

**No Child Left Behind Act**  
**Improving Teacher Quality Higher Education Grants Program**  
**Guidelines for Submission of Proposals**  
**FY 2002-03**

**Background Information**

*The No Child Left Behind Act of 2001 (PL107-110)* authorizes the Commission to conduct a competitive awards program under Title II Part A *Preparing, Training, and Recruiting High-Quality Teachers and Principals*. The purpose of this part of the federal legislation is to provide support to:

increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

The Commission is authorized to provide a competitive grants program to partnerships comprised, at a minimum, of schools of education and arts and sciences from higher education institutions along with one or more high-need local education agency (LEA). Funds to the state are allocated based on the FY 2001 amount received under the former Eisenhower Professional Development and Class-Size Reduction programs. Any remaining funds from the federal appropriation are distributed through a formula based on the State's school-age population and percent of these children in families with incomes below the poverty level.

Under federal regulations, 2.5 percent of the Improving Teacher Quality Higher Education Grants (ITQHE) funds for the state are allocated to Commission to be used for the competitive grants program. The Commission will be awarding approximately \$850,000. Proposed projects may request up to \$75,000 in funds per year. Average awards have ranged from \$40,000 to \$60,000 during past funding cycles. The Commission is seeking proposals with maximum impact and therefore multi-year programs are allowable. The number of grants awarded will be determined primarily by the quality of the proposals submitted and the size of the negotiated final budgets in comparison to the total funds available. Equitable geographic distribution will also be considered in making awards assuming proposals are deemed to be of high quality.

**Eligible Partnerships**

Only eligible partnerships may apply for a competitive award. Partnerships **must be comprised of**, at a minimum, (1) a private or public institution of higher education and the division of the institution that prepares teachers and principals; (2) a school of arts and sciences at that institution; and (3) a high-need local education agency (LEA). In addition, an eligible partnership **may also include**: another LEA, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division that prepares teachers and principals within such an institution, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business. A list of high-need districts and low-performing schools (based on the Education Accountability Act's Report Cards 2001) can be found in **Appendix 1**.

**Definitions**

Definitions of the terms used in the *Guidelines* can be found in **Appendix 2**. These definitions are based on those in the federal legislation.

### **Eligible Projects and Project Activities**

*The No Child Left Behind Act of 2001* authorizes program funds to be used to support the following two major areas of partnership activities that are tied to enhancing student achievement in high-need LEAs:

- 1) Professional development activities in core academic subjects (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) to ensure that:
  - i) Teachers and highly qualified paraprofessionals (and, when appropriate principals) have subject matter knowledge in the academic subjects that the teachers teach (including knowledge of how to use computers and other technology to enhance student learning); and
  - ii) Principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects.
  
- 2) Development and provision of assistance to LEAs and to their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, high quality professional development activities that:
  - i) Ensure that those individuals can use challenging State academic content standards, student academic achievement standards, and State assessments to improve instructional practices and student academic achievement;
  - ii) May include intensive programs designed to prepare individuals to provide instruction related to the professional development described above to others in their schools; and
  - iii) May include activities of partnerships between one or more LEAs, one or more of the LEA's schools, and one or more IHEs for the purpose of improving teaching and learning at low-performing schools.

All projects must be of sufficient intensity and duration as to have a positive impact on the teaching and learning at the partner LEA(s). Multi-year proposals are encouraged to attain maximum impact on the target schools/districts. Effective projects typically have a year-round focus. Academic year projects should have a minimum of 75 contact hours that include follow-up activities that sustain change in classroom/school practice. If the program involves a summer institute/course, there should be a minimum of 45 contact hours over a minimum two-week period. The academic year follow-up requires a minimum of 30 contact hours. Follow-up activities may include but are not limited to group meeting, classroom observations by the project director, mentoring, and one-on-one meetings.

### **Effective Professional Development for Educators**

The U.S. Department of Education envisions that effective professional development is of high quality, sustained, intensive, and classroom-focused. Effective professional development is considered to be much more than just a course or workshop. It is a set of activities that produce a demonstrable and measurable effect on student academic achievement. **Importantly**, *The No Child Left Behind Act* requires that the professional development to be offered must be grounded

in scientifically based research. Definitions for both professional development and scientifically based research can be found in **Appendix 2**.

In addition, the South Carolina Department of Education has developed “*South Carolina Professional Development Standards*.” These standards are attached (**Appendix 3**) and should also be utilized in developing the proposed professional development activities.

Proposals submitted to the Commission must reflect these elements of high-quality long-term professional development.

## FUNDING REQUIREMENTS

The proposed program **must be submitted by a partnership** as defined above. Variation from the minimum definition of a partnership will exclude the proposal from consideration by the Commission. The federal legislation requires that any partnership receiving both a grant from the Commission and an award under *The Partnership Program for Improving Teacher Preparation* in section 203 of Title II of the Higher Education Act (PL105-244) must coordinate activities under the two awards. *The Partnership Program for Improving Teacher Preparation* differs from the program contained in these Guidelines in that it is the Teacher Quality program under the **Higher Education Act of 1998** through which the S.C. Department of Education has funding. Many institutions in the State have received funds through the Division of Teacher Quality in addition to several institutions receiving separate awards from the U.S. Department of Education.

The proposed activities and strategies **must** be grounded in scientifically-based research. A research base must be presented that demonstrates the benefits of the proposed activities. A definition for this component is provided in **Appendix 2**

No single participant in an eligible partnership may use more than 50 percent of the funds made available to the partnership.

