**Addressing Chronic Absenteeism Grant-2**

**Proposal deadline:** ***emailed by 12pm CT/11am MT Sept. 18, 2023***

**Submissions should include: Application as a single PDF, Equitable Service document, and the Budget as an Excel document. Email as attachments to** **Ann.Larsen@state.sd.us**

**Scope: Grant requests may be up to $500,000 for Round 2 Proposals**

**Award notification: November 2023**

**Project Start Date: Projects may begin December 1, 2023**

**Project End Date: Funds must be obligated prior to June 30, 2026 (this is including the Tydings Amendment)**

**Project Completion: Projects must be completed including final report and liquidation by September 30, 2026**

# ****Purpose and Priority****

The Bipartisan Safer Communities Act (BSCA) of 2022 provides Stronger Connection Funds to State Educational Agencies (SEAs) to be distributed by competitive subgrants to high-need Local Education Agencies (LEAs) under Title IV, Part A section 4108 of the Elementary and Secondary education act (ESEA). The funding is a part of Title IV, Part A and is specific to public school LEAs that currently receive an allocation of Title IV, Part A funds from SD DOE.

South Dakota has chosen high and chronic absenteeism and low attendance rate as priority and will provide funds to (LEAs) to specifically target this priority. For South Dakota’s purposes for this grant, a high-need LEA is one in which the district, building, or population subgroup attendance is below 85%, its high absenteeism rate (more than 30 days per school year) is above 5%, **or** its chronic absenteeism rate (missed 10 % or more of enrolled days within the school year) more than doubled since the same statistic pre-pandemic.

SD DOE ran a competitive grant titled Addressing Chronic Absenteeism (ACA). Projects from the ACA grant started August 1, 2023. With additional funds available from the Stronger Connections Funds the department is running an additional competitive grant titled Addressing Chronic Absenteeism 2 (ACA2). The ACA2 grant will also be a competitive grant, with a narrowed scope of fund uses in comparison to the ACA grant.

**Eligibility**

Applicants must be Local Education Agencies that receive a Title IV, Part A allocation from SD DOE and must meet the grant’s definition of high-needs LEA below. All public-school districts receive the minimum allotment of Title IV, Part A.

* + A high-need LEA would be one in which the district, building, or population subgroup have **at least one** of the following:
* Attendance is Below 85%;
* High absenteeism rate is above 5% **or**
* Chronic absenteeism percentage of increase more than doubled since the same statistic pre-pandemic.

Definitions:

* High absenteeism rate means absent more than 30 days per school year.
* Chronic absenteeism means attended school more than 10 days and who also missed 10% or more of enrolled days within the school year.

High-need eligibility definition and data must be provided by the LEA and address which high need category they fall within. The grant funds may be used for the district as a whole, one or more school buildings or any population subgroups as long as one of the high need definitions and the data to support it are included in the grant application.

**High-needs LEAs that were awarded for the first round of Addressing Chronic Absenteeism grants are not eligible for the second-round funds.**

# ****Funding****

The Addressing Chronic Absenteeism 2 grant must be used to develop, implement, and evaluate comprehensive programs within “high need” local educational agencies (LEAs). See eligibility criteria for “high need” designation. Proposed grant activities may be fully or partially funded by these funds. These competitive grants will carry the same supplement, not supplant and equitable services requirements as the formula Title IVA grants.

**Allowable Use of Funds**

An LEA that receives an Addressing Chronic Absenteeism 2 Grant shall use the monies to fund activities that are reasonable, necessary, and allowable under [section 4108](https://uscode.house.gov/view.xhtml?req=20+USC+7118&f=treesort&fq=true&num=7&hl=true&edition=prelim&granuleId=USC-prelim-title20-section7118) of the ESEA to provide students with safer and healthier learning environments in order to eliminate chronic absenteeism. The Addressing Chronic Absenteeism 2 grant funds will be awarded to “high-need” LEAs through a competitive grant process and must align and fund activities allowable under section 4108 of the ESEA by addressing chronic absenteeism. South Dakota DOE has narrowed the scope for this second round of funding.

