\* e. Other

\* f. Program Income

\* g. TOTAL



**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

South Dakota Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

| Budget Categories                 | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f)    |
|-----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------|
| 1. Personnel                      |                    |                    |                    |                    |                    |              |
| 2. Fringe Benefits                |                    |                    |                    |                    |                    |              |
| 3. Travel                         | 111,171.00         | 151,131.00         | 151,131.00         |                    |                    | 413,433.00   |
| 4. Equipment                      |                    |                    |                    |                    |                    |              |
| 5. Supplies                       | 874,000.00         | 590,000.00         | 590,000.00         |                    |                    | 2,054,000.00 |
| 6. Contractual                    | 1,247,195.00       | 1,476,551.00       | 1,006,018.00       |                    |                    | 3,729,764.00 |
| 7. Construction                   |                    |                    |                    |                    |                    |              |
| 8. Other                          |                    |                    |                    |                    |                    |              |
| 9. Total Direct Costs (lines 1-8) |                    |                    |                    |                    |                    |              |
| 10. Indirect Costs*               |                    |                    |                    |                    |                    |              |
| 11. Training Stipends             |                    |                    |                    |                    |                    |              |
| 12. Total Costs (lines 9-11)      |                    |                    |                    |                    |                    |              |

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2020 To: 06/30/2021 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 10.40 %.

PR/Award # S425B200021

|  |   |  |
|--|---|--|
| Name of Institution/Organization<br>South Dakota Department of Education | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. |  |
|--|---|--|

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

| Budget Categories                    | Project Year 1<br>(a) | Project Year 2<br>(b) | Project Year 3<br>(c) | Project Year 4<br>(d) | Project Year 5<br>(e) | Total<br>(f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel                         |                       |                       |                       |                       |                       |              |
| 2. Fringe Benefits                   |                       |                       |                       |                       |                       |              |
| 3. Travel                            |                       |                       |                       |                       |                       |              |
| 4. Equipment                         |                       |                       |                       |                       |                       |              |
| 5. Supplies                          |                       |                       |                       |                       |                       |              |
| 6. Contractual                       |                       |                       |                       |                       |                       |              |
| 7. Construction                      |                       |                       |                       |                       |                       |              |
| 8. Other                             |                       |                       |                       |                       |                       |              |
| 9. Total Direct Costs<br>(lines 1-8) |                       |                       |                       |                       |                       |              |
| 10. Indirect Costs                   |                       |                       |                       |                       |                       |              |
| 11. Training Stipends                |                       |                       |                       |                       |                       |              |
| 12. Total Costs<br>(lines 9-11)      |                       |                       |                       |                       |                       |              |

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013  
Expiration Date: 02/28/2022

|  |  |  |
|--|--|--|
| <b>1. * Type of Federal Action:</b><br><input type="checkbox"/> a. contract<br><input checked="" type="checkbox"/> b. grant<br><input type="checkbox"/> c. cooperative agreement<br><input type="checkbox"/> d. loan<br><input type="checkbox"/> e. loan guarantee<br><input type="checkbox"/> f. loan insurance | <b>2. * Status of Federal Action:</b><br><input type="checkbox"/> a. bid/offer/application<br><input checked="" type="checkbox"/> b. initial award<br><input type="checkbox"/> c. post-award | <b>3. * Report Type:</b><br><input checked="" type="checkbox"/> a. initial filing<br><input type="checkbox"/> b. material change |
|--|--|--|

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name: SD Department of Education

\* Street 1: 800 Governors Drive    Street 2: \_\_\_\_\_

\* City: Pierre    State: SD: South Dakota    Zip: 57501

Congressional District, if known: 00

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

|  |   |
|--|---|
| <b>6. * Federal Department/Agency:</b><br>US Department of Education | <b>7. * Federal Program Name/Description:</b><br>Education Stabilization Fund |
|  | CFDA Number, if applicable: 84.425  |

|   |   |
|---|---|
| <b>8. Federal Action Number, if known:</b><br>_____ | <b>9. Award Amount, if known:</b><br>\$ _____ |
|---|---|

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name NA Middle Name \_\_\_\_\_

\* Last Name NA Suffix \_\_\_\_\_

\* Street 1 NA Street 2 \_\_\_\_\_

\* City NA State \_\_\_\_\_ Zip \_\_\_\_\_

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix \_\_\_\_\_ \* First Name NA Middle Name \_\_\_\_\_

\* Last Name NA Suffix \_\_\_\_\_

\* Street 1 NA Street 2 \_\_\_\_\_

\* City NA State \_\_\_\_\_ Zip \_\_\_\_\_

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: \_\_\_\_\_

\* Name: Prefix \_\_\_\_\_ \* First Name Cody Middle Name \_\_\_\_\_

\* Last Name Stoesser Suffix \_\_\_\_\_

Title: Division Director of Finance and Management    Telephone No.: \_\_\_\_\_    Date: 06/29/2020

**Federal Use Only:** \_\_\_\_\_ Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

**NOTICE TO ALL APPLICANTS**

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

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

**To Whom Does This Provision Apply?**

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

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

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

be discussed in connection with related topics in the application.

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

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

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

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

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

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

|                     |                |                   |                 |
|---------------------|----------------|-------------------|-----------------|
| 1235-GEPA_SDDOE.pdf | Add Attachment | Delete Attachment | View Attachment |
|---------------------|----------------|-------------------|-----------------|

## **ED GEPA 427 Statement**

The South Dakota Department of Education (SD DOE) does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or for access to its programs or activities. With this ESF-REM grant, the project will strive to respond to the academic and related needs of students, including members of traditionally underserved groups in higher education – those with learning disorders, members of racial or ethnic minority groups, women, and physically disabled individuals.

SD DOE will conduct extensive outreach for any grant-related staff or consulting positions. Position descriptions will be circulated to agencies that have direct access to qualified applicants in underrepresented populations.

Our agency will use ESF-REM grant funds primarily for professional development. This work will allow schools and teachers to adapt strategies or create new strategies in order to serve students effectively in a remote or hybrid learning environment. This will be particularly critical for low-income and underserved students who were at particular risk during the recent COVID-19 closings and remain at risk in the future for any disruptions in school attendance. The goal is that, through this professional development, students of all income levels will have the opportunity to learn effectively in remote and/or hybrid learning environments. We will ensure that no teacher will be denied participation in professional development based on gender, race, national origin, disability, or age.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

|   |   |
|---|---|
| <b>* APPLICANT'S ORGANIZATION</b>   |   |
| South Dakota Department of Education  |   |
| <b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>                      |   |
| Prefix: <input type="text"/>  | * First Name: <input type="text" value="Cody"/> Middle Name: <input type="text"/> |
| * Last Name: <input type="text" value="Stoeser"/>                                 | Suffix: <input type="text"/>  |
| * Title: <input type="text" value="Division Director of Finance and Management"/> |   |
| * SIGNATURE: <input type="text" value="REDACTED"/>                                | * DATE: <input type="text" value="06/29/2020"/>                                   |

**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

|         |             |              |            |         |
|---------|-------------|--------------|------------|---------|
| Prefix: | First Name: | Middle Name: | Last Name: | Suffix: |
|         | Becky       |              | Nelson     |         |

Address:

|           |                     |
|-----------|---------------------|
| Street1:  | 800 Governors Drive |
| Street2:  |                     |
| City:     | Pierre              |
| County:   | SD                  |
| State:    | SD: South Dakota    |
| Zip Code: | 57501-2294          |
| Country:  | USA: UNITED STATES  |

|                               |                             |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
|                               |                             |

Email Address:

|  |
|--|
|  |
|--|

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

|  |
|--|
|  |
|--|

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

|  |                |                   |                 |
|--|----------------|-------------------|-----------------|
|  | Add Attachment | Delete Attachment | View Attachment |
|--|----------------|-------------------|-----------------|

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

**Project Abstract**

**Project Title:** Reimagining Remote Education in South Dakota  
**Applicant Name:** South Dakota Department of Education  
**Address:** 800 Governors Drive, Pierre, SD 57501  
**Contact:** Benjamin F. Jones, Ph.D., Education Secretary  
[REDACTED]  
**Absolute Priority:** 3  
**Funding Request:** [REDACTED]

This project will address significant educational challenges by setting a goal that all schools deliver high-quality learning along a continuum of settings that support the needs of students, teachers, and families. Through professional development for teachers in areas such as competency-based education and activities to empower parents, students and their families will have the ability to make informed choices on whether children attend school in person or online at any given time.

Main objectives and activities are to: 1) provide training so that every public school has an educator with a certification in online teaching; 2) develop the capacity of 1,600 educators by providing them with professional development in innovative remote learning; 3) create a Rethinking Education Colloquium of 30 schools interested in pursuing new course options in personalized, competency-based education; 4) help pre-service teachers develop skills in delivery of remote/hybrid learning; and 5) expand communication channels and develop resources for parents to understand the remote learning options available to their students and to support families in their decisions on whether to have their child participate in face-to-face or remote instruction. Most funds will go toward professional development and parent resources, with experts in remote/hybrid instruction, competency-based education, and parent engagement serving as consultants in carrying out the grant’s vision. Partners include Technology & Innovation in Education, the South Dakota Statewide Family Engagement Center, and South Dakota State University.

## Project Narrative File(s)

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**RE-IMAGINING REMOTE EDUCATION IN SOUTH DAKOTA:  
THE ESF-REM PROJECT**

Submitted by  
South Dakota Department of Education  
Pierre, SD

**PROJECT NARRATIVE**

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## PROJECT NARRATIVE

### I. Highest Coronavirus Burden

#### *The applicant has a high burden based on the federal ESF-REM formula*

The federal ESF-REM formula lists South Dakota among the states with the highest burden (81<sup>st</sup> to 100<sup>th</sup> percentile), qualifying it for the maximum number of points under this criterion. This data shows the state has one of the highest rates of individuals without broadband access, and more than 40% of students are in rural local education agencies. Child poverty and the state's confirmed per-capita COVID-19 cases place it among those with the highest burden.

#### *The applicant has a high burden based on other indicators and factors demonstrating the impact on students, parents, and schools in the state*

The COVID-19 pandemic has created unprecedented challenges across South Dakota, from a record-high unemployment rate to significant disruptions in education. Statewide, unemployment surged to 10.2% in April 2020, more than triple the 3.1% rate a month earlier, based on U.S. Bureau of Labor Statistics (BLS) data. This rate represents the highest ever recorded in the state and is the first time the jobless rate has climbed above 4% in eight years. The city's two largest urban areas were particularly hard hit. Unemployment in Sioux Falls increased from 3% in March to 10.6% in April, while in Rapid City the jobless rate nearly quadrupled during that time from 3.6% to 13.8%.

The crisis has affected rural communities as well. Rural Lawrence County in the West River region recorded an unemployment rate of 21.7% in April, while joblessness reached 17.4% in Roberts County. In Buffalo County, where Native Americans represent 82% of the population, the unemployment rate tripled to 14.6%.

