



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

Request for Proposals (RFP)
Application Package

2021 Advanced Placement® (AP) Teacher Institutes
Competitive Grant and Teacher Endorsement Authority
(with or without grant funding)

The 2021 AP Teacher Institutes is a grant program funded by the General Assembly of the state of South Carolina, authorized by the General Appropriations Act, Proviso 1A.25, and administered by the South Carolina Department of Education.

Deadline for Receipt of Applications: 4:30 p.m. EST, February 25, 2021

Technical Assistance for Applicants: 10:30 a.m. EST, February 8, 2021

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PART I: General Information

A. Introduction and Purpose

The South Carolina General Assembly annually allocates funds to the South Carolina Department of Education (SCDE) to provide Advanced Placement® (AP) teacher training courses as authorized by the Education Improvement Act (EIA) of 1984, Division II, Subdivision A, Subpart 4, § 1. Funding for the 2021 AP Teacher Institutes is appropriated by the General Appropriations Act, Proviso 1A.25 (SDE-EIA: Professional Development).

The purpose of the AP Teacher Institutes is to provide South Carolina public school teachers with the special endorsement to teach an AP course as required in S.C. Code Ann. Reg. 43-258.1. Teachers who successfully complete an AP Teacher Institute will be awarded special AP endorsement in the specific AP class area.

Applicants must propose to provide AP Teacher Institutes in subject areas outlined by the College Board to provide initial training for newly assigned AP teachers. The institute should prepare teachers to implement the AP class effectively according to College Board requirements, provide a depth of content knowledge in the specific subject area, and provide effective instructional strategies for teaching AP students.

The SCDE requires applicants to use an online format delivery for the AP Teacher Institutes, rather than the traditional and hybrid formats, to reach more educators located in rural areas of the state and serve as a safeguard for participants during the COVID-19 pandemic.

For this funding round, the SCDE will give priority to AP Teacher Institutes that propose to provide any of the following subject areas:

Subject Areas		
Art History	English Literature	Microeconomics
Art and Design	European History	Psychology
Biology	French Language and Culture	Spanish Language and Culture
Calculus AB	German Language and Culture	Statistics
Calculus BC	Human Geography	Studio Art
Computer Science A	Latin	U.S. History
Computer Science Principles	Music Theory	U.S. Government and Politics
English Language	Macroeconomics	World History

Of the funds allocated for FY 2021, the SCDE will distribute approximately \$190,000 on a competitive basis. Last year, four organizations received awards that ranged from \$13,100 to \$17,788 per institute, which provided face-to-face instruction (that included funds for travel). The SCDE anticipates a lower range this year due to the delivery format requirement. The grant-funding period will be March 15, 2021, through June 30, 2021.

Entities planning to offer AP Teacher Institutes for teacher endorsement purposes but not seeking funds to provide these institutes *must* complete this application with the exception of the budget information. To be considered for state endorsement, the application must be submitted at

least one month before the institute’s first class meets.

The College Board has agreed to endorse grantees following the process outlined in this RFP for AP Teacher Institutes. To be considered a College Board–endorsed AP Teacher Institute, all courses must be taught by College Board–endorsed consultants independently or collaboratively with a professor. Non-College Board–endorsed institutes will be prohibited from (1) purchasing College Board AP Teacher Institute materials and (2) advertising or listing the institute as College Board–endorsed.

Contact Rachel McCoy (rmccoy@collegeboard.org; 866-392-4088) at the College Board Southern Regional Office for preparation guidance to meet the criteria for the College Board endorsement. The endorsement allows entities to purchase College Board–created materials to use as resources for the institute and advertise the institute via the College Board website.

B. Eligible Applicants

Any of South Carolina’s public or private institutions of higher education (IHEs) and any school district (or a consortium of districts) working in collaboration with a state public or private IHE are eligible to apply. For a school district to be eligible, the district must have a fully executed letter of agreement or memorandum of understanding (MOU) with an IHE to offer the institute and must include a copy of the agreement as an attachment to their application.

To be eligible, the IHE, district(s), or consortium must obtain College Board endorsement for the proposed institute(s) prior to submitting an application. The SCDE will verify the endorsement prior to making grant awards.

C. Timeline of Granting Process

Date	Activity/Action
February 8, 2021	Technical assistance session via Adobe Connect.
February 25, 2021	Deadline for receipt of applications.
March 2021	Notification of awards; required grantee meeting; AP Teacher Institutes information on SCDE web site.
March 15, 2021	Funding period begins.
June 30, 2021	Funding period ends.
August 15, 2021	Final fiscal and programmatic reports due.

D. Technical Assistance Session for Applicants

The SCDE’s Office of Standards and Learning will offer a technical assistance webinar via [Adobe Connect](#) on **February 8, 2021, from 10:30 a.m. until 11:30 a.m.** to assist eligible applicants in understanding this program and applying for this grant. No password is required. Participants should enter their full names when logging in. Participants will be able to log in 30 minutes prior to the start time to test their audio settings and download/print handouts. Participation is not mandatory in order to submit an application but is *highly recommended*.

E. Statutory Requirements

State Board Regulation 43-258.1 states, in part:

The South Carolina Department of Education (SCDE) will fund and coordinate AP teacher training courses. Each teacher of an AP course shall have added the specialized AP course endorsement. The specialized AP course endorsement may be earned by:

- (1) successful completion of the three-semester hours graduate training program or other training program approved by the SCDE, or
- (2) successful completion of at least thirty hours of training by a College Board endorsed provider, or
- (3) documentation of a Ph.D. or other terminal degree in the course subject area.

Newly assigned teachers of AP courses will have one calendar year to meet the AP course training requirements.

The SCDE has established the following requirements:

- Either the professor, master teacher, or consultant must have experience with, and detailed knowledge of, the program and/or service for which they are applying — such experience may include, but is not limited to, service as a Test Development Committee member or an Academic Advisory Committee member.
- Both a professor and a master teacher may teach each AP Teacher Institute and either the professor or the master teacher must have served as an AP Consultant. However, these arrangements may not meet the College Board approved requirements and therefore they may not have access to College Board materials.
- The master teacher must have completed the AP Course Audit in their subject.
- College Board-endorsed consultants may teach independently or collaboratively with a professor to award the College Board endorsement. Grantees reserve the right to opt out of the endorsement and award three graduate hours; however, applicants will be prohibited from purchasing College Board AP Teacher Institute materials. Sites must advertise as a graduate credit location rather than a College Board-endorsed Institute.
- College Board-endorsed consultants must teach redesigned, revised, and updated AP courses.
- Grantees are required to participate in a post-award meeting in March 2021. Additional information on this meeting will be provided to grantees.
- Grantees must administer an AP Teacher Institute participant evaluation instrument that is subject to approval by the SCDE and includes questions for
 - evaluating the professor/master teacher/consultant and the institute,
 - assessing the effect of the institute on how prepared the participating teachers feel to teach the AP course, and
 - gathering suggestions for improving the course curriculum and instruction.
- Participants will complete the evaluation instrument at the conclusion of the institute.

Applicants should review the Assurances and Terms and Conditions for State Awards (on pages 35–37) to ensure that, if awarded a grant, they are capable of full compliance, especially with all the referenced state laws in order to enter into an agreement with the SCDE for this program.