Examples of allowable services or activities include:

* School-based mental health services
* Implementation of schoolwide positive behavioral interventions and supports
* Mentoring and school counseling
* Designating a site resource/attendance coordinator at a school or LEA to provide a variety of services such as:
	+ Establishing a family/school attendance partnership through an attendance liaison or attendance coordinator.
	+ Establishing partnerships within the community to provide resources and support for schools.
	+ Ensuring that all service and community partners are aligned with the academic expectations of a community school to improve student success through student attendance.
	+ Strengthening relationship between schools and communities.
* Activities that promote the involvement of parents in the activity or program.
* Activities that are coordinated with other schools and community-based services and programs
* Transportation
	+ If transportation will be included in the grant application, please keep in mind the following:
		- Transportation should include mileage rate, anticipated number of miles, staff pay/benefits in the budget.
		- The LEA should have a policy showing how mileage is addressed.
		- SDDOE will not allow purchasing of vehicles.

Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance. Applicants must bear in mind that these federal funds can be used only to supplement and not supplant any Federal or non-Federal funds used to support current programs.

**Unallowable Use of Funds**

BSCA and ESEA prohibit the use of these funds for food, school construction, or to provide any person with a dangerous weapon or training in the use of a dangerous weapon. A “dangerous weapon” as defined in section 930(g)(2) of title 18 of the United States Code is a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2 1/2 inches in length.

# ****Fiscal Requirements****

Federal funds through the Addressing Chronic Absenteeism Grant must be tracked separately from an LEA’s regular allocation of Title IV, Part A funds. Federal law requires the monitoring of Federal Title IV-A programs to ensure compliance with programmatic and fiscal regulations.

# ****Evaluation and Reporting****

Each LEA that receives an award through the Addressing Chronic Absenteeism Grant is required to participate in all components of program monitoring, evaluation, and reporting to South Dakota Department of Education (SDDOE) and United States Department of Education (USDE). This includes, but is not limited to, the following:

1. Reporting LEA uses of Addressing Chronic Absenteeism Grant funds, including any revisions to activities or the approved budget;
2. Evaluating the effectiveness of the LEA’s implementation, including challenges, successes, and lessons learned; and
3. Submitting an Annual Expenditure Report for each funding year.

**Note**: Additional fiscal and programmatic reporting requirements may be required as additional guidance is provided by USDE.

# ****Equitable Services****

An eligible LEA applying for an Addressing Chronic Absenteeism Grant must consult with appropriate private school officials before the entity makes any decision that affects the opportunities of eligible non-public school children and educators to participate (ESEA section 8501(c)(3)). Such consultation will allow the LEA to consider the needs of all students and educators—**both public and non-public—in developing its application and to include the projected costs for equitable services in the application**.

Consultation conducted for Addressing Chronic Absenteeism round 1 will not be appropriate documentation for the second round of the grant. New timely and meaningful consultation must take place for the Addressing Chronic Absenteeism 2.

**Review Process and Notification**

Grants will be awarded through a competitive process. All proposals will be read and judged by a review committee. The review committee will determine award winners based on the grant priorities and criteria using a scoring rubric. Applicants will be notified of the final status in November 2023. Both successful and unsuccessful applicants will be notified. Award decisions made by the review committee are final.

The State of South Dakota DOE reserves the right to cancel this solicitation if it is in its best interest. The State reserves the right to reject any and all applications received as a result of this request. The State reserves the right to consider the applicant’s previous experience with the Title IV, Part A program. The State reserves the right to assure that the grant recipients are competent, responsible and committed to achieving the objectives of the awards they receive. The State reserves the right to negotiate modifications to the application. There will be few allowances to change the scope of grants once the grants are awarded, so be sure that the program proposed is one that can be carried out for the amount requested. The State reserves the right to decrease funding based on the performance of the grant program.

# Application Rubric

**I. Grant Narrative**

**1.**  **Project Description (15 points*)*** Based on the LEAs data and current needs, describe how grant funds will align and be used to implement a comprehensive plan incorporating evidence-based strategies that meet each student’s social, emotional, physical, mental, and overall well-being needs through integrated student services; create positive, inclusive, and supportive school environments; and increase access to supplemental interventions and services **to decrease chronic student absenteeism.**

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| **Point Value** | **Explanation** |
| **0** | Narrative was either not provided or did not provide any of the required information. |
| **1-5** | Limited narrative development. Narrative is either missing data references or a description of current needs. Overall, narrative demonstrates a limited understanding of the question’s content, a lack of clarity, and/or an insufficient development of elements required. Doesn’t address how the project will decrease chronic absenteeism. |
| **6-10** | Moderate narrative development. Narrative addresses some elements of referencing data, needs, and a comprehensive plan but only mentions evidence-based strategies or uses low tiers of evidence-based strategies. Narrative demonstrates a general appreciation of the question’s content, evidences some clarity but lacks detailed information, and/or provides only adequate overall development of elements required.  |
| **11-15** | Narrative addresses all the required elements of referencing data, needs and a plan that incorporates evidence-based strategies that supports how grant funds will be used to implement comprehensive programming using proposed evidence-based strategies. The evidence-based strategies include level 1 and level 2 tiers. Provides good overall development of required elements.  |