As expected, general fund revenues for the state are now below projected estimates. Year-to-date sales taxes are \$6.1 million lower than forecast, while tourism tax revenue – a vital source during spring and summer – was down 69% in May 2020 compared to the previous May.

Health challenges also persist. Statewide as of June 22, South Dakota had 6,225 COVID-19 cases,<sup>1</sup> and more than 40% of cases are among individuals ages 20 to 39. Overall, the state's figure represents more cases per 100,000 residents than California, Florida, Texas, and many other states.<sup>2</sup> Sioux Falls, Aberdeen, and Huron have been particularly hard hit as the virus has sickened many workers at meat packing plants. The virus sickened more than 800 at a pork processing plant in Sioux Falls, making the city an epicenter of the outbreak in early spring. Huron, in Beadle County, is itself a mini-epicenter. In a county with a population of 18,453<sup>3</sup>, the COVID-19 caseload is 448.<sup>4</sup> Using the CDC's formula, the county's figures would translate to 2,427 cases per 100,000 residents, or close to the 2,548 per 100,000 cases the health agency has cited in New York City.<sup>5</sup> Huron also has a sizable immigrant population, as the school system reports that 31.2% of children are English Language Learners compared to the state's population of 4.3%.

Amid the COVID-19 crisis, Gov. Kristi Noem declared an emergency on March 13, 2020 and schools were closed March 16 through the end of the academic year as educators and students moved from classroom to remote learning. No longer able to rely on in-person, teacher-delivered activities to engage students, teachers entered a new paradigm for instruction in the

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<sup>1</sup> South Dakota Department of Health, <https://doh.sd.gov/news/Coronavirus.aspx>

<sup>2</sup> US Centers for Disease Control, <https://www.cdc.gov/covid-data-tracker/index.html#cases>

<sup>3</sup> US Census Bureau, 2019 Vintage Population Estimates

<sup>4</sup> South Dakota Department of Health, <https://doh.sd.gov/news/Coronavirus.aspx>

<sup>5</sup> US Centers for Disease Control, <https://www.cdc.gov/covid-data-tracker/index.html#cases>

spring of 2020. While remote learning continued through the end of the academic year, school superintendents have expressed significant concerns about the ability of their students to learn productively during this time. A June 2020 survey conducted by the South Dakota Department of Education (SDDOE), the applicant for this grant, found the following trends:

- Only 23% of superintendents in the largest districts (and 40% statewide) believed they have the right tools and resources to conduct effective remote instruction.
- A clear majority of school leaders – 69% -- believed that students completed assignments less frequently after the COVID-19 closings.
- 63% are not confident or only slightly confident that students can learn remotely.
- 69% statewide said they do not employ a personalized or customized learning program.
- 80% of the smallest districts experienced difficulties in delivering remote learning.

In addition, all superintendents expressed concern about **parents' capacity** to help their children, including 78% who called it a “major concern.” In the smallest districts, parent capacity was a “major concern” for 90% of superintendents. Said one superintendent, “Often the parents were the obstacle to overcome due to schedules at work/home, being overwhelmed, and just not possessing the skills to learn how to teach their children.”

In open-ended comments, superintendents cited low connectivity rates among students as a chief concern along with lack of devices, poverty and lack of parent availability to help. In many cases, school leaders said students had to compete with siblings and remote-working parents for valuable time on computer devices and household bandwidth. These factors add up to a situation in which students, at best, were holding their own with little ability to master new content.

SDDOE also has found many parents actively looking for educational help during this challenging period. The agency is a partner in the South Dakota Statewide Family Engagement

Center (SFEC), which works with families, students and schools; SFEC found notable increases in requests for help after the school closings. Clicks on the SFEC website increased nearly five-fold after the school closings, and the most popular page was a new remote / at home learning page that launched March 15. Elsewhere, registered users seeking SFEC’s newsletter and related resources increased by 48% in just three weeks from March 15 to April 6. During this time, the center launched a Daily Digest and began hosting weekly Virtual Conversation Cafes to give parents and others a space to share their experiences. Financial Fridays also sought to help students and families navigate COVID-19 financial hardships and drew average views from 2,800 individuals. A survey of SFEC users found many requests for help on everything from Google classroom to basic teaching skills. Said one respondent: “I think the districts and teachers are trying but do not have time to help the parents.” Another struggling parent noted, “I am college educated – think of how hard this is for others without the technology or experience.”

## **II. Quality of Project Services and Project Plan**

### ***The approach to the absolute priority and detailed project plan***

**Overview** The state’s ESF-REM plan is the culmination of a detailed planning process involving a steering committee of K-12 leaders on how to build robust remote learning options in a state with unique characteristics. Given the large number of students in rural areas, the state has few private schools and no charter schools. While parents can exercise choice and send their child to any district in the state, this option presents challenges for those in isolated locations. Moreover, a fundamental issue is access to devices and connectivity. The state plans to address these needs in its non-competitive CARES Act funds, as SDDOE will provide districts with an estimated [REDACTED] to ensure that students have devices and connectivity. Once those funds are allocated, the issue is then to build an infrastructure that promotes remote learning. This

proposal under the ESF-REM program will meet that goal by providing a **comprehensive road map to successful remote learning** by supporting a continuum of learning approaches so that students can learn at school, at home or with blended learning approaches and **empowering parents and families** to make these choices. In *Embedded Formative Assessment*, Dylan Wiliam cites a philosophy behind this approach: That educators create a system to establish: 1) where learners are in their learning; 2) where they are going; and 3) what needs to be done to get them there. Through professional development, parent support, and innovation, this plan is designed to achieve those aims and build learner agency, strong work habits, and personal responsibility.

**Approach and Project Plan** South Dakota is applying under Absolute Priority 3–Field-Initiated Projects for Educational Models for Remote Learning to Improve Student Outcomes with a support letter from the governor. Our aim is to support a framework to scale up and build out personalized, competency-based education to interested school districts. We believe this approach provides a foundation for a continuum of learning. One of our largest districts, Harrisburg School District south of Sioux Falls, is an early implementer of this approach. With half of high school students assigned to traditional learning and half assigned to customized learning, the latter group has posted impressive gains. Compared to those in traditional learning, high school seniors in customized learning earned an average of 4.6 more credits in 2017 and 2018. Other gains are shown in Table 1.

| <b>Table 1</b>                                    | <b>Traditional learning group</b>                           | <b>Customized learning group</b>                            |
|---|---|---|
| <b>2017 Average ACT score</b>                     | 21.1  | 22.3  |
| <b>2018 average ACT score</b>                     | 21.2  | 25.6  |
| <b>Academic preparation in core subject areas</b> | 29% said they more prepared than graduates of other schools | 59% said they more prepared than graduates of other schools |

Source: *The Learners’ Response to Customized Learning at Harrisburg High School, 2019*

Competency-based learning offers students the options to learn at their own pace and in a format that best suits them. However, the move to personalized, competency-based learning in a remote or blended environment would require an extensive commitment to provide teachers with high-quality professional development. It also would need to enlist students and parents as partners in this approach. The goal for the project is that: **All schools deliver high-quality learning along a continuum of settings that support the needs of students, teachers, and families.** In support of the goal are these objectives:

**Objective 1: Enhance schools' capacity to support teachers in online learning:** The grant would enable at least one educator in each school to complete nationally recognized online teaching certification. By the end of the grant, all 838 elementary, middle and high schools would have at least one teacher complete the coursework necessary to earn a credential such as the Teaching Online Certificate of Quality Matters. After completing the credential, this individual could support other teachers on effective online instruction and troubleshoot challenges.

**Objective 2: Develop classroom teachers' capacity to provide high quality education to learners in a remote setting:** The grant would provide professional development to 1,600 teachers in all major subject areas as well as special education educators and principals by offering a three-year professional learning program to enhance participants knowledge and skills in order to support students in a continuum of learning including remote learning. Topics would include social/emotional needs of children, innovative and engaging learning for hybrid instruction, competency-based education, and community-based learning including effective partnering with parents. The state will purchase a Learning Management System exclusively for teacher professional development and will deliver instruction remotely through skilled experts contracted to provide the material. With these skills, teachers could design innovative

personalized learning with the potential to scale successful strategies within schools and districts. To ensure broad reach, this program would be open to teachers in non-public schools.

**Objective 3: Advance school and community knowledge and capacity to provide a continuum of learning for all students in a remote or hybrid environment:** We would identify 30 schools to serve as pilot locations for a three-year Rethinking Education Colloquium to develop education models that provide a continuum of learning regardless of time and place through personalized competency-based education. At each school, a team of subject teachers, special education teachers, parents, administrators, and school board members would review data and identify the most promising strategies for remote/blended learning for specific content areas. Teams in the state would meet for multi-day workshops 2-3 times a year to learn more about personalized, competency-based education and to share ideas. Teams would benefit from the expertise of Colloquium Leaders: South Dakota State University professors from the teacher preparation program, staffers of Technology & Innovation in Education (TIE, a state organization that focuses on technology integration and best practices in education and training), and leaders from schools with experience applying the concepts in a South Dakota setting. Educators who participate in the three-year Colloquium program will receive 9 credit graduate certificate, and promising results of these field-initiated efforts could be scaled as appropriate.

**Objective 4: Ensure pre-service teachers are ready to support K-12 students in a remote or hybrid learning environment:** The ultimate measure of success in remote/hybrid learning is whether schools can build a long-term plan to meet unforeseen challenges that may arise in the years ahead. This is why the state is proposing to involve schools of education by developing curricula that prepares teacher candidates to employ competency-based and problem-based teaching in a remote, hybrid, and face-to-face learning environment. Teacher experts will

develop course descriptions, syllabi, and sequences for the pre-service teaching program at South Dakota State University with goals to disseminate to other colleges and universities.

**Objective 5: Expand communication channels with parents and support schools and teachers to better engage with parents/families.** It is essential for parents to have regular and

meaningful access to teachers who view them as integral members of a students' learning team.

Resources from the SD Statewide Family Engagement Center (SFEC) will support family engagement with targeted activities to those with particular challenges (low-income parents, Native American parents, and parents of special education students and English Language Learners). The work will enable family members to take advantage of new devices and connectivity and understand remote learning options for their children so they can make informed choices on whether to have children attend school in person or online at any time.

The Logic Model on p. 10 presents this structure in detail, outlining activities, outputs, and outcomes. The rationale for our approach is taken from the rigorous study by Quiroz and colleagues in *Standards Based Design: Teaching K-12 Educators to Build Quality Online Courses*. In the study, researchers examined the effects of a professional development model to provide authentic online learning. They found that most participants were able to successfully transfer learning to design and develop online coursework to help students meet standards.<sup>6</sup> The PD in innovative remote learning and the Rethinking Education Colloquium both support the rationale that, with strong tools and training, teachers can design innovative remote learning options so that students can achieve desired standards regardless of delivery method.