Pursuant to S.C. Code Ann. § 8-13-700 (Supp. 2020), the applicant must disclose any potential conflict of interest to the SCDE in accordance with the SC Ethics Reform Act conflict of interest policy. A signed Certification Signature Page (page 34) is *required* with the application and *legally binds* the applicant to the Assurances and Terms and Conditions for State Awards.

F. Authorized Activities

1. Applicants must propose to provide an institute for initial training of public school AP teachers.
2. Each institute will meet the minimum requirement of at least 30 contact hours.
3. Institutes are encouraged to offer a supplement to each course that will allow teachers to earn three graduate credit hours.
4. Once the institute has been announced to school districts, the grantee will coordinate all paperwork pertaining to registration. The grantee must give priority for registration to teachers currently teaching AP courses or those assigned to teach AP courses.
5. Travel must receive prior approval by the SCDE.

G. Unauthorized Activities

The following activities are not allowed under this program:

- participant travel, including room and board;
- participant fees, including medical, recreation, and parking;
- application fees;
- fees associated with out-of-state master teachers not pre-approved by SCDE; and
- fees associated with current SC master teachers that will not maintain the designation throughout the period of performance.

H. Program Accountability and Monitoring

The SCDE is responsible for monitoring AP Teacher Institute grant implementation to provide South Carolina public school teachers with the special endorsement to teach an AP course as required in S.C. Code Ann. Reg. 43-258.1 (2020) in accordance with the following program accountability requirements:

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

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

Applicants may be subjected to an evaluation of their financial system, internal controls processes, and policies and procedures by the SCDE's Office of Auditing Services before a grant award is issued or during the grant term. The review process and procedures are accessible at the [Office of Auditing Services webpage](#).

Applicants awarded grant funds must satisfy periodic reporting and accountability requirements throughout the term of the grant. These requirements address (1) program accountability, (2) performance reporting, (3) project budget, (4) monitoring, (5) program evaluation, and (6) technical assistance.

1. Program Accountability

Each grantee is responsible for carrying out its responsibilities in accordance with S.C. Code Ann. Reg. 43-258.1 (2020; excerpted in [Section E](#)) and its approved grant application and work plan.

2. Performance Reporting

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

Programmatic Reporting Requirements

All grant recipients are required to report the following in a final fiscal and programmatic report due by August 15, 2021; at a minimum, the grantee will provide:

- a. A list of all participants to include the following for each participant:
 - school and home address,
 - email address,
 - South Carolina teaching certificate number, and
 - final grade or credit status.
- b. An end-of-course evaluation form completed by each institute participant. The evaluation instrument used is subject to approval by the SCDE.
- c. A brief narrative that discusses the outcomes, effectiveness, and impact of the overall project to provide AP Teacher Institutes; summarizes the participants' evaluation responses for the specific institute(s) conducted; and discusses the implications for subsequent institutes.
- d. A table that lists each AP Teacher Institute conducted that provides summary information on enrollment, attendance rates, grades, and withdrawals. (A template for this table will be provided to grantees.)

Following the conclusion of the AP Teacher Institute, the grantee also will submit to the SCDE the required documentation for the College Board; this requirement will be discussed during the grantee meeting.

Fiscal Reporting Requirements

Grant funds will be disbursed upon receipt of a signed Grant Award Notification (GAN). The grantee is responsible for ensuring that all expenditures are aligned to the approved

budget for authorized activities (see [Section F](#)) and for retaining accurate and complete documentation and records of all expenditures. The grantee *must* submit a final fiscal and programmatic report that covers the full performance period of the grant (March 15, 2021, through June 30, 2021) to the SCDE by August 15, 2021. Reports are subject to verification. The SCDE reserves the right to recover any funds used for expenditures that are determined to be unauthorized for the project, including funds not expended according to the approved budget.

3. Project Budget

A project budget of projected expenditures to be funded by the grant must be submitted with the application. Expenditures must align with the final approved budget and must be for authorized activities only (see [Section F](#)).

4. Monitoring

The SCDE will monitor grantees by reviewing and approving the final performance reports. All information in monitoring reports is subject to verification. The SCDE may conduct programmatic and financial monitoring site visits.

Grantees must agree to site visits by state program representatives. The purpose of site visits is to validate information provided in fiscal and program reports and to gather more detailed information on implementation efforts and challenges from interviews and observations for monitoring and evaluation purposes. The College Board also may conduct site visits to monitor institute content and activities.

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

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

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

5. Program Evaluation

Grantees and unfunded recipients are required to conduct ongoing monitoring and evaluation to ensure project goals are achieved. While hiring an external monitoring and evaluation contractor is not required, it is also not prohibited. Progress toward meeting project goals is to be reported through the final report process.

Grantees must administer an end-of-course evaluation form to be completed by each AP Teacher Institute participant. The evaluation instrument used is subject to approval by the SCDE.

A final project report is to be completed and must address project success toward each goal and objective stated in the application. If any of the performance requirements in Section H.2 are not completed, the SCDE may consider the grantee a high risk regarding future funding opportunities.

6. Technical Assistance to Grantees

Grantees are required to participate in any technical assistance that the SCDE conducts for this program. Unfunded recipients may also participate in these sessions. Delivery of such technical assistance may include webinars and conference calls.

I. Fiscal Operations

Grantees must use grant funds *only* for allowable grant expenditures during the grant period. Subject to financial risk analysis, the SCDE will disburse funds after March 15, 2021, for the entire grant period and require documentation of allowable expenditures made under that allocation. Documentation of allowable expenditures must be received by August 15, 2021. The SCDE will recoup any funds that are unexpended at the end of the grant period or funds expended on unallowable activities.

The SCDE reserves the right to withdraw or recoup funding pursuant to the grant agreement, and the grantee *must agree* to pay a refund if the SCDE determines that the AP Teacher Institute grant funds were not expended in accordance with allowable activities in the approved grant application, the grant agreement, and assurances.

Allowable Costs

Grant funds must be used in accordance with the statutory and state requirements stated in [Section E](#). Grant funds *must* be used to support the activities stated in [Section F](#).

- Supplies and materials may not exceed \$400 per participant enrolled.
- If the professor has served as a reader or consultant for the College Board, the contract course rate (purchased services), which includes the professor's/instructor's salary and fringe, should not exceed \$10,000; otherwise, the maximum is \$7,000.
- If the master teacher has served as a reader or consultant for the College Board, use a maximum of \$4,000 for the sum of the master teacher's salary and fringe; otherwise, the maximum is \$3,000.

Unallowable Costs

The AP Teacher Institute grant does not provide indirect costs or funds for administrative charges. Grant funds may not be used for new construction; travel or room and board for participants; college or university application fees; medical, recreation, parking, or other fees; and purchases that do not directly support the approved work plan. Individual budget items may not exceed the limits specified in "allowable costs" above. Travel expenditures for the

master teacher or the College Board Consultant are unallowable due to the online format of the AP Teacher Institutes.

J. Supplement, Not Supplant

AP Teacher Institute grant funds must supplement, not supplant, existing services and may not be used to supplant federal, state, local, or other funds. Institutes may not use grant funds to pay for existing levels of services funded from any other sources.