**2.** **Goals/Objectives/Outcomes/Timeline (10 points)** Plan must provide a clear description that specifies goals, objectives, and student outcomes, and a timeline for the proposed project(s), as well as specific indicators of project benchmarks. The plan and timeline must be developed for the project period of SY23/24, SY24/25, SY25/26.

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| **Point Value** | **Explanation** |
| **0** | Narrative was either not provided or did not provide any of the required information. |
| **1-5** | Limited to moderate development. Information demonstrates a limited understanding of the question’s content, a lack of clarity, and/or an insufficient development of the plan and how it interacts with the three-school year timeline. Goals/objectives/student outcomes lacked clarity. Overall, plan demonstrates a basic outline of the question’s content and some of the required elements. Timeline wasn’t developed for all three school years. |
| **6-10** | Well-developed to exemplary plan with all elements met. Plan provided a clear description that specifies goals, objectives, outcomes, and a timeline for the proposed project(s), as well as specific indicators of project benchmarks. The plan and timeline were developed for the project period of SY23/24, SY24/25, and SY25/26, and they addressed the alignment to their needs assessment or district plan. Overall, plan demonstrates an excellent understanding of the question’s content and the has all the required elements. |

**3. Evidence-based activities, programs, and practices (15 points)** Identify proposed \*evidence-based activities, programs, and practices used to meet the outlined goals. The product, strategy, or practice should be such that it will enable the applicant to reach the level of success proposed in the application. On the application when listing the program, activity, item, or position, districts should identify the model of implementation: **New Implementation or Growth and Expansion with description of current activities, programs, or practices.** Districts may use programs or strategies that align with all four Tiers of evidence: “strong” (Tier 1), “moderate” (Tier 2), “promising” (Tier 3), and “demonstration of a rationale” (Tier 4). *\*Identify the level of evidence aligned with each product, strategy, or practice when possible*.

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| **Point Value** | **Explanation** |
| **0** | Narrative was either not provided or did not provide any of the required information. |
| **1-5** | Limited narrative development. Narrative demonstrates a limited understanding of the question’s content, a lack of clarity, and/or an insufficient development of procedural insight. The plan lacked in identifying evidence-based activities, programs, and practices used to meet the outlined goals of reducing chronic absenteeism or raising attendance. Levels of evidence showed tiers 3 and 4 or not provided. Did not include information about whether the activities, programs and practices are new implementation or growth and expansion. |
| **6-10** | Moderate narrative development. Narrative demonstrates a general appreciation of the question’s content, evidence clarity without providing detailed information and/or provides adequate overall development of procedural insight. The plan identified evidence-based activities, programs, and practices used to meet the outlined goals. Levels of evidence were addressed and justified. “Moderate” evidence with some “promising” evidence was chosen to decrease chronic absenteeism. Overall, the plan demonstrates a moderate understanding of the question’s content and the required elements. Included some information about whether the activities, programs and practices are new implementation or growth and expansion. |
| **11-15** | Well-developed to exemplary narrative. The description clearly identified evidence-based activities, programs, and practices used to meet the outlined goals. Levels of evidence were addressed and justified. Use of “strong” and “moderate” evidence were chosen to help decrease chronic absenteeism. Overall, the plan demonstrates an excellent understanding of the question’s content and has all the required elements including information about whether the activities, programs and practices are new implementation or growth and expansion |

**4.** **Data Collection/Evaluation Plan (10 points)** Provide a clear description on how the goals, objectives, and desired outcomes will be monitored and evaluated. The evaluation plan should clearly identify what data will collected and the frequency of monitoring for implementation effectiveness. The outcome of the evidence-based activities, programs, and practices should have direct impact on students. Identify the specific data used to determine the impact on students and increasing attendance and decreasing chronic absenteeism.