The partnership must ensure that the services are offered on an equitable basis to public and private school teachers.

Multi-year projects are allowable and encouraged. However, the Commission can only award up to two years of funding per federal fiscal year. If the proposed project is up to five years in duration, years three through five are contingent on appropriations from the U.S. Department of Education.

### Funding Priorities

The funding priorities listed below have been developed in conjunction with the S.C. Department of Education. Proposals submitted from a partnership must address one of the priority areas listed below:

- enhance the content and pedagogical knowledge of teachers, qualified paraprofessionals, and principals (if appropriate) in the core academic subjects; such training should be directly tied to state content and assessment standards;
- provide training for teachers, qualified paraprofessionals, and principals (if appropriate) in the effective use of educational technology as an instructional tool for increasing student achievement;
- provide professional development for principals to enhance their instructional leadership skills; such training should be directly tied to state content and assessment standards;
- provide training for teachers, qualified paraprofessionals, and principals in the use and interpretation of assessment methods to enhance instructional practices and improve student learning;

- provide support to teachers and principals by training teachers to be mentors;
- provide professional development activities and support (mentoring) for new teachers that will assist in retention; or
- provide assistance to paraprofessionals in becoming highly qualified by 2005-06; such assistance could be tied to assisting paraprofessionals for the ETS ParaPro examination.

## PROPOSAL DEVELOPMENT

All proposals **must use the following format and must use the forms provided** at the end of this document. These *Guidelines* and forms are also available on the Commission's Home Page under Academic Affairs and Grants, Guidelines, and Request for Proposals (<http://www.che400.state.sc.us>).

1. Cover Sheet (form provided)
2. Abstract (limit, one page single-spaced)
3. Table of Contents
4. Proposal Narrative

The proposal narrative should include the following information and should **not exceed twenty pages double-spaced**:

- a. statement of the demonstrated need for the program;
- b. statement of which funding priorities listed above will be addressed;
- c. a description of the purpose of the project and its objectives, including measurable objectives and the research base;
- d. a **detailed** description of the activities to be implemented, including follow-up, discussion of how these activities **meet the needs** of the partnership and target population, and the research base;
- e. a discussion of who will be served by the proposed project and an estimation of the number to be served.
- f. the expected outcomes and accomplishments of the project and how these are tied to improving student achievement.
- g. a **detailed** description of the methods and procedures to be used to evaluate the effectiveness of the proposed project objectives, to include the design for data collection and a clear description of objectives to be measured (not simply pre- and post- surveys). The evaluation must include an assessment of how the activities have contributed to teacher practice and, where possible, student achievement. The proposal must include a

well-articulated evaluation plan. Such a plan will determine the extent to which the project influenced changes in teacher knowledge and instructional practices in the classroom. A qualified external evaluator (required for multi-year projects ) should provide a well-designed evaluation plan for assessing the project's goals and objectives.

- h. identification of key personnel and their qualifications and project-related responsibilities.

The use of appendices is discouraged but if supplemental information is included it **must not exceed ten** pages.

#### 5. Partnership Description (form provided)

All applications **must** provide a description of the partnership including clearly defined roles of each of the partners.

#### 6. Proposed Budget (form provided)

The Proposed Budget form must be completed and **must include a detailed Budget Justification/Explanation**. The justification must provide an explanation of the proposed budget categories. Eligible expenses are limited to those necessary to complete the proposed project and guidelines are listed below. The federal legislation requires that **no single participant in an eligible partnership may use more than 50 percent of the funds made available to the partnership**. Financial matching from participating school districts, non-public schools, other private organizations, and the sponsoring institution of higher education or non-profit organization is **strongly** encouraged. Proposed projects should have budget requests not in excess of \$75,000. Average awards have ranged from \$40,000 to \$60,000 during past funding cycles. Multi-year projects are allowed but funding beyond the first two years of a project will be contingent upon federal funding in other fiscal years (i.e., FY 2003-04, etc.).

#### **Budget Guidelines:**

- a. All personnel costs must be explained both in terms of percent of time spent on project activities and in terms of annual salaries.
- b. Indirect costs may be charged at the rate of 8 percent.
- c. Under participant costs, reasonable per diem or travel costs will be allowed. Costs for field trip expenses associated with program activities are allowable (i.e., van rental). Stipends may be allowed under justifiable circumstances but participants may not also receive free or reduced tuition.
- d. Budgets must clearly identify the use of external funds (those in addition to the requested Title II federal funds) to be used in the proposed project.
- e. Equipment purchases are allowable if they meet federal criteria as follows:
  - the equipment is necessary to operate the project properly and effectively;
  - existing equipment is not sufficient;

- the costs of purchase of the equipment are reasonable in relationship to the costs of renting it; and
- the percent of the cost of the equipment paid for with ITQHE funds is proportional to the percent of time the equipment is used for ITQHE activities.

f. For projects that involve courses for credit, budgets have one of three options:

- Grants may pay for regular tuition;
- Grants may pay the instructional salaries and fringe benefits; or
- Grants may pay for the cost of a contract course fee at the institution's approved rate.

The grant cannot support both the cost of tuition for participants and the salaries of instructors.

g. Multi-year projects must submit separate budgets for each year requested.

#### 7. Statement of Assurances (form provided)

The attached form must be signed by an authorized institutional representative to certify compliance with all regulations, policies, and requirements as they relate to acceptance and utilization of federal funds for the proposed project.