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<sup>6</sup> Quiroz, R.E., et al, 2016. Standards Based Design: Teaching K-12 Educators to Build Quality Online Courses. *Journal of Online Learning Research*, 2(2), 123-144. Waynesville, NC USA: Association for the Advancement of Computing in Education (AACE). Retrieved June 19, 2020 from <https://www.learntechlib.org/primary/p/171354/>.

**Table 2: Logic Model for Re-Imagining Remote Education in South Dakota**

| Resources  | Activities  | Outputs   | Short-term Outcomes   | Long-term Outcomes  |
|--|---|---|---|---|
| <p>Existing technology</p> <p>Other CARES Act funds for devices and broadband</p> <p>Existing learning support for teachers</p> <p>Existing strategies for parent engagement</p> <p>SD DOE</p> <p>TIE</p> <p>SDSU</p> <p>District Leaders</p> <p>Marzano Research</p> <p>SD SFEC</p> | <p>Enhance school capacity for rigorous and engaging online learning by supporting at least one educator in each school to complete <b>online teaching certification</b>.</p> <p>Develop teacher capacity for competency-based instruction and whole child approaches to support learners in a remote, hybrid, or face-to-face setting through learning leading to a <b>three-year professional learning program in innovative remote learning</b>.</p> <p>Advance school/community knowledge &amp; capacity to <b>provide a continuum of learning for students</b> in remote/hybrid environment by implementing a 3-year leadership colloquium of 30 schools</p> <p>Ensure pre-service teachers are ready to support students in remote/hybrid learning environments by developing curriculum which <b>prepares teacher candidates</b> to employ competency-based teaching in various environments</p> <p>Expand communication channels and support schools and teachers to <b>better engage with parents/families</b></p> | <p><b>Year 1:</b> Teachers identified for online certification and training begins</p> <p>3-yr prof. learning program developed</p> <p>30 schools join colloquium and workshops designed (continues Y2-3); 9-credit grad. certificate in competency-based &amp; remote learning developed for this group</p> <p>Content developed for teacher candidates</p> <p><b>Year 2:</b> Online teaching-certified staff coach colleagues in remote learning.</p> <p>1,000 teachers participate in professional learning program.</p> <p>115 teacher candidates complete remote learning courses (continues Y3 as another 115 complete).</p> <p>An accessible bank of resources for parents is developed and disseminated via state and district channels (continue in Y3).</p> <p><b>Year 3:</b> Online teaching-certified staff coach colleagues in remote learning.</p> <p><b>60</b> educators complete 9 credit graduate certificate program in Colloquium</p> <p><b>1,600</b> teachers complete the three-year professional learning program</p> <p><b>1,660 new remote learning options created and 32,000 students engage in remote learning options</b></p> | <p>More teachers support schools in technology use and online learning.</p> <p>Teachers report higher self-efficacy to deliver instruction along a continuum of settings.</p> <p>Student attendance, engagement, and satisfaction in remote settings improves.</p> <p>Gaps in remote learning participation between student subgroups decrease over time.</p> <p>Pre-service teachers feel more prepared to deliver remote learning instruction.</p> <p>Parents report high satisfaction with the remote learning options available to their students and are more engaged in their student’s learning.</p> | <p>All schools deliver high quality learning along a continuum of settings</p> <p>Learning and achievement for students in remote settings keeps pace with that of students in onsite environments.</p> <p>The state has aligned resource, human, and structural capacities to sustain agility in moving from onsite to remote learning</p> |

***The project's ability to serve underrepresented groups***

This project will ensure equal access and treatment for traditionally underrepresented students such as students with disabilities (16% of the state's student population) and Native American students (11% of the state student population). As all schools will have a teacher certified in online education (Obj. 1), this provision will benefit schools with significant Native American students, including majority Native schools, as well as those with significant numbers of English Language Learners (4.3% of public school population). In selecting 1,600 teachers for three-year professional learning program innovative learning and competency-based education, the state will include special education teachers as well as teachers of Math, English, Science, and Social Studies, and principals. It also will use specially designed outreach and recruiting tools to serve schools and students with significant Native American enrollment. For the Rethinking Education Colloquium, the state will seek to include schools with low-income and Native students among the 30 pilot projects.

Participation of SFEC in this project is particularly significant in this regard. South Dakota is one of 13 states with a Statewide Family Engagement Center grant from the U.S. Department of Education, and SD DOE is among the project partners. SFEC will lead parent outreach efforts for this grant and will leverage the strategies and lessons learned from center staff. While offering resources to all families, SFEC has a prime emphasis on the state's lowest performing schools as well as minority students, students with disabilities, English Language Learners and migrant students. SFEC has learned to develop messaging for specific audiences including Native American families, families of English Language Learners, rural families, and families with disabled children. This experience will be invaluable in meeting the parent goals of the project. Resources and training will be designed to meet the needs of these specific groups

and they will be included in the sampling approach for the annual survey of parents/families regarding their satisfaction with remote and hybrid learning options for children.

### ***Identifying and addressing documented gaps***

As noted in the June 2020 superintendent survey and other data, there are significant weaknesses and gaps identified this year and this proposal will address them in these ways.

**The gap in online learning capacity:** Most superintendents told the state that during spring 2020 they experienced challenges in remote learning and did not believe they had the right tools and resources for effective online instruction. **Solution:** The state will support training so that, by the end of the grant, every school will have at least one staff member with a Teaching Online Certificate. With that credential, this individual can work with teachers and parents to resolve issues and suggest strategies for effective online learning.

**The gap in student engagement:** In surveys, fewer than one-third of district leaders said students finished assignments during the COVID-19 closings as they did earlier in the academic year. **Solution:** The state will promote development of engaging content in key ways: 1) By providing support so that 1,600 teachers in major subjects, special education educators, and principals can participate in professional development to increase student engagement and promote learners to take ownership of their own learning. Subjects will include social/emotional issues (whole child), engaging strategies for remote/hybrid instruction, competency-based education, and community-based learning for effective partnering with parents.

**The gap in parents' abilities:** All districts have identified parents' capacity to help their children as a concern, including 78% of district leaders who called it a "major concern." Parents also are seeking help, as indicated by the five-fold increase in requests for SFEC resources in spring 2020. **Solution:** SD DOE will provide a framework to strengthen links between schools and parents. It also will leverage the skills of the South Dakota Statewide Family Engagement

Center and its workshops/online resources to help parents in their role as a facilitator of their child’s learning. Among the dozens of available slide shows and multimedia resources from the center are *Home Learning*, *Screen Time*, *Early Literacy*, and *ESL Lessons*. Elsewhere, parents will gain new skills serving as team members in the pilot colloquium program where 30 schools will develop engaging content and infuse personalized learning into their approaches.

**The gap in teacher capacity and skills:** In the superintendents’ survey, 83% identified teachers’ capacity to deliver online instruction as a concern. As one administrator noted, “Teachers need professional development for online formats to better help students.” Echoing views of others, another said teachers need “professional development in how to teach NEW skills,” not just reinforce material covered earlier. **Solution:** By targeting 1,600 teachers for a three-year professional learning program in effective remote teaching, SD DOE will significantly build state capacity to improve online/hybrid learning and elements ranging from competency-based education to whole child/social-emotional learning through online formats. Significantly, the grant also will support increased delivery of competency-based, hybrid, and problem-based learning with pre-service teachers at the state’s largest teacher preparation program (South Dakota State University). This addition can ensure that the state can offer robust remote/online learning, with a commitment to personalized competency-based education, for years to come.

**The gap in personalized online learning:** Only 30% of districts in the spring 2020 survey said they used a personalized learning program or approach during the COVID-19 closures. **Solution:** Through teacher training as well as the colloquium pilot test, the state will increase teacher knowledge of personalized and competency-based learning standards. Through the colloquium, 30 schools will have the ability to pilot-test new approaches to online learning for future dissemination. Through competency-based learning, students will have a chance to

develop personalized pathways to achievement of key learning objectives. Effective delivery of coursework in a remote setting is also among the chief aims of the professional learning sessions offered to 1,600 core and special education teachers statewide.

In addition, as noted earlier, SD DOE has documented issues related to lack of devices and connectivity for students and households. This need will be covered **by a separate CARES Act allotment**, as SD DOE will spend non-competitive CARES dollars (\$15-20 million) to help schools address these challenges. With that commitment, we do not plan to spend funds on devices and connectivity through ESF-REM and instead will use the grant to strengthen the capacity of schools to offer robust online and remote learning options.

***The project will expand access to remote learning options and improve outcomes.***

SD DOE's plan sets ambitious goals to increase the number of remote learning options and improve student outcomes. The Rethinking Education Colloquium will have a significant impact on the number of **new remote learning options**. At these 30 pilot sites, teams will study new remote learning approaches for content areas of their choice. Over three years with support from expert teachers and others, each team will develop a new field-initiated remote learning option capable of dissemination across the state. Where applicable, these projects will infuse personalized and competency-based education so that students help manage their own pathways to success. Assuming two teachers at each site begin a competency-based trial (or 60 across the colloquium), 1,200 students will receive new remote learning options.

In addition, by providing 1,600 teachers with an opportunity to complete the three year professional learning program in innovative remote learning, we estimate that more than 32,000 students per year will benefit from new strategies for remote learning by the end of the grant.

The grant’s five main focus areas also can drive **improved outcomes** for students and their families in areas such as student attendance and engagement and parent satisfaction with remote learning. To track this progress, SD DOE will develop and administer annual surveys to assess progress toward long-term goals. Table 3 summarizes this approach.

**Table 3: Project Measures and Outcomes**

| <b>Measure<br/>(F- Federal; PS – Project Specific)</b>                    | <b>3-Year Goal</b>            | <b>Data source / Documentation</b>                            |
|---|-------------------------------|---|
| # of remote learning options offered (F)                                  | 1,660                         | Teachers in professional learning (1,600) and Colloquium (60) |
| # of students served (F)  | 32,000                        | Total served by the 1,660 teachers                            |
| Increased parent satisfaction (F)   | Up 7-10% over Year 1 baseline | Annual survey   |
| Increased teacher self-efficacy to deliver remote instruction (PS)        | Up 7-10% over Year 1 baseline | Annual survey   |
| Higher student attendance and engagement in remote learning (PS)          | Up 5-7% over Year 1 baseline  | Attendance data and engagement survey                         |
| Greater capacity of teacher candidates to deliver remote instruction (PS) | Up 5-7% over Year 1 baseline  | Teacher survey  |

The project budget will support an evaluation of grant-funded activities to examine the impact of remote learning options. It will cover all program aspects, from a review of gains achieved in professional development to case studies of the colloquium projects to promote dissemination and a scaling up of promising practices. Through surveys, interviews, and extant data analysis, this research will provide meaningful insights into state progress in remote and hybrid learning. SD DOE also will participate in a federal evaluation of the ESF-REM program.