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| **Point Value** | **Explanation** |
| **0** | Narrative was either not provided or did not provide any of the required information. |
| **1-5** | Limited or basic development. Information demonstrates a basic understanding of the question’s content, specific data to be collected and the frequency of evaluation. Limited data will be collected and a plan for monitoring progress lacked clarity. Overall, plan demonstrates a basic outline of the question’s content and most of the required elements. |
| **6-10** | Moderate to strong data and evaluation plan development. Narrative addresses all the required elements. They clearly identify what data will be collected and the rationale/relevance for using this data was clear. The frequency of monitoring for implementation effectiveness was well developed. The data that is collected for the evaluation plan should lead to improving chronic absenteeism and increasing attendance. |

**II. Budget, Budget Justification and Risk Assessment (15 Points)**

**1**. Include a proposed cost-effective budget and justification to determine allowability for line items that reflect the goals and priorities of this project. This budget and budget justification must be for **SY23/24, SY24/25, SY25/26. Budgets should be completed and submitted as an Excel document.**

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| **Point Value** | **Explanation** |
| **0-3** | Budget submitted was not aligned to the scope of the narrative and had activities that were either not allowable under the grant funding stream or not cost-effective. Activities are NOT included in the budget for participating non-public schools or they are included, but don’t align to those identified on the consultation forms. |
| **4-10** | Budget submitted is **aligned** to the scope of the narrative and activities are allowable and cost-effective under the grant funding stream. The budget is detailed, reasonable, adequate, cost efficient, and aligned with the proposed activity plan. Activities are included in the budget for participating non-public schools that align to those identified on the consultation forms. Costs must be reasonable, allocable, and necessary to the project |

**2.** Award points based on the applicant’s risk assessment questionnaire score which is completed each year. This assessment is intended to collect information about the capacity and ability of the applicant to manage federal and/or state grant funds.

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| **Point Value** | **Explanation** |
| **1** | High Risk Score – 171 and higher on the Risk Assessment Questionnaire completed annually for the DOE. |
| **3** | Medium Risk Score – 86-170 on the Risk Assessment Questionnaire completed annually for the DOE. |
| **5** | Low Risk Score – 0-85 on the Risk Assessment Questionnaire completed annually for the DOE. |

**Addressing Chronic Absenteeism Grant**

**Applications Due By: *12pm CT/ 11am MT September 18, 2023***

# Part I: Applicant Information

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| **LEA Applicant** |
| **LEA Name:** | **Mailing Address:** |
| **Requested Funding**Ensure that these amounts match the submitted Budget Workbook. |
| **Requesting indirect costs based on the Federally Negotiated Indirect Cost Rate?** | ☐ Yes ☐ No |
| **Year 1**[12/01/23 – 06/30/24] | $ | **Year 2**[07/01/24 – 06/30/25] | $ | **Year 3**[07/01/25 – 06/30/26] | $ |
| **Authorized Representative Information** |
| **Name** |  | **Title** |  |
| **Telephone** |  | **Email** |  |
| **Program Contact Information** |
| **Name** |  | **Title** |  |
| **Telephone** |  | **Email** |  |
| **Business Manager Information** |
| **Name** |  | **Title** |  |
| **Telephone** |  | **Email** |  |

# Part II: High-Needs Information (Not part of the 4-page limit)

For the purposes of this grant, a High-Need LEA would be one in which the district, building, or population subgroup:

* Attendance is Below 85%;
* High absenteeism rate is above 5% or
* Chronic absenteeism rate more than doubled since the same statistic pre-pandemic.

Definitions:

* High absenteeism rate means absent more than 30 days per school year.
* Chronic absenteeism rate means attended school more than 10 days and who also missed 10% or more of enrolled days within the school year.

**Address the following in the application:**

* Which high-need category the LEA is eligible for; and
* Provide the data to support the LEAs high-need edibility for the Addressing Chronic Absenteeism Grant.

# Part III: Grant Narrative

Provide grant narrative completing required components. Grant narrative has a four-page limit.

**Grant Narrative**

1. **Project Description**  Based on the LEAs data and absenteeism needs, describe how grant funds will align and be used to implement a comprehensive plan incorporating evidence-based strategies that meet each student’s social, emotional, physical, mental, and overall well-being needs through integrated student services; create positive, inclusive, and supportive school environments; and increase access to supplemental interventions and services to decrease student absenteeism.
2. **Goals/Objectives/Outcomes/Timeline** Plan must provide a clear description that specifies goals, objectives, and student outcomes, and a timeline for the proposed project(s), as well as specific indicators of project benchmarks. The plan and timeline must be developed for the project period of SY23/24, SY24/25, SY25/26.
3. **Evidence-based activities, programs, and practices** Identify proposed \*evidence-based activities, programs, and practices used to meet the outlined goals. The product, strategy, or practice should be such that it will enable the applicant to reach the level of success proposed in the application. LEAs may use programs or strategies that align with all four Tiers of evidence: “strong” (Tier 1), “moderate” (Tier 2), “promising” (Tier 3), and “demonstration of a rationale” (Tier 4); however priority points will be given to the LEA’s who implement programs or strategies with the strongest types of evidence—i.e., “strong” (Tier 1) and “moderate” (Tier 2) evidence under the ESEA and the Education Department General Administrative Regulations.