K. Review and Selection Process

Three reviewers from diverse backgrounds without a vested interest in any application being funded will use the scoring rubric (Appendix B) to evaluate each application based on the quality of the proposed activities and the capability of the applicant to implement the proposed AP Teacher Institute(s). The review team is comprised of experienced grant readers from various professions and entities.

Applications will be reviewed and scored using a dual-tiered rating system. The first tier will rate the overall project narrative to determine the institution's capacity to successfully implement and manage the AP Teacher Institute grant. The second tier will rate each proposed institute separately for the quality of the course and the personnel who will be instructing the institute. The score assigned to the overall project narrative will be added to the course quality and personnel quality scores to determine the total score for each individual institute. A total of 100 points is available for each proposed institute.

After the three reviewers individually score an application, the scores will be averaged. An application can earn up to 100 points for an average score. Applications earning an average score of *80 points or higher* will receive first consideration for funding. Following these awards, if funds remain available, the SCDE will consider funding remaining applications with an average score within the adequate/meets range. Reviewers will also score non-grant-seeking applications.

The SCDE will award grants based on highest total score with consideration given to applications proposing institutes in the focus subject areas (see page 1), duplicate offerings, and the demand for particular institutes. The SCDE may negotiate with the applicant to make changes recommended by the reviewers for any application recommended for funding. Prior to making awards, the SCDE reserves the right to interview applicants recommended for funding, request additional documentation, and make a site visit as appropriate to ensure compliance with state requirements. The SCDE reserves the right to disqualify any applicant and to disallow and/or to negotiate costs associated with any line item proposed in the budget.

Awards are not final until an SCDE Grant Award Notification (GAN) is fully executed. Notification of awards will be sent in March 2021 to the project director listed in the application. The reviewers' comments and score sheets will be sent to the project director after award.

L. Appeals Process

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

PART II: Application Overview, Content, and Instructions

Read all guidelines and criteria carefully before preparing your application. Carefully adhere to font, format, page limit, and organizational requirements. Only narratives that adhere to these requirements will be considered for funding. Applications *must* be submitted online; however, applicants are encouraged to prepare all elements of the application *before* beginning the process for online submission. Follow the directions below for submitting each section of the application.

A. Application Overview

The 2021 AP Teacher Institutes online application submission is organized into the following sections (see screenshots on pages 17–23):

- Online Form Sections
 - ☐ Applicant Information
 - ☐ Project Director Contact Information
 - ☐ Funding Information
 - ☐ Budget Summary
 - ☐ Proposed AP Teacher Courses
 - Individual Course Information
 - Professor Information
 - Master Teacher Information
 - AP Teacher Institute Details and Budget Attachments
 - AP Institute Narrative
 - Evaluation
 - Budget Narrative
 - AP Teacher Institute Syllabus
 - Curriculum Vitae of Professor, Master Teacher, and/or Consultant
- Attachments Section
 - ☐ 1. Project Summary
 - ☐ 2. Project Narrative Content
 - ☐ 3. Certification Signature Page
 - ☐ 4. Copy of Agreement between School District and IHE (if applicable)

B. Application Narrative Format

Length of Project Narrative:	Maximum of four pages for the overall project narrative only, excluding the table of contents. The institute narrative is limited to a maximum of two pages per AP Teacher Institute proposed.
Required Font/Font Size:	Times New Roman/12 or Arial/12.
Margins:	1" on all sides.
Page Numbers:	Bottom right-hand corner.
Spacing:	Double-spacing throughout narrative. Charts and tables may be single-spaced.

PFinal File Format:	PDF document.
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Each section must be clearly identified. Sections may not be combined. Incomplete applications will not be considered.

C. Online Application Submission

Applications must be submitted using the [online application form](#). The online submission is organized into two sections—Online Form Sections and Attachments Section.

Provide the applicant’s nine-digit Data Universal Numbering System (DUNS) number and Taxpayer Identification Number (TIN) in the online application form. Applicants should contact their finance office for assistance with these items. The DUNS number is assigned by Dun & Bradstreet, Inc. (D&B) to identify unique business entities. To verify the status of the applicant’s DUNS number, visit the [D&B website](#).

Use the screenshots on pages 17–23 and the instructions below to compile and complete all online sections and attachments prior to submitting your application. Follow the directions in each narrative section for saving the documents to upload online.

D. Project Summary

In a one-page summary, describe the overall project to provide one or more AP Teacher Institutes. Include the number of institutes proposed, the number of teachers to be served, the applicant’s name, the amount requested, and a list of applicable partners (IHEs or school districts). Save the file as *one* PDF document for upload as an attachment in the online application (see page 21).

E. Project Narrative Content

Use the following directions to write the overall project narrative and organize it into sections following the sequence presented below. Do not combine sections. Save the project narrative as one PDF document to be uploaded in the online application (see the screenshot on page 21).

Note: Applicants are also required to provide an institute-specific narrative, budget and other required documents for each proposed AP Teacher Institute as detailed in [Section F](#) below.

1. Project Description (maximum of 10 points available)
 - a. Provide a detailed description of the overall project to provide one or more AP Teacher Institutes. Include the project’s goals and objectives. Objectives must be specific, measurable, achievable, relevant, and time-specific (SMART). Describe the primary target audience and the number of teachers to be served.
 - b. Discuss the scope of the project. List the institute(s) that will be offered during the project term to meet the goals and objectives.

2. Management and Personnel (maximum of 10 points available)

Describe the plan to manage the overall project to provide one or more AP Teacher Institutes. Include details about the IHE's and the district's (if applicable) experience in providing AP Teacher Institutes, including the types of institutes provided, the number of years the institutes have been provided, and the delivery method(s). List the professors, master teachers, and consultants, who will provide the AP Teacher Institute(s), indicate their rank, whether they are College Board endorsed, and briefly discuss their prior experience, both with the College Board and with providing AP Teacher Institutes.

3. Evaluation Design (maximum of 10 points available)

Explain the techniques, methods, and/or instruments used for determining the outcomes, effectiveness, impact, and changes resulting from the overall project to provide AP Teacher Institutes and the specific institute(s) conducted. Detail the plan to collect and report both quantitative and qualitative data for the programmatic final report as detailed in [Part I, Section H.2](#) of this RFP (page 5). Include how the data will be collected and assessed (when and by whom).

Discuss how the applicant will use the participants' evaluation responses to assess the effectiveness of the proposed institute(s) and to plan for subsequent institutes.

F. Proposed AP Teacher Institute Details and Budget

For each proposed institute, provide the following items: (1) AP Teacher Institute Narrative, (2) evaluation, (3) budget narrative, (4) AP Teacher Institute syllabus, and (5) curriculum vitae of professor, master teacher, and/or consultant. Save the compiled components as a single PDF document for each institute and upload them separately into the online application where indicated (see the screenshot on page 21). Structure the file name to include the three-letter IHE abbreviation, topic of the institute, the term (F for fall, S for Spring, and SU for Summer), and two-digit year. (The delivery method is not needed this year due to APTIs only being offered in the online format.)

1. AP Institute Narrative (maximum of 20 points available)

Describe in detail the instructional approach for the proposed institute, the materials to be used, and how this approach is intended to meet the institute objectives stated in the syllabus.