***Services provided reflect up-to-date knowledge from research and effective practice.***

The COVID-19 school closures forced schools to pivot quickly to remote learning. In the view of Charles Hodges, it resulted in “emergency remote teaching” for which there was little

precedent. By comparison, Hodges argued, effective remote instruction requires months of study and development with attention to dimensions such as pacing, student-instructor ratio, instructor role online, student role online, and role of online assessments.<sup>7</sup> The plan of SD DOE reflects this thinking in several important ways. Through the Rethinking Education Colloquium, the state will “incubate” ideas for remote education improvement within 30 schools that will spend more than two years studying the best formats for their schools to develop a personalized, competency-based learning approach whether in the school building or at a student’s home.

Two elements of our strategy – innovative remote learning PD for 1,600 core teachers and the Rethinking Education Colloquium – are grounded in high-quality research with positive results. Both are informed by *Standards Based Design: Teaching K-12 Educators to Build Quality Online Courses*, in which Quiroz and colleagues examined effects of professional development model to provide authentic online learning. They found most participants were able to successfully transfer learning to design and develop online coursework to meet standards.<sup>8</sup> These activities also are informed by Lane’s *An Open, Online Class to Prepare Faculty to Teach Online*, in which participants received professional development focused on the pedagogy of teaching over the web. After training, teachers achieved learning goals and gained confidence to build online classes around their pedagogy rather than being led by the technology tools.<sup>9</sup>

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<sup>7</sup> Hodges, C. et al, 2020. *The Difference Between Emergency Remote Teaching and Online Learning*, March 2020. Downloaded from: <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>

<sup>8</sup> Quiroz, R.E., et al, 2016. Standards Based Design: Teaching K-12 Educators to Build Quality Online Courses. *Journal of Online Learning Research*, 2(2), 123-144. Waynesville, NC USA: Association for the Advancement of Computing in Education (AACE). Retrieved June 19, 2020 from <https://www.learntechlib.org/primary/p/171354/>.

<sup>9</sup> Lane, L. An Open, Online Class to Prepare Faculty to Teach Online. *Journal of Educators Online*, 10(1). Retrieved June 18, 2020 from <https://www.learntechlib.org/p/114393/>.

The emphasis on personalized, competency-based education also is grounded in rigorous research, chiefly the work of RAND to document the effectiveness of personalized learning. In a study of 32 Next Generation Learning Challenges schools, RAND in 2015 found that schools using personalized learning practices are “making greater progress” over two school years and that students “who started out behind are catching up to perform at or above national averages.”<sup>10</sup> Teams in the Colloquium will identify new and promising strategies on personalized, competency-based education that can be expected to lead to student gains, parent satisfaction, and teacher capacity to deliver remote/hybrid instruction.

We are including pre-service teachers due in part to research demonstrating the effectiveness of targeting this group. Arnesen found that through instruction on blended learning, pre-service teachers felt more prepared to engage in personalized learning after they complete their studies.<sup>11</sup> Finally, our approach to engaging parents is based Wilder’s review of meta-analyses on parent participation in education. The study found that the link between parent involvement and student achievement was less evident when the parent viewed their role as just providing help to complete assignments. Instead, this link was strongest when parents played a larger role setting high expectations and helping students achieve them.<sup>12</sup>

### **III. Quality of the Management Plan and Adequacy of Resources**

***The ability to achieve objectives on time with defined responsibilities, timelines, and milestones***

<sup>10</sup> RAND, 2015. *Continued Progress: Promising Evidence on Personalized Learning*. Downloaded from: [https://www.rand.org/pubs/research\\_reports/RR1365.html](https://www.rand.org/pubs/research_reports/RR1365.html)

<sup>11</sup> Arnesen, K. T., Graham, C. R., Short, C. R., & Archibald, D. (2019). Experiences with Personalized Learning in a Blended Teaching Course for Preservice Teachers. *Journal of Online Learning Research*, 5(3), 275-310.

<sup>12</sup> Wilder, S. (2014). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review*, 66(3), 377-397.

SD DOE has a sound plan to achieve project objectives on time and within budget by setting clear responsibilities, timelines and milestones for project tasks. The Grant Director, Becky Nelson, has served as Director of SD DOE's Division of Learning and Instruction since 2014. In that capacity, she reports directly to Education Secretary Ben Jones and provides technical oversight and direction for core content standard revisions. She has 15 years of experience at SD DOE, serving previously as office administrator in the Office of Curriculum, and has a master's degree in Administration from the University of South Dakota. As grant director, Nelson will monitor and evaluate information to determine compliance with the grant's goals and objectives, approve contracts including budgets, and coordinate quarterly meetings.

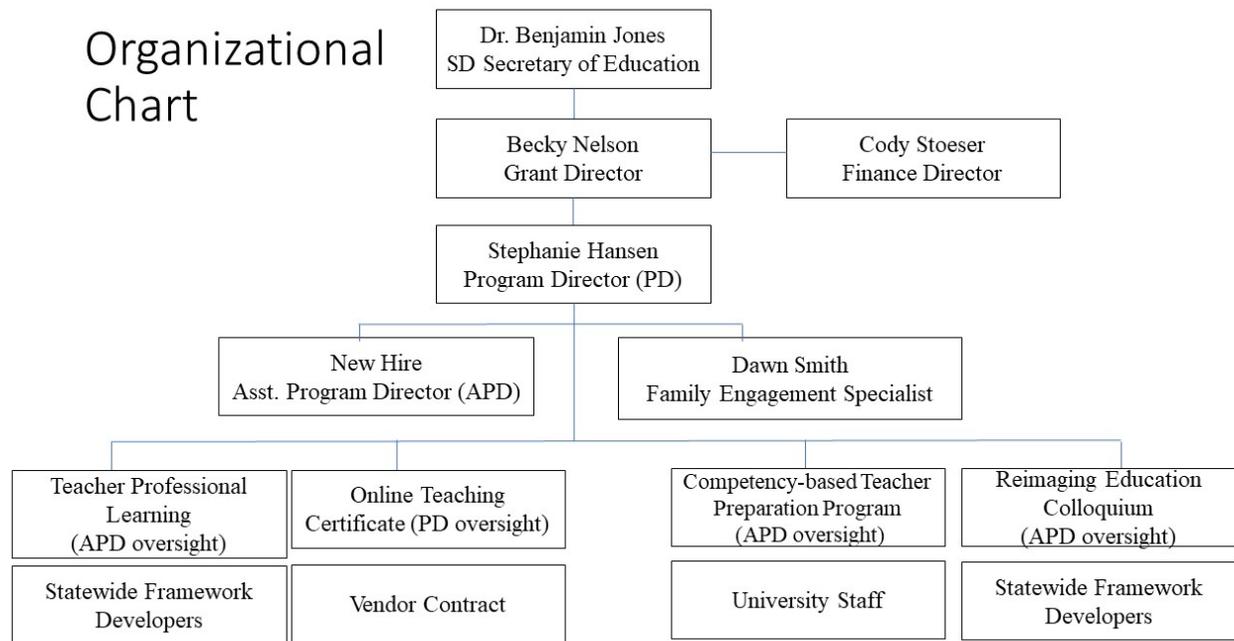
Program Director Stephanie Hansen is Director of the Office of Standards, Learning and Leadership at SD DOE. She will provide day-to-day oversight of the online learning initiatives. Prior to joining SD DOE, she was the Director of Faculty Development and Educational Technology at Presentation College in Aberdeen, S.D. Formerly an English and Biology teacher, Hansen has a master's degree in Teaching and Learning from Northern State University

SD DOE will contract for an Assistant Program Director to take responsibility for several of the initiatives. Skill requirements will include an advanced degree in education and five years of experience as a teacher or professional development provider. The Program Director and Assistant Program Director will provide administrative oversight to all grant activities to include, but not limited to, managing and coordinating grant activities, documenting payments and expenditures, communicating with schools and teachers, and drafting progress reports.

Finance Director Cody Stoeser and South Dakota finance, contracts, and grants management staff will work with and support the grant and program director. Specific supports will include, but are not limited to monitoring budgets by incorporating this grant into the

agencies monthly financial reports, ensuring the grant complies with state request for proposal (RFP) and other related laws and processes, and process all payments.

Key partners participating via contract will be responsible for key activities including the delivery of professional learning to 1,600 South Dakota teachers and services and resources available to parents. The Organizational Chart below examines this in greater detail.



The Program Director will oversee purchase of a new Learning Management System so that teachers can access their professional development online. She also will oversee the initiative to ensure that at least one educator per school has recognized online teaching certification. The Assistant Program Director will work with the Program Director to draft contracts, schedule and lead the state framework developer meetings, and work directly with consultants to ensure work progresses and is aligned with grant goals and intent. The Assistant Program Director will also work with consultants to schedule professional learning, recruit participants, and serve as main contact for the professional learning and Colloquium.

Dawn Smith, SD DOE family engagement specialist, will oversee services and outreach to parents leveraging the work of recognized leaders such as the Technology and Innovation in Education (TIE) network and SFEC housed at the Black Hills Special Services Cooperative.

The state has a comprehensive plan to carry out the project’s scope within three years. The timeline and milestone chart (Table 4) outlines the major activities, responsible parties, and timeframe for implementation and completion.