*\*LEAs must identify the level of evidence aligned with each product, strategy, or practice when possible.*

**Special Note:** To provide the most flexibility to districts while still meeting the supplement vs. supplant rule, we are providing the following guidance to districts. On the application when listing the program, activity, item, or position, you will be asked to identify the model of implementation: **New Implementation or Growth and Expansion with description of current activities, programs, or practices.**

1. **Data Collection/Evaluation Plan** Provide a clear description on how the goals, objectives, and desired outcomes will be monitored and evaluated. The evaluation plan should clearly identify what data will collected and the frequency of monitoring for implementation effectiveness. The outcome of the evidence-based activities, programs, and practices should have direct impact on students. Identify the specific data used to determine the impact on students and increasing attendance and decreasing chronic absenteeism.

# Part IV: Budget Justification

**Budget, Budget Justification, Risk Assessment (Not included in page limit)**

Include a cost-effective budget and justification to determine the allowability for line items that reflect the goals and priorities of this project. This budget must be for the project period of SY23/24, SY24/25, and SY25/26. The applicant must describe the proposed use of funds including direct services to children, administrative costs and other expenditures that are necessary for the implementation of the project.

Thus, the budget must be detailed, reasonable, adequate, cost efficient, and aligned with the proposed activity plan so that the reviewers are able to determine the adequacy and appropriateness of budgeted items related to the proposed activities. A budget document is located on the Addressing Chronic Absenteeism Grant website. These competitive grants will carry the same supplement, not supplant and equitable services requirements as the formula Title IVA grants.

**Equitable Service** *If the district has a participating non-public school in its boundaries, the budget should include the projected costs for equitable services in the application. Equitable Services calculator can be found on the Addressing Chronic Absenteeism website.*

Risk assessment is conducted by DOE Staff. There is nothing for the applicant to provide.

# Part V: Budget Document

Utilize provided budget document to show project budgets for SY23/24, SY24/25, and SY25/26.

# Part VI: Equitable Services

An LEA applying for the Addressing Chronic Absenteeism Grant must consult with appropriate non-public school officials before making any decisions that affect the opportunities of eligible non-public school children and educators to participate (ESEA section 8501(c)(3)(A)).

The LEA must ensure that timely and meaningful consultation has occurred and maintain a record of the process used. In addition, the LEA must submit written affirmation of the consultation, signed by a representative of the LEA and each non-public school, to SDDOE, document on Addressing Chronic Absenteeism website.

If an LEA is successful in receiving the Addressing Chronic Absenteeism Grant, it must ensure that expenditures for equitable services for eligible non-public school students and educators are equal on a per-pupil basis to the expenditures for participating public school students and educators. The LEA could also choose to base the equitable services on a specific need or group of students in alignment with the services being provided to public schools.

If an LEA is successful in receiving an Addressing Chronic Absenteeism award, it must continue to consult with interested private school officials on the specific services the LEA will provide students and educators, consistent with the LEA’s approved application, including any limitations or priorities established by SDDOE.

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| **Non-Public School Consultation** |
| [ ]  **The LEA does not have any non-public schools within its boundaries. OR** |
| [ ]  **The LEA has conducted timely and meaningful consultation with the non-public schools within its boundaries that align with the activities being provided to public schools.** For example, if the LEA is applying for funds to support an activity in its middle schools, consultations would need to occur with all non-public schools serving the middle school grade span. |
| **The following non-public schools are participating in the Addressing Chronic Absenteeism Grant:**Please enter the school name for each non-public school that is participating. [School ABC] |
| **The following non-public schools are NOT participating in the Addressing Chronic Absenteeism Grant:**Please enter the school name for each non-public school that is NOT participating. [School ABC] |

Applicants that have non-public schools within their boundaries, **must submit** a completed Equitable Services to Non-public Schools consultation document with the application. The required document can be found on the grant website.