- a. Explain the goal and purpose of the proposed institute and describe the roles of the professor, master teacher, and/or consultant.
- b. Explain how content will be aligned with approved state curriculum standards as well as the College Board's standards, including the use of AP Central and AP Potential, and the AP course audit. Describe the appropriate strategies and activities and detail how they are intended to advance teacher and student learning and achieve the institute objectives stated in the syllabus.

- c. List all materials and publications that participants will receive as support materials in the institute and describe how these materials will be used. Support materials *must* include the following:
 - AP course description book appropriate for the institute,
 - AP teacher’s guide appropriate for the institute, and
 - free-response question booklet appropriate for the institute.

2. Evaluation (maximum of 10 points available)

Describe the instrument proposed for use including the components to be evaluated. If an IHE uses its own course evaluation instrument it must, at a minimum, include a description of

- the techniques, methods, and/or instruments for determining the institute outcomes, effectiveness, impact, and changes resulting from this institute and how they relate to the institute objectives stated in the syllabus;
- how participants will be evaluated and the basis for awarding credit; and
- how participants will evaluate the professor/master teacher/consultant and the delivery of the AP Teacher Institute.

Include the course evaluation instrument to be used for the proposed institute(s). The evaluation instrument is subject to approval by the SCDE.

3. Budget Narrative (limited to two pages) (0 points)

The application budget consists of the project budget summary that includes all grant-related expenditures for the funding period March 15, 2021, through June 30, 2021, and individual institute budget narrative(s) for the proposed institute(s) that include(s) only those expenses necessary for the specific institute(s). All proposed expenditures for the entire grant period must be included in the budget summary and itemized in the individual budget narrative(s). Ensure the totals in the budget summary equal the combined total of all institute budget narratives. The budget summary is entered in the Project Budget Summary section of the online application.

While it is assigned zero (0) points, the budget remains a critical component of the entire application. No institute with an incomplete budget will be reviewed or funded.

The institute budget narrative should provide clear evidence that the expenditures are adequate, reasonable, appropriate, and justified to support the activities in the proposed institute. In either a narrative or a spreadsheet, structure a budget narrative to parallel the sections of the Budget Summary (online form). A budget template is available on the SCDE’s Grant Opportunities web page for [AP Teacher Institutes](#) for applicants to use in developing the institute budget narrative (see page 38). Expenditures should be reasonable and adequate to complete the project and must directly connect to the institute details.

Use the following guidelines when creating the institute budget narrative:

- Carefully allocate appropriate personnel and other resources for the tasks and activities described in the application narrative. Applicants should ensure that the budget will adequately cover program expenses.
- Estimate a maximum of 25 participants or provide justification for a lower enrollment.
- Provide a detailed breakdown (hourly rate, cost per item, cost per student, etc.) for each expense including all materials and supplies. Include the formulas used to calculate the costs for each line item. For example: Program Manager will provide [insert name of textbook] to each participant. Each book costs \$100 per participant. The total cost for this institute is \$16,450 which includes books (\$100 x 25 participants = \$2,500), master teacher's salary (\$88 x 45 hours = \$3,960), and professor's salary (\$222 x 45 hours = \$9,990).
- Ensure proposed expenditures are within allowable limits.
 - If the professor has served as a reader or consultant for the College Board, the contract course rate (purchased services), which includes the professor's/instructor's salary and fringe, should not exceed \$10,000; otherwise, the maximum is \$7,000.
 - If the master teacher has served as a reader or consultant for the College Board, use a maximum of \$4,000 for the sum of the master teacher's salary and fringe; otherwise, the maximum is \$3,000.
 - Supplies and materials may not exceed \$400 per participant enrolled. A detailed breakdown and justification of supply and material costs must be provided.
 - All travel-related expenses must adhere to the state travel proviso (see Section J. Travel Costs of the Terms and Conditions on page 36). If the master teacher, professor, or consultant must travel to provide the AP Teacher Institute to the participants, travel expenditures are allowable *only* if the AP Teacher Institute site is not the normal job site for the master teacher, professor, or consultant. Grant funds cannot be used to support room and board expenditures for institute participants (teachers).
- Do not include non-allowable expenditures, including travel for participants; room and board for participants; college/university application fees; or medical, recreational, parking, or other fees (see Part I, [Section G](#)).

4. AP Teacher Institute Syllabus (maximum of 25 points available)

Include a *daily* syllabus that summarizes the content, participant activities, and requirements for the proposed AP Teacher Institute. The syllabus must include all of the following:

- the course components, including the course name/title and number, number of graduate credits awarded, the meeting dates and items to reflect adequate course duration and frequency of instructional activities (i.e., instructional time and the number of times the course will meet);
- the specific performance standards for the institute;
- how the course readings, assignments, and assessments will ensure competency with the specific AP standards;

- clearly defined SMART objectives for the institute;
- the content to be addressed in each class meeting and participant activities and requirements;
- core content related to the discipline; and
- instructional strategies for teaching the AP course, and the preparation of K–12 students to successfully complete the course of study and write the four-page AP examination.

5. Curriculum Vitae of Professor, Master Teacher, and/or Consultant (maximum of 15 points available)

Include curriculum vitae (CV) for the professor, master teacher, and/or consultant for the proposed institute (maximum of two pages per person). The CV must address their unique qualifications and experience regarding AP education and courses; it must include evidence that the person has the required experience and qualifications for the proposed institute (see Part I, [Section E](#)).

If a CV is applicable to more than one institute being proposed in this funding round, indicate all institute titles at the top of the CV. Only one CV is required per professor, master teacher, or consultant.

G. Required Forms and Attachments

Save the Project Summary and the Project Narrative as directed on page 12 and upload the documents into the online application where indicated in the screenshot on page 21.

Certification Signature Page

Print the Certification Signature Page (page 34) and obtain the appropriate signatures. This form includes the certification of the SCDE's Assurances and Terms and Conditions for State Awards. Those documents are not required to be included in the application.

By signing the Certification Signature Page, the signatories assure that they have reviewed and will comply with all the terms and conditions and assurances for the program. *All* signatories *must* understand that they are signing a document that is *legally binding* in the event a grant is awarded. All signatories should retain a copy of the Assurances and Terms and Conditions for State Awards and the signed Certification Signature Page for their records. Scan the signed form into a PDF document to be uploaded in the online application where indicated (see the screenshot on page 21). Applications that *do not* include the signed Certification Signature Page *will not* be reviewed or considered for funding.

Agreement between School District and IHE (if applicable)

A school district applicant must include a copy of their fully executed letter of agreement or MOU with an IHE to offer the institute. Scan the agreement or MOU into a PDF document to be uploaded in the online application where indicated (see the screenshot on page 21).