**Table 4: Timelines and Milestones**

| Federal Year/Quarter Calendar   | Lead       | FY21 |   |   |   | FY22 |   |   |   | FY23 |   |   |   |
|---|------------|------|---|---|---|------|---|---|---|------|---|---|---|
|   |            | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 |
| <b>Obj. 1: Enhance schools’ capacity to support teachers in developing rigorous and engaging online learning opportunities</b>  |            |      |   |   |   |      |   |   |   |      |   |   |   |
| Task: Identify a teacher in each building for complete Online Teaching Certificate  | PD         |      |   |   |   |      |   |   |   |      |   |   |   |
| Task: Certified teachers complete training and serve as coaches to other teachers   | PD         |      |   |   |   |      |   |   |   |      |   |   |   |
| <b>Obj. 2: Develop classroom teachers’ capacity to provide competency-based instruction and whole child approaches to support learners in a remote, hybrid, or face-to-face setting</b> |            |      |   |   |   |      |   |   |   |      |   |   |   |
| Task: Contract with leadership team to develop framework and materials for professional learning program  | D, PD, APD |      |   |   |   |      |   |   |   |      |   |   |   |
| Task: Select and enroll 1,600 teachers in professional learning program   | PD,APD     |      |   |   |   |      |   |   |   |      |   |   |   |
| Task: Educators will complete professional learning   | AD         |      |   |   |   |      |   |   |   |      |   |   |   |

| Federal Year/Quarter Calendar   | Lead       | FY21 |   |   |   | FY22 |   |   |   | FY23 |   |   |   |
|---|------------|------|---|---|---|------|---|---|---|------|---|---|---|
|   |            | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 |
| <b>Obj. 3: Advance school and community knowledge and capacity to provide a continuum of learning for all students in a remote or hybrid environment</b>                                |            |      |   |   |   |      |   |   |   |      |   |   |   |
| Task: Contract with leadership team to develop framework and materials for colloquium   | D, PD, APD |      |   |   |   |      |   |   |   |      |   |   |   |
| Task: Conduct outreach statewide and select 30 schools for pilot program  | PD,APD     |      |   |   |   |      |   |   |   |      |   |   |   |
| Task: Offer workshops 3x/year to help school teams develop continuum of learning  | APD        |      |   |   |   |      |   |   |   |      |   |   |   |
| <b>Obj. 4: Ensure pre-service teachers are ready to support students and families in a remote/hybrid environment.</b>   |            |      |   |   |   |      |   |   |   |      |   |   |   |
| Task: Gather research and develop curriculum for pre-service teachers on innovative/engaging learning for hybrid instruction, competency-based, whole child, and problem-based teaching | APD        |      |   |   |   |      |   |   |   |      |   |   |   |
| Task: Embed developed curriculum into pre-service coursework  | APD        |      |   |   |   |      |   |   |   |      |   |   |   |
| <b>Obj. 5: Expand communication channels and support schools and teachers to better engage with parents/families</b>  |            |      |   |   |   |      |   |   |   |      |   |   |   |
| Task; Develop survey to gather feedback from families   | SP         |      |   |   |   |      |   |   |   |      |   |   |   |
| Task: Gather feedback from families/parents who have limited access to technology   | SP         |      |   |   |   |      |   |   |   |      |   |   |   |
| Task: Identify resources needed to support families   | SP         |      |   |   |   |      |   |   |   |      |   |   |   |
| Task: Develop resources for families  | SP         |      |   |   |   |      |   |   |   |      |   |   |   |
| Task: Disseminate resources via state and district channels   | SP         |      |   |   |   |      |   |   |   |      |   |   |   |

**D: Grant Director (Becky Nelson); PD: Program Director (Stephanie Hansen)**

**SP: Family Engagement Specialist (Dawn Smith); APD: Asst. Prog. Director (new hire)**

***The extent to which the proposed use of funds will adequately support the proposed project***

SD DOE is proposing a budget of [REDACTED] for this ambitious three-year project. The majority of funds – more than [REDACTED] – would support the various professional development programs reaching more than 2,400 teachers.

To improve the capacity of 1,600 teachers to deliver high-quality education in a remote setting, the project would allocate [REDACTED] for course development, facilitator training and refinement, course facilitation, books, and graduate credit for participants. Plans call for the development of four courses: 1) Developing innovative and engaging learning for a hybrid instructional model; 2) Competency-based learning and assessment; 3) Whole child curriculum development and implementation; and 4) Community-specific problem-based learning (to include focus on family needs). The state also would allocate [REDACTED] for a learning management system used to deliver this professional development remotely.

The ambitious plan that all elementary, middle, and high schools have a staff member with an online teaching certificate would account for [REDACTED] of the budget. Through this effort, 838 educators statewide would receive this credential at a cost of [REDACTED]

SD DOE will commit approximately [REDACTED] to the Rethinking Education Colloquium designed to spur significant innovation in remote/online education at 30 participating schools. Each school will develop a team of teachers, administrators, and parents to develop new learning approaches for specified courses based on principles of personalized and competency-based education, including the capacity to offer services online. Team members will meet in their buildings and also travel to college campuses and elsewhere for intensive learning experiences focused on personalized and competency-based instruction. The grant will cover participant travel costs, development and facilitation costs, books and resources, and graduate credit for participating teachers. Nine individuals will serve as Colloquium Leaders including

university professors, educational technology experts, and senior school district administrators. The end result of this project is development of new approaches that can be replicated and scaled in other districts across the state.

The budget also includes [REDACTED] to develop curriculum frameworks for pre-service teachers to learn about personalized and competency-based education. Leveraging existing resources, SD DOE will commit additional funds each year for parent engagement services and parent/family surveys; in addition, family engagement experts from the South Dakota Statewide Family Engagement Center will serve on teams developing content for teachers. SD DOE will use a Program Director at .25 FTE and an Assistant Program Director at .5 FTE to administer the program and its various components. Given these modest investments and by focusing on professional development, SD DOE expects to introduce 1,660 new remote learning options and provide new remote learning options to 32,000 students.

***The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project***

At a cost of [REDACTED], this grant will provide extraordinary benefits compared to the investment. One core component is that an individual in every South Dakota school will gain a certification in Online Teaching at no cost to these individuals or to the school. Through ESF-REM, the state will pay the cost of [REDACTED] to cover the cost of scaling up the skill sets of 838 teachers to play vital roles in effective online learning. With their skills, these individuals can answer questions and provide guidance both to existing teachers as well as parents, giving them confidence to serve as facilitators for their child’s learning.

The extensive parent support component of the ESF-REM project will be accomplished at minimal cost by leveraging the work of SFEC. Funded by the West River Foundation in

partnership with Black Hills Special Services Cooperative, SD DOE, and a federal grant, SFEC has developed hundreds of engaging parent resources – some developed during COVID-19 – to enhance parents’ abilities to work effectively with their children. Center leaders will develop new materials with the ESF-REM project in mind and be available to consult with individual districts or parent groups on strategies to promote family engagement in learning.

Finally, the grant will establish this multi-faceted professional learning program with minimal staff and administrative costs. SD DOE will manage the program with a minimum of staff so that this three-year project does not create a new education bureaucracy that requires extensive funding after the end of the grant. The budget envisions a .25 FTE for the Program Director, who leads SD DOE’s Office of Standards, Learning and Leadership. A contract employee at .5 FTE with experience in online learning and contract management will manage tasks to ensure the work of course developers and remote learning experts is completed on time and within budget. All staff understand they may participate in a national project evaluation.

***The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits***

With a proposed budget of [REDACTED], this grant is well positioned to deliver significant services at reasonable costs given the scope of the project services. For this modest cost, students and teachers will reap extensive benefits. Through the Rethinking Education Colloquium, teams of 6-7 teachers, staff, and parents at 30 schools will receive multiple workshops per year in remote and hybrid learning with an emphasis on personalized and competency-based education. At a cost of approximately \$33,000 per school, these individuals will have an opportunity to design and deliver new learning approaches based on competency-based instruction.

More than 2,400 teachers will gain new skills either through a recognized Online Teaching certification (838 teachers) or a three-year professional learning program in Innovative Remote Learning (1,600 teachers). The Online Teaching certification will cost an average of just \$1,650 per participant while giving every school in the state a skilled online learning expert. The 1,600 teachers in the professional learning program in innovative remote learning will have the capacity to improve instruction for all of their students every year, potentially benefitting more than 32,000 students annually.

As noted earlier, this investment will provide a game-changing investment in the state as newly trained teachers offer 1,660 remote learning options. All of these are potentially scalable based on student academic and engagement data that may document their effectiveness. The 30 pilot schools in the Colloquium have the potential to develop innovative field-designed models with personalized and competency-based education for scaling and dissemination. With the overwhelming majority of grant dollars targeted to improvements for teachers and schools or toward greater parent involvement, this proposal offers a cost-effective approach to meaningful change for students and their families.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

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# **RE-IMAGINING REMOTE EDUCATION IN SOUTH DAKOTA: THE ESF-REM PROJECT**

## **APPENDIX 1**

### **SD Governor Letter of Support**

Submitted to:

U. S. Department of Education  
Office of Elementary and Secondary Education  
Education Stabilization Fund – Rethink K-12 Education Models

Submitted by

South Dakota Department of Education  
Pierre, SD



STATE OF SOUTH DAKOTA  
OFFICE OF THE GOVERNOR

June 26, 2020

KRISTI NOEM | GOVERNOR

Betsy DeVos, Secretary  
U.S. Department of Education  
Lyndon Baines Johnson Education Building  
400 Maryland Ave., SW  
Washington, D.C. 20202

Dear Secretary DeVos,

Thank you for making the Rethinking K-12 Education Models (REM) program available. The swift influence of COVID-19 on the fourth quarter of our school year showed all of us that we have more work to do to strengthen learning opportunities for our students when remote learning is necessary.

The education stabilization funding South Dakota received through the CARES Act will help address technology and connectivity gaps as we prepare for the 2020-21 school year. I write this letter in support of the South Dakota Department of Education's REM grant application to ensure we not only connect our students for learning in their homes, but that every student can learn and grow through quality education from a distance.

Competency-based education is a field-initiated model that is primed to spread to more South Dakota schools. During our school closures this spring, districts who had implemented competency-based instruction were better prepared and transitioned to remote learning more smoothly than those who had not. REM funding would allow us to identify both how to best harness technology and to build the capacity of classroom teachers and school administrators to engage students in quality remote learning.

With these grant funds, we will expand more educators' understanding of how to implement quality competency-based instruction, transform educator preparation programs to embed the model in degree programs, and provide parents and guardians information on how the model supports their kids' learning and preparation for life.

Our grant team is made up of education leaders from across the state – the Department of Education, school districts, educator preparation programs, instructional technology thought leaders, parent engagement liaisons, and educators experienced with competency-based education. Currently about 14% of our school districts offer competency-based education. We look forward to broadening this model for the benefit of all our students. Thank you for your consideration.