# Part VII: GEPA and Program Assurances Form

**GEPA Statement**

What steps are in place to ensure equitable access to, and participation in, federally assisted programs for students, teachers, and other program beneficiaries with special needs [GEPA 427]. Department of Education’s General Education Provisions Act (GEPA).

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.

**General Assurances**

This applicant certifies to the South Dakota Department of Education that:

1. All programs, services and activities covered by this application will be conducted in accordance with the Stronger Connections Grant (SCG) Program of the Student Support and Academic Enrichment Program Title IVA.  *This grant is being funded with federal dollars available to the Department of Education through the Bipartisan Safer Communities Act Title II School Improvement Programs (June 25, 2022) Bipartisan Safer Communities Act (BSCA).* South Dakota has named this new grant the Addressing Chronic Absenteeism Grant.
2. The grantee will use these funds for activities allowable under section 4108 of the ESEA.
3. The grantee will follow the supplement, not supplant requirements in section 4110 of the ESEA. Federal funds made available will be used to supplement and, to the extent practical, to increase the amount of local funds that would, in the absence of such federal funds, be made available, and in no case to supplant such local funds; supporting documents will be maintained for audit that specifically identify the purpose for which federal funds have been expended.
4. The grantee will track the Addressing Chronic Absenteeism Grant funds separately from its regular allocation under Title IV, Part A of the ESEA.
5. The grantee will not use funds for the provision to any person of a dangerous weapon or training in the use of a dangerous weapon as prohibited under Section 13401 of the BSCA, which amends section 8526 of the ESEA.
6. By accepting federal funds, the recipient hereby agrees to establish and maintain fiscal control and accounting procedures, as set forth in current federal regulations, to ensure proper disbursement of, and accounting for, federal funds for the intended purpose.
7. The grantee will provide equitable services to students and teachers in non-public schools as required under section 8501 of the ESEA.
8. The grantee will ensure that a public agency maintains control of funds for the services and assistance provided to a non-public school with SCG funds.
9. The grantee will ensure that services to a non-public school with the Addressing Chronic Absenteeism Grant funds are provided by a public agency directly, or through contract with, another public or private entity.
10. The grantee will ensure that equitable services provided with SCG funds are secular, neutral, and non-ideological.
11. The grantee will work with and provide data for the Addressing Chronic Absenteeism Grant to SDDOE and/or the United States Department of Education when requested and within the time frames specified.
12. **Opportunity for Public Comment: Because this is a federal grant** *SEC. 8306. [20 U.S.C. 7846] OTHER GENERAL ASSURANCES* does apply; which means that before the application is submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

**ASSURANCES AND CERTIFICATION STATEMENT:**

The above named applicant assures the South Dakota Department of Education that funding will only be used for the purposes described in this application, that this award will be administered in compliance with the Common Assurances and the Standard Agreement Clauses the applicant agreed to in the SDDOE’s Grants Management System for its current annual application for ESEA grant funding, that the information contained in this application is accurate and complete, and that the board of the above named applicant has authorized me as its representative to submit the Addressing Chronic Absenteeism Grant on its behalf.

Authorized Representative:

 *Name Title*

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 *Email Phone Number*

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 *Signature Date*

**Addressing Chronic Absenteeism Grant**

Application Scoring

SD DOE Use Only

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| --- | --- | --- |
| **Part I** | **Application Information Page** | Not Scored |
| **Part II** | **Narrative High-Needs Information** | Not Scored |
| **Part III** | **I. Grant Narrative (4 page limit)** |  |
|  | * + - 1. **Project Description**
 |  /15 |
|  |  **2. Goals/Objectives/Outcomes/Timeline** |  /10 |
|  |  **3. Evidence-based activities, programs, and practices** |  /15 |
|  |  **4.** **Data Collection/Evaluation Plan** |  /10 |
| **Part IV** | **Budget, Budget Justification and Risk Assessment** |  |
|  |  **1. Budget and Justification** |  /10 |
|  |  **2. Risk Management Score (scored by DOE Staff)** |  /05 |
| **Part V** | **Budget Document**  |  |
| **Part VI** | **Equitable Service Documents** | Not Scored |
| **Part VII** | **GEPA/Program Assurances** | Not Scored |
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|  | **Total:** | /65 |

**GENERAL COMMENTS:**

**Strengths:**

**Weaknesses:**

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| **RECOMMENDATION:** | Funded |  |  | Funded with Changes |  |  | Not Funded |  |