H. Deadline and Submission Procedures

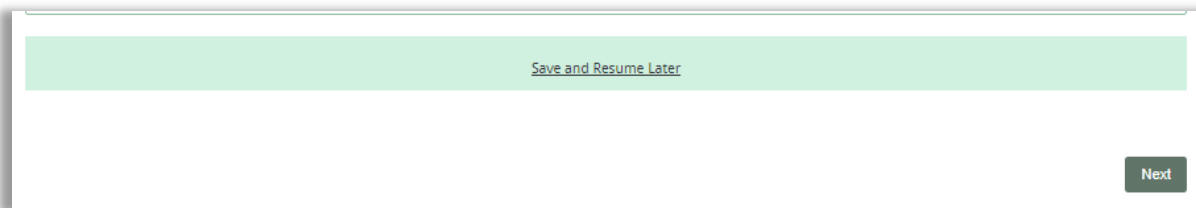
1. Applications *must* be submitted [online](#) before **4:30 p.m. on February 25, 2021**. Applications received after this deadline will not be considered.
2. Only applications that adhere to *all* of the guidelines and directions in this RFP will be reviewed and considered for funding.
3. No hard copy applications will be accepted. Applications delivered by hand, electronic mail (email), postal mail, or fax *will not* be accepted.
4. Applications must originate from the applicant. Applications that are plagiarized from the internet, other grants, or other resources will not be considered for funding.
5. Do not attach or submit any additional materials other than what is specifically requested. Any additional materials will be disposed of without review.
6. Applications will not be returned. Keep a copy of the entire application for your records.

I. Screenshots of Online Application Submission Forms

The following screenshots are for informational purposes only and to assist applicants in compiling all items needed to complete the [online submission](#). Complete the attachments for the online application as directed in the preceding instructions. The SCDE encourages applicants to prepare *all* items of the application *prior* to beginning the online submission process.

Make sure all information submitted is accurate, including formal and official names of contacts and the organization, and that spelling is correct. Do not use abbreviations or acronyms. All fields marked with a red asterisk are *required*; you will not be able to proceed to the next screen of the application without entering all required information.

If necessary, you may save your progress in the online application and return to the form later. Click on the “**Save and Resume Later**” link to save your progress. You will be prompted to create a password to securely save your form or enter an email address to have the link emailed to you. Be sure to enter the email address correctly, as SCDE personnel cannot access the link or the incomplete application. Use the link to access the application from any computer *within thirty days* to complete the online submission. Without the link and password or after thirty days, the data previously entered cannot be retrieved, and you will have to begin a new application. A saved application is *not* a submitted application. You *must* follow all of the steps described on pages 17–23 to complete the submission process.



Enter the official name of the applicant organization and select the applicant type. Enter the applicant organization's physical address with the 10-digit ZIP Code (ZIP+4 Code), DUNS number, and TIN (tax identification number). Provide a descriptive title of the project.



**2021 Advanced Placement® (AP) Teacher Institutes
Competitive Grant Online Application**

Applicant Information

Name of Applicant Organization 		Applicant Type
Name of Authorized Official First Name Last Name		Position/Title of Authorized Official
Address of Authorized Official Address Line 1 Address Line 2 City State ZIP Code		Organization's DUNS Number *
		Organization's Tax Identification Number (TIN) *
Descriptive Title of Applicant Organization's Project 		

Enter the contact information for the project director. The name entered in the online application must match the project director's name on the Certification Signature Page. The project director's email is a *required* field. The project director will receive the confirmation email upon submission of the application. Reenter the email address to confirm that it is correct.

Project Director Contact Information

Project Director's Name First Name Last Name		Position/Title of Project Director
Organizational Unit 	Phone 	Email *
		Confirm Email*

Note: The project director will receive the application submission confirmation email. You must verify the email address to make sure it is entered correctly.

Enter amounts in the Funding Information and Budget Summary using whole dollars (no cents—round to the nearest dollar). Complete all fields and enter 0 (zero) for line items that are not applicable to the proposed project. In the Funding Information section, provide the total amount of funds requested for all AP Teacher Institutes combined for the period from March 15, 2021, through June 30, 2021.

Funding Information

Total Funds Requested

\$

The grant funding period is March 15, 2020, through June 30, 2020.

In the Budget Summary section, enter the line item totals for the funds requested. The Total Costs (Funds Requested) field will automatically calculate. This amount must match the total funds requested under the Funding Information section and the combined totals of the individual budget narratives for each proposed institute.

Budget Summary

Include a project budget summary that equals the combined total of all of the proposed institutes' budget narratives.

Budget Summary (Funds Requested Only):

Salaries (100)

\$

Employee Benefits (200)

\$

Purchased Services (300)

\$

Supplies & Materials (400)

\$

Other Objects (600)

\$

Total Costs (Funds Requested)

\$

Select the number of proposed institutes from the dropdown box (up to twelve). Separate screens will be displayed based on the number of institutes selected to allow you to provide details and budgets for each proposed institute. If the number of institutes selected is incorrect, select the correct number from the dropdown menu.

Proposed AP Teacher Institutes

Number of Proposed Institutes

The maximum number of institutes that can be proposed per online application is twelve; however, the maximum file size for ALL attachments combined cannot exceed 25MB.

You have proposed four institutes for your AP Teacher Institutes project. If this is incorrect, select the appropriate number of proposed institutes from the dropdown list above.

Enter the requested information for each of the proposed institutes. Upload a *single* PDF document containing the following AP Teacher Institute Details and Budget for each proposed institute.

- AP Institute Narrative
- Evaluation
- Budget Narrative
- AP Teacher Institute Syllabus
- Curriculum Vitae for Professor, Master Teacher, and/or Consultant

For each institute, enter the name of the AP subject area, the institute number and title, the total graduate hours to be awarded, the meeting dates, and the class time(s).

Proposed AP Teacher Institute Course 1 Information

AP Subject Area 1

Institute 1 Number and Title

Total Graduate Hours

Institute 1 Meeting Dates

Class Time(s)

Provide the requested information for the professor of each institute. Indicate whether or not the curriculum vitae (CV) are included in the attachments for this institute (only one CV is required per person; see section F5 on page 14).

Professor Information:

Name

First Name

Last Name

Position/Title

Phone

Email

Curriculum Vitae Included

☐ Yes
 ☐ No

Provide the requested information for the master teacher of each institute. Indicate whether their CV is included in the attachments for this institute (respond “No” to indicate that the CV is included in the attachments for a previously entered institute). Indicate the most recent year that the master teacher taught an AP course and the most recent year they served as an AP reader.

Master Teacher Information:

Name First Name		Position/Title
 Last Name		
High School 		School District
Phone 	Email 	Curriculum Vitae Included ☐ Yes ☐ No
Last Year Taught an AP Institute 	Last Year Served As an AP Reader 	

Upload the PDF documents containing the AP Teacher Institute details and budget narrative for the individual institute.

AP Teacher Institute Details and Budget for Proposed Institute 1.*

Choose File No File Chosen

Upload a single PDF document containing the AP Institute Narrative, Evaluation, Budget Narrative, AP Teacher Institute Syllabus, and Curriculum Vitae for Professor, Master Teacher, and/or Consultant for the proposed Institute 1.

Upload the Project Summary, Project Narrative, Certification Signature Page, and, if applicable, a copy of the signed agreement between the school district and the IHE in the appropriate format following the instructions provided on page 14.

Attachments

Project Summary*

Choose File No File Chosen

Upload the Project Summary as a single PDF document.

Project Narrative*

Choose File No File Chosen

Upload the Project Narrative as a single PDF document.

Certification Signature Page*

Choose File No File Chosen

Upload the signed Certification Signature Page as a single PDF document.

Agreement Between School District and IHE (if applicable)

Choose File No File Chosen

If applicable, upload a copy of the signed agreement between the school district and IHE as a single PDF document.