Sincerely,

[REDACTED]  
Kristi Noem, Governor

# **RE-IMAGINING REMOTE EDUCATION IN SOUTH DAKOTA: THE ESF-REM PROJECT**

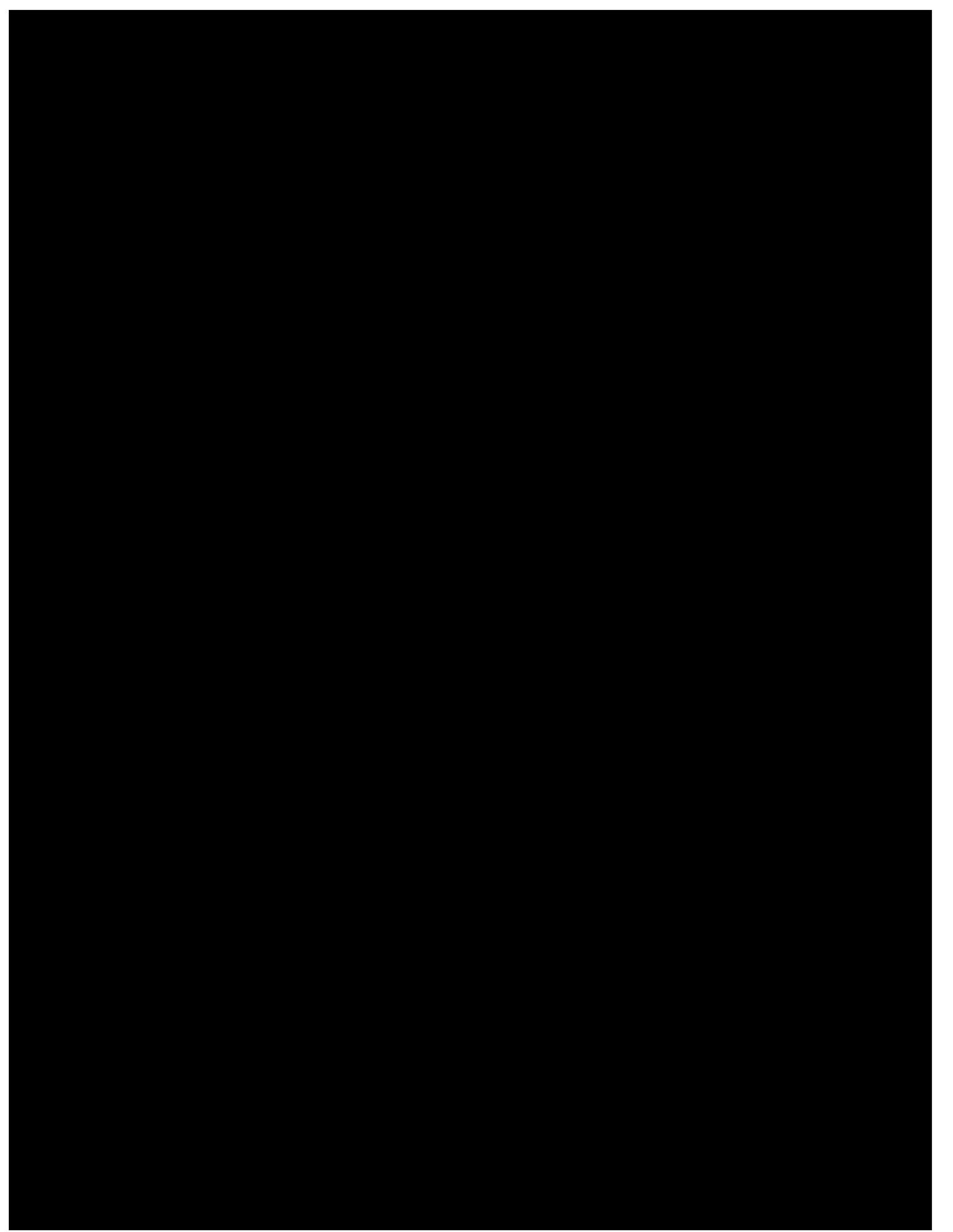
## **APPENDIX 2 Individual Resumes**

Submitted to:

U. S. Department of Education  
Office of Elementary and Secondary Education  
Education Stabilization Fund – Rethink K-12 Education Models

Submitted by

South Dakota Department of Education  
Pierre, SD



































# **RE-IMAGINING REMOTE EDUCATION IN SOUTH DAKOTA: THE ESF-REM PROJECT**

## **APPENDIX 3**

### **Indirect Cost Rate Agreement**

Submitted to:

U. S. Department of Education  
Office of Elementary and Secondary Education  
Education Stabilization Fund – Rethink K-12 Education Models

Submitted by

South Dakota Department of Education  
Pierre, SD



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF FINANCE OPERATIONS

April 24, 2020

Mr. Cody Stoesser  
Director of Finance & Management  
South Dakota Department of Education  
800 Governors Drive  
Pierre, SD 57501-2235

Reference: Agreement No. [REDACTED]

Dear Mr. Stoesser:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost associated with cost reimbursable grants, contracts and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter. Please return to the Indirect Cost Division (ICD) Acting Director, Mr. Phillip Luster at [REDACTED] and System Administrator, Catherine Hull at [REDACTED].

The enclosed copy of this agreement should be retained for your files. If there are any questions, please contact Mae Ewell at [REDACTED].

The next indirect cost rate proposal based on actual data for the year ending June 30, 2020 is due by December 31, 2020. This proposal should be submitted electronically to the ICD contacts above. Please note our email provider will not accept files greater than 15MB in size. Please be aware any proposals sent to negotiators, or anyone other than those stated here, will not be considered official submissions and will not be recognized in our system.

Sincerely,

[REDACTED]

J.F. Stader, P.E.  
Deputy Assistant Secretary for Grants Administration  
Office of Finance and Operations  
Office of Grants Administration

Enclosures

550 12th St. S.W., WASHINGTON, DC 20202  
www.ed.gov

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization:**

South Dakota Department of Education  
800 Governors Drive  
Pierre, SD 57501-2235

**Date:** April 24, 2020

**Agreement No:** [REDACTED]

**Filing Reference:** This replaces previous Agreement No. [REDACTED]

**Dated:** 5/2/2019

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.



Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

Unrestricted Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

## **Section II – Particulars**

**Limitations:** Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

**Accounting Changes:** The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

**Provisional/Final/Predetermined Rates:** A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

**Fixed Rate:** The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

**Notification to Other Federal Agencies:** Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

**Audit:** All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

**Reimbursement Ceilings/Limitations on Rates:** Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

**Section III - Special Remarks**

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

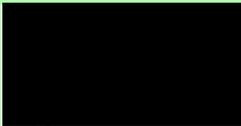
**Section IV – Approvals**

For the State Education Agency:

South Dakota Department of Education  
800 Governors Drive  
Pierre, SD 57501-2235

For the Federal Government:

U.S. Department of Education  
OFO / OGA / ICD  
550 12th Street, SW  
Washington, DC 20202-4450

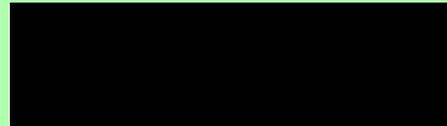


Signature  
Cody Stoesser

Name  
Director of Finance and Management

Title  
05/18/2020

Date



J.F. Stader, P.E.

Name

Director, Office of Grants Administration  
Title

April 24, 2020  
Date

Date

Negotiator: Mae Ewell

Telephone Number: 

# **RE-IMAGINING REMOTE EDUCATION IN SOUTH DAKOTA: THE ESF-REM PROJECT**

## **APPENDIX 4 Letters of Support**

Submitted to:

U. S. Department of Education  
Office of Elementary and Secondary Education  
Education Stabilization Fund – Rethink K-12 Education Models

Submitted by

South Dakota Department of Education  
Pierre, SD



June 17, 2020

United States Department of Education  
Office of Elementary and Secondary Education  
Education Stabilization Fund-Rethink K12 Education Models Grant

Dear ESF-REM Grants Review Committee,

On behalf of the College of Education and Human Sciences at South Dakota State University, I wish to express my strongest support and commitment for the Reimagining Remote Education proposal submitted by the South Dakota Department of Education. If funded, this grant will enable us to regenerate our entire educational system across the state. We will be able to help thousands of students recover from the academic losses brought about by COVID19 and we will be able to put in place a structure that will optimize learning even in the face of future disruption.

As a state, we are committed to expanding personalized, competency-based education into distance delivery that will help ensure continuity of learning regardless of circumstance. Students will have much greater ownership of their learning, and teachers will have more advanced training and resources to facilitate student growth both in the classroom and remotely. We also acknowledge the importance of empowering parents and caregivers to help support their students and we recognize the unique needs and contributions of communities across the state, particularly those in rural South Dakota.

The SD DOE Reimagining Education proposal focuses on four primary elements: technology infrastructure, instruction and assessment materials, support for teachers and school leaders, and support for parents. South Dakota State University is excited to work with our SEA partners to create robust professional development opportunities for practicing teachers and leaders as well as incorporate new training into our teacher education program to prepare future teachers to work with all grade levels of students using competency-based methodologies.

The College of Education and Human Sciences is also well positioned to help provide support to parents as educational partners in their students' academic development. We are committed to collaborating with the SEA and our local education agencies to empower parents to help their children succeed which will include delivering additional learning resources and increasing communication between schools and families.

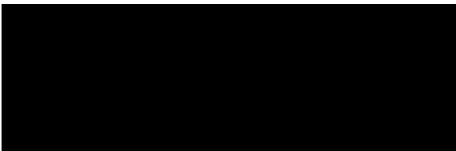
We are committed to helping the South Dakota SEA Reimagine Education in our state to ensure that student engagement and retention of learning is increased and that all students graduate high school better prepared for their careers and pursuits of post-secondary education. We are excited to share in the regeneration of education by enhancing competency-based instruction in our teacher preparation program and training future teachers who can meet the needs of unique students in unique learning environments. Our faculty are poised to conduct research and make subsequent modifications to

ensure that the science of learning and effective teaching strategies are integrated not only in face to face classrooms, but also into learning platforms for remote learners. And we are willing partners in the engagement of parents and community members to facilitate whole student development of every learner in South Dakota.

Knowing that our nation continues to face challenges and changing circumstances brought about initially by COVID19, and potentially elongated into the future, we are dedicated to making sure that learning continues both in and outside the classroom. A strong system of education is foundational to success in our everchanging world.

Thank you for providing this opportunity and for reviewing this proposal from South Dakota. Our state is built on collaboration and strong relationships. This partnership between our university and the SEA is one that will be fully supported.

Sincerely,



Jill M. Thorngren, PhD., LCPC, LMFT  
Professor & Dean

# SOUTH DAKOTA

STATEWIDE FAMILY ENGAGEMENT CENTER

730 East Watertown Street  
Rapid City, SD 57701

June 19, 2020

Dr. Ben Jones  
SD DOE Secretary of Education  
800 Governors Drive  
Pierre, SD 57501

Dear Dr. Jones,

As Executive Deputy Director of Black Hills Special Services Cooperative (BHSSC) and the Principal Investigator of the South Dakota Statewide Family Engagement Center (SD SFEC) project, I am pleased to write in strong support of South Dakota Department of Education's (SDDOE) grant application to the US Department of Education for the Education Stabilization Fund-Rethink K-12 Education Models grant (REM). The grant will prepare and support K-12 educators and families for the implementation of remote learning experiences and will provide a critical need for K-12 pre-service teachers, current educators, and families to be better prepared as South Dakota's education system shifts to remote learning options.

Since 1990, BHSSC staff have collaborated with the SDDOE for a variety of projects focused on family engagement throughout South Dakota. Most recently, BHSSC partnered with SDDOE in the development and implementation of the SD SFEC. Together, BHSSC and SDDOE representatives have served on the grant management team to plan and implement statewide initiatives that resulted from a 2018 US Department of Education grant award. We have collaborated to develop and offer trainings and continued support to educators, parents, families, and community-based organizations. In addition, we provide support and outreach, both on a regional and national level, through the SD SFEC website, social media, face-to-face and virtual presentations, and publications.