#### 8. Intent to Submit Application (form provided)

This form must be submitted by October 7, 2002, so that the S.C. Commission on Higher Education can adequately plan for the proposal review process.

## **Acknowledgement of Support**

An acknowledgement of the South Carolina Commission on Higher Education must appear in any publication of materials based on or developed under this project as follows:

The activity which is the subject of this document (journal article, report, video, etc.) was produced under a grant from the South Carolina Commission on Higher Education and the U.S. Department of Education under the auspices of the Improving Teacher Quality Higher Education Grant Program.

All media announcements, public information, and promotional materials pertaining to Eisenhower-funded activities should acknowledge support of the South Carolina Commission on Higher Education under the auspices of the federal Improving Teacher Quality Higher Education Grant Program.

## **SUBMISSION AND PROPOSAL REVIEW CRITERIA**

Submit the **original** and 14 **unbound** copies of the application along with one copy on disk (PC-compatible; Word or text format) to:

Attn: Improving Teacher Quality Higher Education Grants Program  
South Carolina Commission on Higher Education  
1333 Main Street, Suite 200  
Columbia, SC 29201

Proposals must be received (not postmarked) by no later than **5:00 p.m. on December 16, 2002**.

All proposals will be reviewed and rated using both quantitative and qualitative criteria by two methods: preliminary statewide peer review and final review by a panel consisting of representatives from Commission and State Department of Education staff, K-16 faculty, and the business community.

Each proposal will be rated according to the extent that it meets the *Guidelines*. In particular, the following criteria will be examined:

- the demonstrated importance of the need to be addressed;
- the extent to which the proposed activities will enhance teacher/principal quality;
- the extent to which the roles and duties of the partner members are clearly defined;
- the merit of the proposed project in terms demonstrated effectiveness of the proposed activities i.e., the proposed activities and strategies are grounded in scientifically based research
- the extent that the project designed is tied to raising student achievement;
- the extent to which the proposal reflects the S.C. Professional Development Standards;
- the extent to which the project addresses state curriculum and assessment standards (where applicable);
- the extent to which the evaluation plan is well-defined, has measurable outcomes, and assesses impact on participants;
- the extent to which the proposal targets funding priorities;

- the qualifications of the project director;
- the extent to which the budget is reasonable for the proposed activities and the adequacy of matching funds.

## ADMINISTRATION OF AWARDS

Awards will be made by the Commission's Committee on Academic Affairs acting on behalf of the Commission in March 2003. Project duration will be from March 15, 2003 to May 15, 2004.

The institution's award will be disbursed via payments using State invoice procedures. Disbursement will occur through a cost-recovery basis only at pre-determined intervals, two of which occur after receipt of the interim report and after receipt of the final report (final cost recovery). All funding is contingent on Federal appropriations to the Title II Part A *Preparing, Training, and Recruiting High-Quality Teachers and Principals*.

Reporting requirements include an interim report, final report (June 15, 2004), and a site visit by the Commission's ITQHE Program Coordinator. Details about these procedures are supplied to award recipients. Multi-year projects will be required to submit an evaluation of the project from a qualified external reviewer.

A no-cost extension can be requested at the end of the grant period. However, grantees must submit a **written request** with **sufficient** justification as to why the proposed activities cannot be completed within the original timeframe. A single extension may not exceed six months in duration and must be for a minimum of one month.

Questions may be addressed to the Commission staff as follows:

Dr. Nancy Healy, Coordinator, Academic Affairs and Licensing  
Phone: 803-737-2246 Fax: 803-737-2297

E-mail: [NHEALY@che.sc.gov](mailto:NHEALY@che.sc.gov)

Dr. Gail M. Morrison, Director, Academic Affairs and Licensing  
Phone: 803-737-2243 Fax: 803-737-2297

E-mail: [GMORRISO@che.sc.gov](mailto:GMORRISO@che.sc.gov)

- Appendix 1 High Need LEAs and Low-Performing Schools
- Appendix 2 Definitions
- Appendix 3: South Carolina Professional Development Standards
- Appendix 4: Cover Page  
Budget Form  
Project Time Line  
Statement of Assurances  
Intent to Submit Application Form

<b>High Need School Districts*</b>		
<b>School Districts</b>	<b>Absolute Rating</b>	<b>Poverty Index **</b>
Edgefield	Average	60
Charleston	Average	61
Chester	Below Average	61
Clarendon 3	Average	62
Laurens 56	Average	62
Abbeville	Average	63
Sumter 17	Average	63
Union	Average	64
Newberry	Average	64
Saluda	Average	64
Chesterfield	Average	65
Georgetown	Average	65
Hampton 1	Average	67
Lexington 4	Average	67
Florence 2	Average	68
Richland 1	Average	68
Darlington	Average	70
Sumter 2	Average	72
Bamberg 1	Average	73
Orangeburg 4	Average	73
McCormick	Below Average	73
Clarendon 2	Average	74
Colleton	Below Average	76
Dillon 1	Below Average	77
Marion 1	Average	77
Dorchester 4	Below Average	80
Calhoun	Below Average	81
Florence 3	Below Average	81
Barnwell 19	Below Average	81
Fairfield	Below Average	81
Orangeburg 5	Below Average	83
Marion 2	Average	83
Marlboro	Below Average	84
Dillon 2	Below Average	85
Florence 4	Unsatisfactory	87
Hampton 2	Unsatisfactory	88
Jasper	Unsatisfactory	88
Marion 4 (7)	Below Average	89
Orangeburg 3	Below Average	90
Williamsburg	Below Average	90
Lee	Unsatisfactory	91
Allendale	Below Average	92
Bamberg 2	Below Average	94
Marion 3 (7)	Below Average	97
Clarendon 1	Below Average	98

\* Based on EAA 2000-01 Report Card Absolute Ratings and Poverty Index. District must have a rating of Average or below and a poverty index of  $\geq 60\%$  to be included.