Before submitting the application, thoroughly review all information on the Data Review and Confirmation Page to verify that it has been entered correctly in the online application.

Data Review and Confirmation Page

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

Applicant Information:

If any of the entries are incorrect, click on the "**Previous**" button at the bottom of each page to return to the appropriate section(s) and reenter the correct information. You will *not* be able to access the application form after it has been submitted. If all of the entries are correct, click on the "**Submit Form**" button in the lower right corner of this screen to complete the submission process.

PreviousSubmit Form

Progress

Once the application is submitted, the following message will be displayed on the screen, and a submission confirmation will be sent to the email address entered for the project director.





Thank you for completing the online submission of your 2021 Advanced Placement Teacher Institutes Grant application.

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

Contact Josie Stratton at jstratton@ed.sc.gov or Monique Curry at lmcurry@ed.sc.gov if you have any questions regarding this grant opportunity.

The following confirmation email will go to the email address entered for the project director. If the project director does not receive a confirmation email, then the application did not submit successfully. You must resubmit the *entire* online form, including *all* attachments, in order for the application to be considered for funding.

Thank you for submitting an online application for the South Carolina Department of Education's 2021 Advanced Placement Teacher Institutes Grant.

Your application has been received. A copy of the data you submitted is included below. Please retain this email for your records.

If you have question or concerns regarding this grant opportunity, please contact Josie Stratton at stratton@ed.sc.gov or Monique Curry at lmcurry@ed.sc.gov.

An email confirmation that your application was successfully uploaded and submitted does not account for the quality of the upload or its completeness. The confirmation email only notifies you that your online application has been submitted. Successfully uploaded grant narratives and appendices do not necessarily mean that the attachments are complete and that your application will be reviewed or considered for funding. If you have concerns regarding the upload of any documents following submission, you may resubmit the entire online form prior to the application deadline. Only the most recently submitted, complete application will be reviewed.

Appendix A: Definitions of Terms Used

The [Advanced Placement® \(AP\) Program](#) offers students the opportunity to take college-level courses while in high school.

[AP Central](#) is the official online home for any professional interested in or involved with the AP program or Pre-AP strategies.

[AP Potential](#) is a free, web-based tool that allows schools to generate rosters of students who are likely to score a 3 or higher on a given AP® Exam based on their performance on the Preliminary Scholastic Assessment Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT®), PSAT™ 8/9, PSAT™ 10, or Scholastic Aptitude Test (SAT®). AP Potential is rooted in a long line of research showing moderate to strong correlations between PSAT/NMSQT® scores and AP Exam results, and that PSAT/NMSQT scores are stronger predictors of students' AP Exam scores than the more traditional factors such as high school grades and grades in same-discipline course work. AP Potential is designed to help you increase access to AP and to ensure that no student who has the chance of succeeding in AP is overlooked.

[The College Board](#) is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT and the AP Program. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

Appendix B: Selection Criteria and Reviewers' Scoring Rubric

Selection Criteria

Each component of the individual AP Institute application indicated below will be reviewed and assigned a score; the overall point values for the two tiers are indicated below. The rubric that follows indicates the point ranges assigned to each narrative subsection.

Narrative Sections	Points Available
1. Overall Project Narrative <i>Includes Project Description, Management and Personnel, and Evaluation Design</i>	30
2. Proposed AP Teacher Institute Details and Budget (per proposed institute) <i>Includes AP Institute Narrative; Evaluation; Budget Narrative; AP Teacher Institute Syllabus; and Curriculum Vitae of Professor, Master Teacher, and/or Consultant</i>	70
TOTAL	100

Scoring Rubric

Project Summary: The applicant must provide a one-page summary that describes the overall project to provide one or more AP Teacher Institutes and includes the number of institutes proposed, the number of teachers to be served, the applicant’s name, the amount requested, and a list of applicable partners (IHEs or school districts).		
The applicant provides a narrative that describes the overall project to provide one or more AP Teacher Institutes and includes: - the number of institutes proposed - the number of teachers to be served, - the applicant’s name, - the amount requested, and - a list of applicable partners (IHEs or school districts).	Acceptable	Adequate/Meets—0 points The applicant provides a narrative that moderately addresses all required items.
	Not Acceptable	Inadequate—0 points The applicant provides a narrative that does not adequately address all required items.
Reviewer’s Comments		
1.a. Project Narrative Content—Project Description: The applicant must provide a detailed description of the overall project to provide one or more AP Teacher Institutes; include the project’s goals and objectives (that must be specific, measurable, achievable, relevant, and time-specific (SMART)); and describe the primary target audience and the number of teachers to be served.		
The applicant provides a narrative that is a detailed description of all of the following: - the overall project to provide one or more AP Teacher Institutes; - project goals and SMART objectives; - the primary target audience; and - the number of teachers to be served.	Acceptable	Fully Meets—4–5 points The applicant provides a narrative that fully describes all required items.
		Adequate/Meets—2–3 points The applicant provides a narrative that moderately describes all required items.
	Not Acceptable	Limited/Approaches—1 point The applicant provides a narrative that is limited or vague in describing all required items.
		Inadequate—0 points The applicant provides a narrative that does not adequately describe all required items.
Reviewer’s Comments		

1.b. Project Narrative Content—Project Description: The applicant must discuss the scope of the project, list the institute(s) that will be offered during the project term to meet the goals and objectives, and indicate the format for each institute—face-to-face (traditional class meeting once a week at a physical location for the duration of the institute), virtual (online or via distance education), or a hybrid model (a blend of face-to-face and virtual).		
The applicant provides a narrative that - discusses the scope of the project; - lists of the institute(s) that will be offered during the project term to meet the goals and objectives; and - indicates the format for each institute (face-to-face, virtual, or hybrid model).	Acceptable	Fully Meets—4–5 points The applicant provides a narrative that fully addresses all required items.
		Adequate/Meets—2–3 points The applicant provides a narrative that moderately addresses all required items.
	Not Acceptable	Limited/Approaches—1 point The applicant provides a narrative that is limited or vague in addressing all required items.
		Inadequate—0 points The applicant provides a narrative that does not adequately address all required items.
Reviewer’s Comments		
2. Project Narrative Content—Management and Personnel: The applicant must describe the plan to manage the overall project to provide one or more AP Teacher Institutes; include details about the IHE’s and the district’s (if applicable) experience in providing AP Teacher Institutes including the types of institutes provided, the number of years the institutes have been provided, and the delivery methods; list the professors, master teachers, and consultants who will provide the AP Teacher Institutes indicating their rank and whether they are College Board–endorsed; and briefly discuss their prior experience, both with the College Board and with providing AP Teacher Institutes.		
The applicant provides a narrative that - describes the plan to manage the overall project to provide one or more AP Teacher Institutes, - includes details about the IHE’s and the district’s (as applicable) experience in providing AP Teacher Institutes including the types of institutes provided, number of years the institutes have been provided, and the delivery methods;	Acceptable	Fully Meets—7–10 points The applicant provides a narrative that fully describes all required items.
		Adequate/Meets—4–6 points The applicant provides a narrative that moderately describes all required items.