In support of the REM grant, SD SFEC staff members are prepared to 1) assist in development of family-friendly resources, 2) serve as members of the development team for the professional development and the colloquium, 3) serve on the SDSU curriculum team for pre-service teachers, and 4) assist in gathering family and community voice throughout the project.

We are confident that the SDDOE and partners can successfully implement the proposed project. BHSSC and SD SFEC strongly support SDDOE in this project and are excited to partner on the grant application with you and project partners to help achieve the project goals.

[Redacted Signature]

BHSSC Deputy Director



June 22, 2020

Dr. Ben Jones  
SD DOE Secretary of Education  
800 Governors Drive  
Pierre, SD 57501

Dear Dr. Jones,

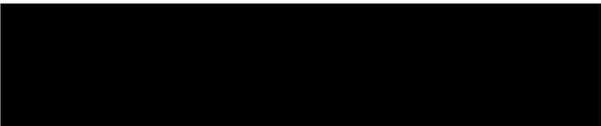
As Director of Technology & Innovation in Education (TIE), I am pleased to write in strong support of South Dakota Department of Education's (SDDOE) grant application to the US Department of Education for the Education Stabilization Fund-Rethink K-12 Education Models grant (REM). The grant will prepare and support K-12 educators and families for the implementation of remote learning experiences and will provide a critical need for K-12 pre-service teachers, current educators, and families to be better prepared as South Dakota's education system shifts to remote learning options.

TIE is a division of Black Hills Special Services Cooperative (BHSSC). The TIE division was formed as a result of SDDOE reaching out to BHSSC for technology support when computers first entered the classroom scene in the late 80's. In the early days TIE collaborated with SDDOE to launch extensive technology training on a massive scale through an initiative called Technology for Teaching and Learning Academy (TTL). Teachers from all districts across the state participated in month long summer trainings to significantly increase the capacity of educators to leverage technology for learning. The current pandemic calls for another coordinated and large-scale effort to build capacity for educators to shift efficiently from face-to-face to online and blended learning scenarios. As a regional professional learning organization on the cutting edge of the latest trends in teaching and learning, TIE is equipped to partner with SDDOE to support this need. In addition to providing the technical support to manage new technologies, TIE also has extensive experience with supporting schools to transition to a more personalized, competency-based approach. This mode of structuring the educational process is critical when planning for remote learning opportunities that can best support learner and family schedules.

In support of the REM grant, TIE staff members are prepared to serve as members of the development and facilitation team for professional learning opportunities and actively participate in the three-year school leadership colloquium.

We are confident that the SDDOE and partners can successfully implement the proposed project. BHSSC and TIE strongly support SDDOE in this project and are excited to partner on the grant application with you and project partners to help achieve the project goals.

Sincerely,



Dr. Julie Mathiesen  
TIE Director

# **RE-IMAGINING REMOTE EDUCATION IN SOUTH DAKOTA: THE ESF-REM PROJECT**

## **APPENDIX 5 Evaluation Assurance**

Submitted to:

U. S. Department of Education  
Office of Elementary and Secondary Education  
Education Stabilization Fund – Rethink K-12 Education Models

Submitted by

South Dakota Department of Education  
Pierre, SD



**south dakota**  
**DEPARTMENT OF EDUCATION**

Learning. Leadership. Service.

800 Governors Drive,  
Pierre, SD 57501-2235



www.doe.sd.gov

June 24, 2020

United States Department of Education  
Office of Elementary and Secondary Education  
**Education Stabilization Fund-Rethink K12 Education Models Grant**

Dear ESF-REM Grants Review Committee:

As an applicant for the Education Stabilization Fund – Rethinking Education Models Program, the South Dakota Department of Education commits to participate in a national evaluation of this initiative. We understand this is a requirement of the program, and we look forward to our participation.

Sincerely,



Dr. Ben Jones  
Education Secretary

# **RE-IMAGINING REMOTE EDUCATION IN SOUTH DAKOTA: THE ESF-REM PROJECT**

## **APPENDIX 6**

### **Non-Construction Program (SF 424B) Assurance**

Submitted to:

U. S. Department of Education  
Office of Elementary and Secondary Education  
Education Stabilization Fund – Rethink K-12 Education Models

Submitted by

South Dakota Department of Education  
Pierre, SD

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

|   |   |
|---|---|
| SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL<br> | TITLE<br>Director of Finance and Management |
| APPLICANT ORGANIZATION<br>South Dakota Department of Education  | DATE SUBMITTED<br>June 25, 2020             |

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## Budget Narrative File(s)

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**RE-IMAGINING REMOTE EDUCATION IN SOUTH  
DAKOTA: THE ESF-REM PROJECT**

**Budget Narrative**

Submitted to:

U. S. Department of Education  
Office of Elementary and Secondary Education  
Education Stabilization Fund – Rethink K-12 Education Models

Submitted by

South Dakota Department of Education  
Pierre, SD

# SD APPLICATION BUDGET NARRATIVE

Priority #3

## YEAR ONE

| South Dakota REM Grant Application Budget                    | Year One            |
|--|---------------------|
|  |                     |
| State staff travel   | \$ 6,051            |
| Colloquium participants travel                               | \$ 105,120          |
| <b>Travel Total</b>  | <b>\$ 111,171</b>   |
| Assistant Program Director .5 FTE (salary, benefits, travel) | \$ 53,779           |
| State LMS system   | \$ 50,000           |
| Update Student Information System & Longitudinal Data System | \$ 50,000           |
| Professional Learning for Teachers                           | \$ 314,925          |
| Online Course Certification                                  | \$ 460,900          |
| Rethinking Education Colloquium                              | \$ 138,698          |
| Post-secondary Competency Based Undergraduate Program (SDSU) | \$ 43,441           |
| Additional Family Engagement Activities                      | \$ 35,452           |
| Evaluation   | \$ 100,000          |
| <b>Contractual Total</b>                                     | <b>\$ 1,247,195</b> |
| Textbooks & Resources for PD & Colloquium                    | \$ 872,000          |
| State Supplies/Resources                                     | \$ 2,000            |
| <b>Supplies &amp; Materials</b>                              | <b>\$ 874,000</b>   |
|  |                     |
| Indirect Costs   | \$ 194,119          |
|  |                     |

# SD APPLICATION BUDGET NARRATIVE

Priority #3

## YEAR ONE BUDGET NARRATIVE:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

### Travel:

During year one, the budget reflects a request of for travel expenses for up to 30 days in total for state staff to work with consultants and grant partners to develop professional development, colloquium program, meet with university staff, and SD Statewide Family Engagement Center (SD SFEC). The request includes \$6,051 for state travel. A large portion of travel expense request is dedicated to reimbursing up to 30 school teams of six individuals per team for their travel expenses to attend the Rethinking Education Colloquium events in year one; a two-day event in the spring and a three-day event during the summer. Travel expenses include hotel rooms, mileage and meals at state rates for a total of \$105,120.

### Contractual:

*Assistant Program Coordinator:* The state will contract with a consultant to assist in managing the grant activities. The request will fund a half time position for a total of \$53,779. The responsibilities are highlighted in the management section of the grant application.

*Learning Management System:* The grant application includes the purchase of a learning management system (LMS) to deliver professional learning to the targeted 1600 educators, house resources, and share best practices among participants in the professional learning and school teams participating in the colloquium. A purchased learning management system will allow the

## **SD APPLICATION BUDGET NARRATIVE**

### **Priority #3**

state to provide professional learning virtually, model how an LMS can be used for students all in one location. Based on initial conversations with a few vendors and the state's educator population, a request of \$50,000 was included.

*Update Student Information System & Longitudinal Data System:* The grant application includes a request of \$50,000 to update the state's student information system to distinguish between students that are attending in the physical building and those that are receiving instruction in a remote setting.

*Professional Learning for Educators:* The grant application includes a request of \$314,925 to carry out year one professional learning for educators. The following information breaks down the total request in more details. A leadership team comprised of a professor at a state university, a consultant from Technology and Innovation in Education (TIE), a district representative, and representative from SD Statewide Family Engagement Center (SD SFEC) will develop the first two courses in year one. The leadership team will also train 42 educators to facilitate the courses for approximately 1600 educators including a group of principals and special education teachers from across. The state is requesting \$59,581 to develop two courses in year one and train the 42 course facilitators. The request also includes \$64,344 to cover the following costs of the 42 course facilitators: substitute costs and travel expenses get trained on the professional learning framework, and \$500 per facilitator to tailor the course to their specific content. Each facilitator will receive \$1500 to facilitate the course, totaling a request of \$63,000 for all facilitators. Lastly, the grant application includes a request of \$128,000 (\$40/credit x 2 credits x 1600 educators) for graduate credit for participants.

*Online Course Certification:* The grant application includes a request of \$460,900 for educators, principals or curriculum directors to complete a Quality Matters online teaching certificate. At

## **SD APPLICATION BUDGET NARRATIVE**

### **Priority #3**

the end of three years, it is the state's goal to have one person in every school complete the certification. The cost for one individual to complete the online certificate is \$1650. The request in year one will allow 1/3 of the total number of educators to complete the certification.

*Rethinking Education Colloquium:* The application includes a request of \$138,698 to support the development and facilitation of Rethinking Education Colloquium in year one. The leadership team comprised of three professors from state university, three consultants from Technology and Innovation in Education (TIE), three district representatives, and a representative from SD Statewide Family Engagement Center (SD SFEC) will develop the framework for the Colloquium and facilitate a two day colloquium and a three day Colloquium for 30 schools in year one. The requests listed in this paragraph includes: \$119,498 to develop and facilitate year one Colloquiums, \$23,695 for the three professors to facilitate the graduate credit course that lead to the 9 credit certificate program, \$12,000 for substitute expenses, and \$7,200 (60 teachers for \$120/three credits) for graduate credit for classroom teachers who participate in the Colloquium.

*Post-secondary Competency Based Undergraduate Framework:* The request includes \$43,441 for professors at South Dakota State University to begin developing a framework and curriculum to ensure competency-based education is embedded into the universities undergraduate program.

*Additional Family Engagement Activities:* The grant application includes a request of \$35,452 to partner with the SD State Family Engagement Center (SD SFEC) to support the development of a family/parent survey, development of resources for families/parents, translation of the resources in three languages, and travel expenses to reach out to families/parents.

*Grant Evaluation:* The grant application includes a request of \$100,000 for an outside evaluator to meet with the state, prepare evaluation documents, and analyze baseline data.