\*\* Rounded to the nearest percent.

**Low Performing/High Need Schools\***

<b>School District</b>	<b>School</b>	<b>Report Card Level</b>	<b>Absolute Rating</b>	<b>Poverty Index**</b>
Charleston	Wilmot Fraser Elementary	Elementary	Average	100
Beaufort	St Helena Elementary	Elementary	Average	100
Richland 1	Carver/Lyon Elementary	Elementary	Average	99
Williamsburg	Battery Park Elementary	Elementary	Average	98
Colleton	Jonesville Elementary	Elementary	Average	98
Clarendon 1	St Paul Primary	Elementary	Average	98
Richland 1	Watkins Elementary	Elementary	Average	97
Williamsburg	D P Cooper Elementary	Middle	Average	97
Charleston	Minnie Hughes Elementary	Elementary	Average	97
Charleston	Edith L Frierson Elementary	Elementary	Average	97
Lee	Bishopville Primary	Elementary	Average	96
Marlboro	Clio Elementary/Middle	Elementary	Average	95
Marlboro	Clio Elementary/Middle	Middle	Average	95
Dillon 2	Stewart Heights Elementary	Elementary	Average	95
Sumter 2	Mayesville Elementary	Elementary	Average	95
Charleston	Mitchell Elementary	Elementary	Average	95
Georgetown	Plantersville Elementary	Elementary	Average	95
Charleston	James Simons Elementary	Elementary	Average	95
Berkeley	Cainhoy Elementary	Elementary	Average	94
Sumter 2	Rafting Creek Elementary	Elementary	Average	94
Charleston	C C Blaney Elementary	Elementary	Average	94
Orangeburg 3	Vance-Providence Elementary	Elementary	Average	94
Charleston	Memminger Elementary	Elementary	Average	94
Charleston	E B Ellington Elementary	Elementary	Average	94
Richland 1	Gadsden Elementary	Elementary	Average	94
Georgetown	Browns Ferry Elementary	Elementary	Average	93
Richland 1	Edward E Taylor Elementary	Elementary	Average	93
Richland 1	John P Thomas Elementary	Elementary	Average	92
Charleston	St James-Santee Elementary	Elementary	Average	92
Dillon 2	South Elementary	Elementary	Average	92
Sumter 2	Cherryvale Elementary	Elementary	Average	92
Marion 2	McCormick Elementary	Elementary	Average	91
Williamsburg	Greeleyville Elementary	Elementary	Average	91
Sumter 2	R E Davis Elementary	Elementary	Average	90
Richland 1	Arden Elementary	Elementary	Average	90
Lancaster	Southside School	K2-PRI	Average	90
Sumter 17	Lemira Elementary	Elementary	Average	90
Charleston	Jane Edwards Elementary	Elementary	Average	90
Richland 1	Logan Elementary	Elementary	Average	89
Richland 1	Denny Terrace Elementary	Elementary	Average	89
Richland 1	William S Sandel Elementary	Elementary	Average	89
Sumter 2	St John Elementary	Elementary	Average	89
Charleston	Murray-Lasaine Elementary	Elementary	Average	89
Williamsburg	Cades Hebron Elementary	Elementary	Average	89
Richland 1	S Kilbourne Elementary	Elementary	Average	88
Horry	Daisy Elementary	Elementary	Average	88
Orangeburg 4	Hunter-Kinard-Tyler High	High	Average	88
Sumter 17	Crosswell Drive Elementary	Elementary	Average	87
Marlboro	Wallace Elementary/Middle	Middle	Average	87
Newberry	Speers Street Elementary	Elementary	Average	87
Calhoun	Guinyard Elementary	Elementary	Average	87
Florence 3	Main Street Elementary	Elementary	Average	86
Charleston	Angel Oak Elementary	Elementary	Average	86
Georgetown	McDonald Road Elementary	Elementary	Average	85
Marlboro	Blenheim Elementary/Middle	Elementary	Average	85