- includes the professors, master teachers, and consultants who will provide the AP Teacher Institutes, indicating their rank and whether they are College Board–endorsed; and - includes the professor’s, master teacher’s, and consultant’s prior experience with the College Board and with providing AP Teacher Institutes.	Not Acceptable	Limited/Approaches—2–3 points The applicant provides a narrative that is limited or incomplete in describing all required items.
		Inadequate—0–1 point The applicant provides a narrative that does not adequately describe all required items.
Reviewer’s Comments		
3. Project Narrative Content—Evaluation Design: The applicant must explain the techniques, methods, and/or instruments used for determining the outcomes, effectiveness, impact, and changes resulting from the overall project to provide AP Teacher Institutes and the specific institute(s) conducted; detail the plan to collect and report quantitative and qualitative data for the programmatic final report (listed on page 5 of the RFP); include how the data will be collected and assessed (when and by whom); and discuss how they will use the participants’ evaluation responses to assess effectiveness of the proposed institute(s) and plan for subsequent institutes.		
The applicant provides a narrative that addresses all of the following: - explains the techniques, methods, and/or instruments used for determining the outcomes, effectiveness, impact, and changes resulting from the overall project to provide AP Teacher Institutes and the specific institute(s) conducted; - details the plan to collect and report quantitative and qualitative data for the programmatic final report; - includes how the data will be collected and assessed (when and by whom); and - discusses how they will use the participants’ evaluation responses to assess effectiveness of the proposed institute(s) and plan for subsequent institutes.	Acceptable	Fully Meets—7–10 points The applicant provides a narrative that fully addresses all required items.
		Adequate/Meets—4–6 points The applicant provides a narrative that moderately addresses all required items.
	Not Acceptable	Limited/Approaches—2–3 points The applicant provides a narrative that is limited or incomplete in addressing all required items.
		Inadequate—0–1 point The applicant provides a narrative that does not adequately address all required items.
Reviewer’s Comments		

1.a. Proposed AP Teacher Institute Details and Budget—AP Teacher Institute Narrative: The applicant must explain the goal and purpose of the proposed institute and describe the roles of the professor, master teacher, and/or consultant.		
The applicant provides a narrative that addresses both of the following: - explains the goal and purpose of the proposed institute; and - describes the roles of the professor, master teacher, and/or consultant.	Acceptable	Fully Meets—4–5 points The applicant provides a narrative that fully addresses all required items.
		Adequate/Meets—2–3 points The applicant provides a narrative that moderately addresses all required items.
	Not Acceptable	Limited/Approaches—1 point The applicant provides a narrative that is limited or incomplete in addressing all required items.
		Inadequate—0 points The applicant provides a narrative that does not adequately address all required items.
Reviewer’s Comments		
1.b. Proposed AP Teacher Institute Details and Budget—AP Teacher Institute Narrative: The applicant must explain how content will be aligned with approved state curriculum standards as well as the College Board’s standards, including the use of AP Central and AP Potential, and the AP course audit; and describe the appropriate strategies and activities and detail how they are intended to advance teacher and student learning and achieve the course objectives stated in the syllabus.		
The applicant provides a narrative that addresses all of the following: - explains how content will be aligned with approved state curriculum standards as well as the College Board’s standards, including the use of AP Central and AP Potential, and the AP course audit; and - describes the appropriate strategies and activities and details how they are intended to advance teacher and student learning and achieve the course objectives stated in the syllabus.	Acceptable	Fully Meets—7–10 points The applicant provides a narrative that fully addresses all required items.
		Adequate/Meets—4–6 points The applicant provides a narrative that moderately addresses all required items.
	Not Acceptable	Limited/Approaches—2–3 points The applicant provides a narrative that is limited or incomplete in addressing all required items.
		Inadequate—0–1 point The applicant provides a narrative that does not adequately address all required items.

Reviewer's Comments		
1.c. Proposed AP Teacher Institute Details and Budget—AP Teacher Institute Narrative: The applicant must list all materials and publications that participants will receive as support materials in the institute and describe how these materials will be used; support materials <i>must</i> include the AP course description book appropriate for the institute, AP teacher's guide appropriate for the institute, and free-response question booklet appropriate for the institute.		
The applicant provides a narrative that addresses all of the following: • lists all materials and publications that participants will receive as support materials in the institute; • describes how these materials will be used; and • includes all of the following support materials: ○ AP course description book appropriate for the institute, ○ AP teacher's guide appropriate for the institute, and ○ Free-response question booklet appropriate for the institute.	Acceptable	Fully Meets—4–5 points Applicant provides a list that fully addresses all of the required items.
		Adequate/Meets—2–3 points Applicant provides a list that moderately addresses all of the required items.
	Not Acceptable	Limited/Approaches—1 point Applicant provides a list that is limited or incomplete in addressing the required items.
		Inadequate—0 points Applicant provides a list that does not adequately address the required items.
Reviewer's Comments		
2. Proposed AP Teacher Institute Details and Budget—Evaluation: The applicant must describe the evaluation instrument proposed for use including the components to be evaluated. If an IHE uses its own course evaluation instrument it must, at a minimum, include a description of • the techniques, methods, and/or instruments for determining the institute outcomes, effectiveness, impact, and changes resulting from how they relate to the institute objectives stated in the syllabus; • how participants will be evaluated and the basis for awarding credit; and • how participants will evaluate the professor/master teacher/consultant and the delivery of the AP Teacher Institute. The applicant must include a copy of the course evaluation instrument to be used for the proposed institute(s).		

The applicant provides a narrative that describes the evaluation instrument proposed for use and the components to be evaluated. For an IHE that plans to use its own course evaluation instrument, the narrative must describe the following three items: - the techniques, methods, and/or instruments for determining the institute outcomes, effectiveness, impact, and changes resulting from how they relate to the institute objectives stated in the syllabus; - how participants will be evaluated and the basis for awarding credit; and - how participants will evaluate the professor/master teacher/consultant and the delivery of the AP Teacher Institute. The applicant includes a copy of the course evaluation instrument to be used for the proposed institute(s).	Acceptable	Fully Meets—7–10 points Applicant provides a narrative that fully describes all of the required items.
		Adequate/Meets—4–6 points Applicant provides a narrative that moderately describes all of the required items.
	Not Acceptable	Limited/Approaches—2–3 points Applicant provides a narrative that is limited or incomplete in describing the required items.
		Inadequate—0–1 point Applicant provides a narrative that does not adequately describe the required items.
Reviewer’s Comments		
3. Proposed AP Teacher Institute Details and Budget—Budget Narrative: The applicant must provide an institute budget narrative that provides clear evidence that the expenditures are adequate, reasonable, appropriate, and justified, to support the activities of the proposed institute and provide the formulas used to calculate the costs for each line item.		
The applicant provides a detailed budget narrative that includes - clear evidence that the expenditures are adequate, reasonable, appropriate, and justified to support the activities in the proposed institute; and - the formulas used to calculate the cost for each line item.	Acceptable	Adequate/Meets—0 points Applicant provides a budget narrative that includes all required items.
	Not Acceptable	Inadequate—0 points Applicant provides a budget narrative that did not include all required items.