# SD APPLICATION BUDGET NARRATIVE

## Priority #3

### Supplies & Materials

The grant application includes a request of \$872,000 for textbooks, resources, and supplies for the professional learning for 1600 teachers and 180 participants of the Colloquium. More specifically, the request includes:

- \$500 per professional learning participant (\$500 x 1600) for the spring and summer professional learning, 2)
- \$400 per participant for the 30 schools of six team members in the Colloquium (\$400 x 180)
- \$2,000 for state supplies and materials

## YEAR TWO

| South Dakota REM Grant Application Budget                    | Year Two          |
|--|-------------------|
|  |                   |
| State staff travel   | \$ 6,051          |
| Colloquium participants travel                               | \$ 145,080        |
| <b>Travel Total</b>  | <b>\$ 151,131</b> |
| Assistant Program Director .5 FTE (salary, benefits, travel) | \$ 55,392         |
| State LMS system   | \$ 50,000         |
| Update Student Information System & Longitudinal Data System | \$ 50,000         |
| Professional Learning for Teachers                           | \$ 569,925        |
| Online Course Certification                                  | \$ 460,900        |
| Rethinking Education Colloquium                              | \$ 153,559        |

# SD APPLICATION BUDGET NARRATIVE

## Priority #3

|  |                     |
|--|---------------------|
| Post-secondary Competency Based Undergraduate Program (SDSU) | \$ 21,721           |
| Additional Family Engagement Activities                      | \$ 15,054           |
| Evaluation   | \$ 100,000          |
| <b>Contractual Total</b>                                     | <b>\$ 1,476,551</b> |
| Textbooks & Resources for PD & Colloquium                    | \$ 588,000          |
| State Supplies/Resources                                     | \$ 2,000            |
| <b>Supplies &amp; Materials</b>                              | <b>\$ 590,000</b>   |
| <b>Indirect Costs</b>  |                     |
| Indirect Costs   | \$ 192,201          |

### YEAR TWO BUDGET NARRATIVE:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#### Travel:

During year two, the budget reflects a request of \$6,051 for travel expenses for up to 30 days in total for state staff to work with consultants and grant partners to continue to develop coursework for year three of the professional development, carry-out year two colloquium program, meet with university staff, and SD Statewide Family Engagement Center (SD SFEC). A large portion of travel expense request is dedicated to reimbursing up to 30 school teams of six individuals per team for their travel expenses to attend the Rethinking Education Colloquium events in year two; a two-day event in the fall, a two-day event in the spring and a three-day event during the summer. Travel expenses include hotel rooms, mileage and meals at state rates for a total of \$145,080.

## **SD APPLICATION BUDGET NARRATIVE**

### **Priority #3**

#### Contractual:

*Assistant Program Coordinator:* The state will contract with a consultant to assist in managing the grant activities. The request will fund a half time position for a total of \$55,392. The responsibilities are highlighted in the management section of the grant application.

*Learning Management System:* The grant application includes the purchase of a learning management system (LMS) to deliver professional learning to the targeted 1600 educators, house resources, and share best practices among participants in the professional learning and school teams participating in the colloquium. A purchased learning management system will allow the state to provide professional learning virtually, model how an LMS can be used for students all in one location. Based on initial conversations with a few vendors and the state's educator population, a request of \$50,000 was included.

*Update Student Information System & Longitudinal Data System:* After the student information system is updated, then the state needs to program the state's longitudinal data system (SD-STARS) to bring the data into this system. SD-STARS is a system that brings all data from various sources together. The grant application includes a request of \$50,000 to bring in the new remote attendance data into SD-STARS.

*Professional Learning for Educators:* The grant application includes a request of \$569,925 to carry out year two professional learning for educators. The following information breaks down the total request in more details. The same leadership team identified in year one budget narrative will develop the courses for year three of the grant. The leadership team will again train 42 teachers' leaders from across the state to facilitate the courses to approximately 1600 educators including principals and special education teachers. The state is requesting \$59,581 to develop the two courses and train the 42 course facilitators. The request also includes \$64,344 to

## **SD APPLICATION BUDGET NARRATIVE**

### **Priority #3**

cover the following costs of the 42 course facilitators: substitute costs and travel expenses get trained on the professional learning framework, and \$500 per facilitator to tailor the course to their specific content. Each facilitator will receive \$1500 to facilitate the course, totally a request of \$126,000 for all facilitators. Lastly, the grant application includes a request of \$320,000 (\$40/credit x 5 credits x 1600 educators) for graduate credit for participants.

*Online Course Certification:* The grant application includes a request of \$460,900 for educators, principals or curriculum directors to complete a Quality Matters online teaching certificate. At the end of three years, it is the state's goal to have one person in every school complete the certification. The cost for one individual to complete the online certificate is \$1650. The request in year two will allow 1/3 of the total number of educators to complete the certification.

*Rethinking Education Colloquium:* The application includes a request of \$153,559 to support the development and facilitation of Rethinking Education Colloquium in year one. The leadership team identified in year one budget narrative will continue to develop materials for year three of the Colloquium and facilitate year two events for 30 schools that consists of a two day event in the fall, two day event in the spring, and a three day event for the summer. The requests listed in this paragraph includes: \$122,359 to facilitate year two Colloquium events and develop year three materials, \$35,543 for the three professors to facilitate the graduate credit course that lead to the 9 credit certificate program, \$24,000 for substitute expenses, and \$7,200 (60 teachers for \$120/three credits) for graduate credit for classroom teachers who participate in the Colloquium.

*Post-secondary Competency Based Undergraduate Framework:* The request includes \$21,721 for professors at South Dakota State University to continue curriculum development to ensure competency-based education is embedded into the universities undergraduate program.

# SD APPLICATION BUDGET NARRATIVE

## Priority #3

*Additional Family Engagement Activities:* The grant application includes a request of \$15,054 to partner with the SD State Family Engagement Center (SD SFEC) to support the additional development of resources for families/parents, translation of the resources in three languages, and travel expenses to reach out to families/parents.

*Grant Evaluation:* The grant application includes a request of \$100,000 for an outside evaluator to prepare documents as well as begin to collect data, gather feedback and draft year two report.

### Supplies & Materials

The grant application includes a request of \$590,000 for textbooks, resources, and supplies for the professional learning for 1600 teachers and 180 participants of the Colloquium. More specifically, the request includes:

- \$300 per professional learning participant (\$300 x 1600) for year two professional learning.
- \$600 per participant for the 30 schools of six team members in year two Colloquium events (\$600 x 180)
- \$2,000 for state supplies and materials

## YEAR THREE

| South Dakota REM Grant Application Budget | Year Three |
|---|------------|
|   |            |

# SD APPLICATION BUDGET NARRATIVE

## Priority #3

|  |                     |
|--|---------------------|
| State staff travel   | \$ 6,051            |
| Colloquium participants travel                               | \$ 145,080          |
| <b>Travel Total</b>  | <b>\$ 151,131</b>   |
| Assistant Program Director .5 FTE (salary, benefits, travel) | \$ 57,054           |
| State LMS system   | \$ 50,000           |
| Professional Learning for Teachers                           | \$ 191,000          |
| Online Course Certification                                  | \$ 460,900          |
| Rethinking Education Colloquium                              | \$ 134,010          |
| Additional Family Engagement Activities                      | \$ 13,054           |
| Evaluation   | \$ 100,000          |
| <b>Contractual Total</b>                                     | <b>\$ 1,006,018</b> |
| Textbooks & Resources for PD & Colloquium                    | \$ 588,000          |
| State Supplies/Resources                                     | \$ 2,000            |
| <b>Supplies &amp; Materials</b>                              | <b>\$ 590,000</b>   |
| Indirect Costs   | \$ 155,341          |

### YEAR THREE BUDGET NARRATIVE:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#### Travel:

During year three, the budget reflects a request of \$6051 for travel expenses for up to 30 days in total for state staff to work with consultants and grant partners to carry-out year three colloquium program, meet with university staff and SD Statewide Family Engagement Center (SD SFEC), and travel to districts to gather feedback and complete school visits. A large portion of travel expense request is dedicated to reimbursing up to 30 school teams of six individuals per team for

## SD APPLICATION BUDGET NARRATIVE

### Priority #3

their travel expenses to attend the Rethinking Education Colloquium events in year three; a two-day event in the fall, a two-day event in the spring and a three-day event during the summer.

Travel expenses include hotel rooms, mileage and meals at state rates for a total of \$145,080.

#### Contractual:

*Assistant Program Coordinator:* The state will contract with a consultant to assist in managing the grant activities. The request will fund a half time position for a total of \$57,054. The responsibilities are highlighted in the management section of the grant application.

*Learning Management System:* The grant application includes the purchase of a learning management system (LMS) to deliver professional learning to the targeted 1600 educators, house resources, and share best practices among participants in the professional learning and school teams participating in the colloquium. A purchased learning management system will allow the state to provide professional learning virtually, model how an LMS can be used for students all in one location. Based on initial conversations with a few vendors and the state's educator population, a request of \$50,000 was included.

*Professional Learning for Educators:* The grant application includes a request of \$191,000 to carry out year three professional learning for educators. The following information breaks down the total request in more details. Each facilitator will receive \$1500 to facilitate year three courses, totally a request of \$63,000 for all facilitators. Lastly, the grant application includes a request of \$128,000 (\$40/credit x 2 credits x 1600 educators) for graduate credit for participants.

*Online Course Certification:* The grant application includes a request of \$460,900 for educators, principals or curriculum directors to complete a Quality Matters online teaching certificate. At the end of three years, it is the state's goal to have one person in every school complete the

## **SD APPLICATION BUDGET NARRATIVE**

### **Priority #3**

certification. The cost for one individual to complete the online certificate is \$1650. The request in year three will allow the last 1/3 of the 838 individuals to complete the certification.

*Rethinking Education Colloquium:* The application includes a request of \$134,010 to support the development and facilitation of Rethinking Education Colloquium. The leadership team identified in year one budget narrative will facilitate year three events for 30 schools that consists of a two day event in the fall, two day event in the spring, and a three day event for the summer. The requests listed in this paragraph includes: \$102,810 to facilitate year three Colloquium events, \$35,543 for the three professors to facilitate the graduate credit course that lead to the 9 credit certificate program, \$24,000 for substitute expenses, and \$7,200 (60 teachers for \$120/three credits) for graduate credit for classroom teachers who participate in the Colloquium.

*Additional Family Engagement Activities:* The grant application includes a request of \$13,054 to partner with the SD State Family Engagement Center (SD SFEC) to support the additional development of resources for families/parents, translation of the resources in three languages, and travel expenses to reach out to families/parents.

*Grant Evaluation:* The grant application includes a request of \$100,000 for an outside evaluator to collect data, gather feedback, and write the final report.

### *Supplies & Materials*

The grant application includes a request of \$590,000 for textbooks, resources, and supplies for the professional learning for 1600 teachers and 180 participants of the Colloquium. More specifically, the request includes:

- \$300 per professional learning participant (\$300 x 1600) for year three professional learning.

## **SD APPLICATION BUDGET NARRATIVE**

### **Priority #3**

- \$600 per participant for the 30 schools of six team members in year three Colloquium events (\$600 x 180)
- \$2,000 for state supplies and materials