Charleston	McClellanville Middle	Middle	Average	85
Charleston	Charleston Progressive	Elementary	Average	84
Dorchester 4	Williams Memorial Elementary	Elementary	Average	84
Fairfield	McCrorey-Liston Elementary	Elementary	Average	84
Greenville	Greenview Elementary	Elementary	Average	83
Clarendon 2	Manning Primary	Elementary	Average	83
Spartanburg 6	Arcadia Elementary	Elementary	Average	82
Horry	Green Sea Floyds Elementary	Elementary	Average	82
Kershaw	Bethune Elementary	Elementary	Average	82
Colleton	Cottageville Elementary	Elementary	Average	82
Sumter 17	Willow Drive Elementary	Elementary	Average	82
Aiken	Pinecrest/North Aiken Elementary	Elementary	Average	81
Chesterfield	Petersburg Elementary	Elementary	Average	81
Edgefield	Johnston Elementary	Elementary	Average	81
Dillon 1	Lake View Elementary	Elementary	Average	81
Lexington 4	Swansea Elementary	Elementary	Average	81
Georgetown	Andrews Elementary	Elementary	Average	80
Charleston	Ladson Elementary	Elementary	Average	80
Darlington	Brockington Elementary	Elementary	Average	80
Newberry	Gallman Elementary	Elementary	Average	80
Florence 3	J C Lynch Elementary	Elementary	Average	80
Beaufort	Joseph J Shanklin Sr Ele.	Elementary	Average	79
Anderson 5	Nevitt Forest Elementary	Elementary	Average	79
Orangeburg 5	Marshall Elementary	Elementary	Average	79
Spartanburg 7	Houston Elementary	Elementary	Average	79
Dillon 3	Latta Elementary	Elementary	Average	79
Anderson 5	Homeland Park Elementary	Elementary	Average	79
Greenville	Welcome Elementary	Elementary	Average	79
Sumter 2	Pocalla Springs Elementary	Elementary	Average	78
Laurens 56	M S Bailey Elementary	Elementary	Average	78
Richland 1	Mill Creek Elementary	Elementary	Average	78
Richland 1	A J Lewis Greenview Elementary	Elementary	Average	78
Richland 1	Sandel Relief Elementary	Elementary	Average	78
Georgetown	Deep Creek Elementary	Elementary	Average	78
Williamsburg	Hemingway High	High	Average	78
Abbeville	John C Calhoun Elementary	Elementary	Average	77
Charleston	A C Corcoran Elementary	Elementary	Average	77
Greenville	East Gantt Elementary	Elementary	Average	77
Greenwood 50	East End Elementary	Elementary	Average	77
Orangeburg 4	Edisto Elementary	Elementary	Average	77
Darlington	West Hartsville Elementary	Elementary	Average	77
Charleston	Oakland Elementary	Elementary	Average	76
Greenville	Morton Elementary	Elementary	Average	76
Orangeburg 4	Lockett Elementary	Elementary	Average	75
Horry	Conway Elementary	Elementary	Average	75
York 3	Sylvia Circle Elementary	Elementary	Average	75
Florence 1	Theodore Lester Elementary	Elementary	Average	75
Greenville	East North St Elementary	Elementary	Average	75
Horry	Waccamaw Elementary	Elementary	Average	75
Florence 1	McLaurin Elementary	Elementary	Average	75
Bamberg 1	Bamberg-Ehrhardt Middle	Middle	Average	75
Chesterfield	Pageland Middle	Middle	Average	75
Richland 1	H B Rhame Elementary	Elementary	Average	74
Lancaster	Brooklyn Springs Elementary	Elementary	Average	74
Horry	Whittemore Park Middle	Middle	Average	74
Kershaw	Midway Elementary	Elementary	Average	74
Clarendon 2	Manning Elementary	Elementary	Average	74
Lancaster	Erwin Elementary	Elementary	Average	74

Anderson 5	Varennes Elementary	Elementary	Average	74
Aiken	Ridge Spring-Monetta Elementary	Middle	Average	73
McCormick	McCormick Elementary	Elementary	Average	73
Chester	Chester Park Complex	Elementary	Average	73
Florence 2	Hannah-Pamplico Elementary	Elementary	Average	73
Florence 2	Hannah-Pamplico Elementary	Middle	Average	73
Greenwood 50	Mathews Elementary	Elementary	Average	73
Abbeville	Long Cane Elementary	Elementary	Average	73
Barnwell 29	Kelly Edwards Elementary	Elementary	Average	73
Bamberg 1	Richard Carroll Primary	Elementary	Average	73
Dillon 3	Latta Middle	Middle	Average	73
Florence 1	Henry Timrod Elementary	Elementary	Average	72
Charleston	Garrett Academy Of Technology	High	Average	72
Oconee	Code Elementary	Elementary	Average	72
Union	Monarch Elementary	Elementary	Average	72
Cherokee	Alma Elementary	Elementary	Average	72
Darlington	St John's Elementary	Elementary	Average	72
Aiken	Greendale Elementary	Elementary	Average	72
Lexington 2	R Earle Davis Elementary	Elementary	Average	72
Hampton 1	Brunson Elementary	Elementary	Average	71
Berkeley	Sedgefield Intermediate	Elementary	Average	71
Horry	South Conway Elementary	Elementary	Average	71
Bamberg 1	Ehrhardt Elementary	Elementary	Average	71
Abbeville	Westwood Elementary	Elementary	Average	71
York 3	Belleview Elementary	Elementary	Average	71
Berkeley	Bonner Elementary	Elementary	Average	71
Hampton 1	Varnville Primary	Elementary	Average	71
Spartanburg 7	E P Todd Elementary	Elementary	Average	71
Laurens 55	Ford Elementary	Elementary	Average	70
Laurens 55	Ford Elementary	Middle	Average	70
Berkeley	Whitesville Elementary	Elementary	Average	70
Pickens	McKissick Elementary	Elementary	Average	70
Georgetown	Maryville Elementary	Elementary	Average	70
Horry	Green Sea Floyds High	Middle	Average	70
Chesterfield	Cheraw Intermediate	Elementary	Average	70
Greenwood 50	Woodfields Elementary	Elementary	Average	70
Anderson 3	Iva Elementary	Elementary	Average	69
Kershaw	Jackson	Elementary	Average	69
Greenville	Westcliffe Elementary	Elementary	Average	69
Chester	Great Falls Elementary	Elementary	Average	69
Dillon 1	Lake View High	High	Average	69
Beaufort	Ladys Island Elementary	Elementary	Average	69
Lexington 2	Congaree Elementary	Elementary	Average	69
Sumter 2	Ebenezer Middle	Middle	Average	69
Greenville	Berea Elementary	Elementary	Average	68
Newberry	Whitmire Elementary	Elementary	Average	68
Union	Buffalo Elementary	Elementary	Average	68
Hampton 1	North District Middle	Middle	Average	68
Oconee	Kellett Elementary	Elementary	Average	68
Berkeley	Berkeley Intermediate	Elementary	Average	68
Aiken	J D Lever Elementary	Elementary	Average	68
Oconee	Westminster Elementary	Elementary	Average	67
Chesterfield	McBee Elementary	Elementary	Average	67
Clarendon 3	Walker-Gamble Elementary	Elementary	Average	67
Aiken	Cyril B Busbee Elementary	Elementary	Average	67
Laurens 56	Eastside Elementary	Elementary	Average	67
Lexington 1	Pelion Elementary	Elementary	Average	67