Reviewer's Comments

4. Proposed AP Teacher Institute Details and Budget—AP Teacher Institute Syllabus: The applicant must include a *daily* syllabus that summarizes the content, participant activities, and requirements for the proposed AP Teacher Institute. The syllabus must include all of the following:

- the course components, including the course name/title and number, number of graduate credits awarded, the meeting dates and items to reflect adequate course duration and frequency of instructional activities (i.e., instructional time and the number of times the course will meet);
- the specific performance standards for the institute;
- how the course readings, assignments, and assessments will ensure competency with the specific AP standards;
- clearly defined SMART objectives for the proposed institute;
- the content to be addressed in each class meeting and the participant activities and requirements;
- core content related to the discipline; and
- instructional strategies for teaching the AP course, and the preparation of K–12 students to successfully complete the course of study and write the four-page AP examination.

The applicant provides a *daily* syllabus that summarizes the content, participant activities, and requirements for the proposed AP Teacher Institute, and includes all of the following:

- the course components, including the course name/title and number, number of graduate credits awarded, the meeting dates and items to reflect adequate course duration and frequency of instructional activities;
- the specific performance standards for the institute;
- how the course readings, assignments, and assessments will ensure competency with the specific AP standards;
- clearly defined SMART objectives for the proposed institute;
- the content to be addressed in each class meeting and the participant activities and requirements;
- core content related to the discipline; and
- instructional strategies for teaching the AP course, and the preparation of K–12 students to successfully complete the course of study and write the four-page AP examination.

Acceptable

Fully Meets—18–25 points

Applicant provides a syllabus that fully summarizes all of the required items.

Adequate/Meets—12–17 points

Applicant provides a syllabus that moderately summarizes all of the required items.

Not Acceptable

Limited/Approaches—6–11 points

Applicant provides a syllabus that is limited or incomplete in summarizing the required items.

Inadequate—0–5 points

Applicant provides a syllabus that does not adequately summarize the required items.

Reviewer’s Comments		
5. Proposed AP Teacher Institute Details and Budget—Curriculum Vitae of Professor, Master Teacher, and/or Consultant: The applicant must include a curriculum vitae (CV) for the professor, master teacher, and/or consultant for the proposed institute (maximum of two pages per person) that addresses their unique qualifications and experience regarding AP education and courses, and includes evidence that the person has the required experience and qualifications for the proposed institute (see page 3 of RFP). If a CV is applicable to more than one institute being proposed, the applicant indicates all institute titles at the top of the CV. (Only one CV is required per professor, master teacher, or consultant.)		
The applicant includes a curriculum vitae (CV) for the professor, master teacher, and/or consultant for the proposed institute that addresses • their unique qualifications and experience regarding AP education and courses; and • evidence that the person has the required experience and qualifications for the proposed institute. If a CV is applicable to more than one institute being proposed, the applicant indicates all institute titles at the top of the CV.	Acceptable	Fully Meets—12–15 points Applicant provides a CV that fully addresses all required items.
		Adequate/Meets—8–11 points Applicant provides a CV that moderately addresses all required items.
	Not Acceptable	Limited/Approaches—4–7 points Applicant provides a CV that is limited or incomplete in addressing the required items.
		Inadequate—0–3 points Applicant provides a CV that does not adequately address the required items.
Reviewer’s Comments		



**2021 Advanced Placement (AP) Teacher Institutes
Competitive Grant Program**

Certification Signature Page

Appendix C: Required SCDE Forms

Certification Signature Page

Certification

I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has duly authorized this application and documentation, and the applicant will comply with the Program Specific Assurances (if applicable) and the SCDE Assurances and Terms and Conditions for State Awards if the grant is awarded. The applicant is registered and current (active) on the federal [System for Award Management \(SAM\)](#).

Authorized Official (i.e., IHE president, finance director, or superintendent of school district)

Name:	
Position:	Email:
Telephone:	Fax:
Signature of Authorized Official:	Date Signed:

Financial Official (if not Authorized Official)

Name:	
Telephone:	Email:
Signature of Financial Official:	Date Signed:

Project Director

Name:	
Position:	Email:
Telephone:	Fax:
Signature of Project Director:	Date Signed:

Complete, print, and obtain signatures prior to submission. Include the signed, scanned form in the required appendices as indicated on page 16.



Name of Application
Name of Sponsoring Office

Assurances and Terms and Conditions for State Awards

Effective date: 1/4/2021

Assurances and Terms and Conditions for State Awards

Assurances

I certify that this applicant

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.
- C. Has an accounting system that includes sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, regardless of the type of funds, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
- D. Will also comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions.
- E. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- F. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- G. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The applicant will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
- H. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2020)).
- I. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2020)) if the amount of this award is \$50,000 or more.

Terms and Conditions

- A. **Completeness of Proposal.** All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Non-awards/Termination.** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP).



Name of Application
Name of Sponsoring Office

Assurances and Terms and Conditions for State Awards

Effective date: 1/4/2021

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

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

- C. **Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.
- D. **Amendments to Grants.** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.
- E. **Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.
- F. **Submission of Expenditure Reports.** Claims for reimbursement must be made at least quarterly and consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May 15).
- G. **Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than forty-five (45) days after the end of the grant period unless the scope of work for the grant states a shorter reporting period.
- H. **Deobligation of Funds.** After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.
- I. **Documentation.** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "[Guidelines for Retaining Documentation to Support Expenditure Claims.](#)"
- J. **Travel Costs.** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States [General Services Administration \(GSA\) per diem rates](#) for lodging, except in the case of conference lodging required for program-required training. In the case that conference-related lodging exceeds the GSA per diem rate, the grantee shall follow their entity's written procedure for obtaining prior approval to exceed a GSA rate for a conference hotel. Meals and incidentals are limited by the state budget proviso, currently not to exceed \$35 per day for in-state travel and \$50 for out-of-state travel (see page 86 of the [State of South Carolina Statewide Disbursement Regulations](#)). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.
- K. **Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.
- L. **Reports.** The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by July 5 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.



2021 Advanced Placement (AP) Teacher Institutes Competitive Grant Program

Assurances and Terms and Conditions for State Awards (Effective 1/4/2021)

- M. **Copyright.** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- N. **Certification Regarding Suspension and Debarment.** By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the
- Applicant and/or any of its principals, subgrantees, or subcontractors
 - are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and
 - are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
 - Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.
- O. **Audits.** Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows:
- Entities expending \$750,000 or more in federal awards:

Entities that expend \$750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, *et seq.* Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
 - Entities expending less than \$750,000 in federal awards:

Entities that expend less than \$750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).
- P. **Records.** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.
- Q. **Electronic Signature Agreement.** I agree that my electronic signature is the legally binding equivalent to my handwritten signature.



2021 Advanced Placement (AP) Teacher Institutes Competitive Grant Program

Budget Narrative Template

Budget Narrative Template

For informational purposes only.

Go to the [AP Teacher Institute SCDE Grant Opportunities](#) page to obtain the Excel Spreadsheet.
Modify the headings to fit the grant term.

Detailed Budget and Narrative			
Budget Category	State	In Kind (if applicable)	Total
Salaries			
	\$10	\$10	\$20
			\$0
			\$0
			\$0
Insert row before this line to maintain formula			\$0
<i>Subtotal Salaries</i>	\$10	\$10	\$20
Benefits			
	\$10	\$10	\$20
			\$0
			\$0
			\$0
Insert row before this line to maintain formula			\$0
<i>Subtotal Benefits</i>	\$10	\$10	\$20
Purchased Services			
			\$0
			\$0
			\$0