York 3	Northside Elementary	Elementary	Average	66
Charleston	C E Williams Middle	Middle	Average	66
Newberry	Prosperity-Rikard Elementary	Elementary	Average	66
Horry	Conway Middle	Middle	Average	66
Kershaw	Baron-Dekalb Elementary	Elementary	Average	66
Berkeley	Macedonia Middle	Middle	Average	66
Greenville	Sue Cleveland Elementary	Elementary	Average	66
Anderson 1	Pelzer Primary	Elementary	Average	65
Hampton 1	Hampton Elementary	Elementary	Average	65
Barnwell 45	Barnwell Elementary	Elementary	Average	65
Lexington 2	Pine Ridge Middle	Middle	Average	65
Union	Jonesville High	High	Average	65
Chesterfield	Long Junior High	Middle	Average	64
Orangeburg 4	Branchville High	Middle	Average	64
Chesterfield	Ruby Elementary	Middle	Average	64
Lexington 3	Batesburg-Leesville Elementary	Elementary	Average	63
Beaufort	Broad River Elementary	Elementary	Average	63
Chesterfield	Jefferson Elementary	Middle	Average	63
Greenwood 51	Ware Shoals Elementary	Elementary	Average	63
Florence 1	Wallace Gregg Elementary	Elementary	Average	63
Lexington 2	Cyril B Busbee Middle	Middle	Average	63
Richland 1	Horrell Hill Elementary	Elementary	Average	63
Aiken	Aiken Middle	Middle	Average	62
Kershaw	Camden Middle	Middle	Average	62
Clarendon 3	East Clarendon Middle	Middle	Average	62
York 1	Jefferson Elementary	Elementary	Average	62
Aiken	Clearwater Elementary	Elementary	Average	62
Laurens 55	E B Morse Elementary	Elementary	Average	62
Cherokee	Goucher Elementary	Elementary	Average	62
Kershaw	Mt Pisgah Elementary	Elementary	Average	62
Darlington	North Hartsville Elementary	Elementary	Average	62
Charleston	Lambs Elementary	Elementary	Average	61
Abbeville	Wright Middle	Middle	Average	61
Beaufort	Robert Smalls Middle	Middle	Average	61
Richland 1	Caughman Road Elementary	Elementary	Average	61
Greenwood 50	Southside Middle	Middle	Average	60
Greenville	Ellen Woodside Elementary	Elementary	Average	60
Laurens 56	Clinton Elementary	Elementary	Average	60
Beaufort	Battery Creek High	High	Average	60
Sumter 2	Hillcrest Middle	Middle	Average	60
Charleston	Ronald E McNair Elementary	Elementary	Below Average	99
Richland 1	Alcorn Middle	Middle	Below Average	99
Clarendon 1	Scott's Branch Middle	Middle	Below Average	98
Williamsburg	Battery Park Elementary	Middle	Below Average	98
Charleston	Matilda F Dunston Elementary	Elementary	Below Average	98
Charleston	Chicora Elementary	Elementary	Below Average	98
Spartanburg 7	Mary H Wright Elementary	Elementary	Below Average	98
Marion 3 (7)	Raines-Centenary/Pleasant Grove	Elementary	Below Average	98
Clarendon 1	Scott's Branch Elementary	Elementary	Below Average	98
Orangeburg 3	Elloree Elementary	Elementary	Below Average	98
Jasper	Ridgeland Elementary	Elementary	Below Average	97
Richland 1	Sarah Nance Elementary	Elementary	Below Average	97
Williamsburg	D P Cooper Elementary	Elementary	Below Average	97
Clarendon 1	Scotts Branch High	Middle	Below Average	97
Spartanburg 7	Cleveland Elementary	Elementary	Below Average	97
Darlington	Rosenwald/St David's Elementary	Elementary	Below Average	97
Colleton	Ivenia Brown Elementary	Elementary	Below Average	97
Bamberg 2	Denmark-Olar Elementary	Elementary	Below Average	96
Williamsburg	Kingstree Elementary	Elementary	Below Average	96
Richland 1	Burton/Virginia Pack Elementary	Elementary	Below Average	95

Marion 3	Terrells Bay High	Middle	Below Average	95
Charleston	Edmund A Burns Elementary	Elementary	Below Average	95
Charleston	North Charleston Elementary	Elementary	Below Average	95
Lee	Lower Lee Elementary	Elementary	Below Average	95
Richland 1	Crane Creek Elementary	Elementary	Below Average	95
Allendale	Fairfax Elementary	Elementary	Below Average	95
Beaufort	James J Davis Elementary	Elementary	Below Average	95
Orangeburg 5	Mellichamp Elementary	Elementary	Below Average	95
Charleston	Malcolm C Hursey Elementary	Elementary	Below Average	95
Hampton 2	Estill Elementary	Elementary	Below Average	94
Orangeburg 5	Nix Elementary	Elementary	Below Average	94
Calhoun	St John Elementary	Elementary	Below Average	94
Marion 4 (7)	Brittons Neck Elementary	Elementary	Below Average	94
Berkeley	J K Gourdin Elementary	Elementary	Below Average	94
Orangeburg 5	Rivelon Elementary	Elementary	Below Average	93
Allendale	Allendale Primary	Elementary	Below Average	93
Florence 1	North Vista Elementary	Elementary	Below Average	93
Richland 1	Hyatt Park Elementary	Elementary	Below Average	93
Berkeley	Cainhoy Middle	Middle	Below Average	93
Spartanburg 7	Park Hills Elementary	Elementary	Below Average	93
Greenville	Alexander Elementary	Elementary	Below Average	93
Berkeley	St Stephen Elementary	Elementary	Below Average	93
Florence 3	Olanta Elementary	Elementary	Below Average	93
Charleston	R D Schroder Middle	Middle	Below Average	93
Darlington	Lamar Elementary	Elementary	Below Average	93
Florence 4	Brockington Elementary	Elementary	Below Average	93
Orangeburg 3	Holly Hill Elementary	Elementary	Below Average	93
Charleston	Midland Park Elementary	Elementary	Below Average	92
Charleston	Mt Zion Elementary	Elementary	Below Average	92
Spartanburg 7	Z L Madden Elementary	Elementary	Below Average	92
Calhoun	Bethlehem Elementary	Elementary	Below Average	92
Greenville	Hollis Elementary	Elementary	Below Average	92
Greenville	Sans Souci Elementary	Elementary	Below Average	92
Orangeburg 4	Hunter-Kinard-Tyler	Elementary	Below Average	92
Richland 1	Hopkins Elementary	Elementary	Below Average	91
Colleton	Black Street Elementary	Elementary	Below Average	91
Williamsburg	Kingstree Junior High	Middle	Below Average	91
Anderson 5	South Fant Street Elementary	Elementary	Below Average	91
Orangeburg 5	Bowman Elementary	Elementary	Below Average	91
Greenville	Sirrine Elementary	Elementary	Below Average	90
Berkeley	Cross Elementary	Elementary	Below Average	90
Berkeley	St Stephen Middle	Middle	Below Average	90
Richland 1	Webber	Elementary	Below Average	90
Charleston	Jane Edwards Elementary	Middle	Below Average	90
Richland 1	Annie Burnside Elementary	Elementary	Below Average	90
Cherokee	Mary Bramlett Elementary	Elementary	Below Average	90
Georgetown	Sampit Elementary	Elementary	Below Average	89
Williamsburg	Chavis Middle	Elementary	Below Average	89
Williamsburg	Chavis Middle	Middle	Below Average	89
Colleton	Bells Elementary	Elementary	Below Average	89
Dillon 2	Gordon Elementary	Elementary	Below Average	89
Fairfield	Kelly Miller Elementary	Elementary	Below Average	89
York 3	Sunset Park Elementary	Elementary	Below Average	89
Lee	West Lee Elementary	Elementary	Below Average	89
Sumter 17	Chestnut Oaks Middle	Middle	Below Average	88
Fairfield	Fairfield Intermediate	Elementary	Below Average	88
Orangeburg 3	Holly Hill Middle	Middle	Below Average	88
Orangeburg 5	North Elementary	Elementary	Below Average	88
Charleston	W B Goodwin Elementary	Elementary	Below Average	88
Charleston	Haut Gap Middle	Middle	Below Average	88

Fairfield	Fairfield Primary	Elementary	Below Average	88
Darlington	Thornwell Elementary	Elementary	Below Average	88
Orangeburg 4	Hunter-Kinard-Tyler High	Middle	Below Average	88
Marlboro	Bennettsville Elementary	Elementary	Below Average	87
Marlboro	Wallace Elementary/Middle	Elementary	Below Average	87
Sumter 2	Mayewood Middle	Middle	Below Average	87
Williamsburg	C E Murray High	Middle	Below Average	87
Fairfield	Geiger Elementary	Elementary	Below Average	87
Marion 2	Palmetto Elementary	Elementary	Below Average	87
Calhoun	John Ford Middle	Middle	Below Average	86
Charleston	Pepperhill Elementary	Elementary	Below Average	85
Marlboro	Blenheim Elementary/Middle	Middle	Below Average	85
Marlboro	McColl Elementary/Middle	Elementary	Below Average	85
Marlboro	McColl Elementary/Middle	Middle	Below Average	85
Dorchester 4	Harleyville-Ridgeville Ele.	Elementary	Below Average	84
Greenville	Monaview Elementary	Elementary	Below Average	84
Colleton	Smoaks Middle	Middle	Below Average	84
Horry	Loris Middle	Middle	Below Average	84
Barnwell 19	Blackville Hilda Jr. H.	Middle	Below Average	84
Georgetown	Carvers Bay Middle	Middle	Below Average	84
Newberry	Boundary Street Elementary	Elementary	Below Average	84
Edgefield	Douglas Elementary	Elementary	Below Average	83
Lancaster	Clinton Elementary	Elementary	Below Average	83
Marion 4	Brittons Neck High	Middle	Below Average	83
Marion 4	Brittons Neck High	High	Below Average	83
Spartanburg 7	W Herbert Chapman Elementary	Elementary	Below Average	83
Florence 3	J Paul Truluck Elementary	Elementary	Below Average	83
Darlington	J L Cain Elementary	Elementary	Below Average	83
Greenville	Grove Elementary	Elementary	Below Average	83
Orangeburg 5	North High	Middle	Below Average	82
Marion 2	Palmetto	Middle	Below Average	82
Dillon 1	Lake View Middle	Middle	Below Average	81
Saluda	Saluda Elementary	Elementary	Below Average	81
Darlington	Brunson-Dargan Elementary	Elementary	Below Average	81
Florence 3	Ronald E McNair Jr High	Middle	Below Average	81
Colleton	Hampton Street Elementary	Elementary	Below Average	80
Orangeburg 5	Sheridan Elementary	Elementary	Below Average	80
Dorchester 4	St George Middle	Middle	Below Average	80
Florence 4	Timmonsville Comprehensive High	High	Below Average	80
Marion 1	Marion Intermediate	Elementary	Below Average	80
Colleton	Forest Hills Elementary	Elementary	Below Average	79
Darlington	Washington Street Elementary	Elementary	Below Average	79
Colleton	Northside Elementary	Elementary	Below Average	78
Marion 1	Johnakin Middle	Middle	Below Average	78
Sumter 2	Furman Middle	Middle	Below Average	77
Colleton	Colleton Middle	Middle	Below Average	77
Kershaw	Pine Tree Hill Elementary	Elementary	Below Average	77
Union	Jonesville Elementary	Elementary	Below Average	76
Beaufort	Beaufort Elementary	Elementary	Below Average	76
Greenville	Lakeview Middle	Middle	Below Average	76
Charleston	North Charleston High	High	Below Average	76
Orangeburg 5	Orangeburg-Wilkinson Sr High	High	Below Average	76
Clarendon 2	Manning Jr. High	Middle	Below Average	75
Anderson 5	Southwood Middle	Middle	Below Average	74
Newberry	Newberry Middle	Middle	Below Average	74
Aiken	Ridge Spring-Monetta Elementary	Elementary	Below Average	73
Colleton	Forest Circle Middle	Middle	Below Average	73

Darlington	Darlington Jr High	Middle	Below Average	73
Richland 1	W G Sanders Middle	Middle	Below Average	73
Georgetown	Rosemary Middle	Middle	Below Average	72
Oconee	Tamassee-Salem Middle	Middle	Below Average	72
Saluda	Riverside Middle	Middle	Below Average	72
Darlington	Lamar High	High	Below Average	71
Berkeley	Timberland High	High	Below Average	71
Orangeburg 5	William J Clark Middle	Middle	Below Average	70
Berkeley	Sedgefield Middle	Middle	Below Average	70
Aiken	A L Corbett Middle	Middle	Below Average	70
Florence 1	Williams Middle	Middle	Below Average	69
Laurens 56	Martha Dendy Middle	Middle	Below Average	69
Laurens 56	Joanna-Woodson Elementary	Elementary	Below Average	69
Dillon 1	Lake View High	Middle	Below Average	69
Edgefield	J E T Middle	Middle	Below Average	68
Richland 1	Southeast Middle	Middle	Below Average	68
Spartanburg 7	Carver Jr High	Middle	Below Average	68
Orangeburg 4	Carver-Edisto Middle	Middle	Below Average	68
Richland 1	St Andrews Middle	Middle	Below Average	67
Abbeville	Calhoun Falls High	Middle	Below Average	67
Florence 1	Dewey Carter Elementary	Elementary	Below Average	67
Charleston	Hunley Park Elementary	Elementary	Below Average	66
Cherokee	John E. Ewing Middle	Middle	Below Average	66
Lexington 4	Sandhills Middle	Middle	Below Average	66
Union	Jonesville High	Middle	Below Average	65
Georgetown	J B Beck Middle	Middle	Below Average	64
Chester	Chester Middle	Middle	Below Average	64
Laurens 56	Bell Street Middle	Middle	Below Average	64
Union	Sims Jr High	Middle	Below Average	63
Berkeley	Berkeley Middle	Middle	Below Average	63
Richland 1	Hopkins Middle	Middle	Below Average	63
Spartanburg 6	Fairforest Middle	Middle	Below Average	62
Darlington	Hartsville Jr High	Middle	Below Average	62
Lancaster	Barr Street Middle	Middle	Below Average	62
Union	Excelsior Middle	Elementary	Below Average	62
Lancaster	Kershaw Elementary	Elementary	Below Average	61
Colleton	Walterboro High	High	Below Average	60
Chester	Great Falls Middle	Middle	Below Average	60
Lancaster	South Middle	Middle	Below Average	60
Newberry	Newberry High	High	Below Average	59
Richland 1	W J Keenan High	High	Below Average	59
Greenville	Carolina High	High	Below Average	57
Greenville	Berea Middle	Middle	Below Average	56
Oconee	Tamassee-Salem High	High	Below Average	56
Cherokee	Gaffney Middle School	Middle	Below Average	56
Richland 1	Lower Richland High	High	Below Average	55
Newberry	Whitmire High	Middle	Below Average	54
Kershaw	North Central High	Middle	Below Average	54
Barnwell 45	Guinyard-Butler Middle	Middle	Below Average	53
Florence 1	Southside Middle	Middle	Below Average	51
Lancaster	Lancaster High	High	Below Average	51
Greenville	Woodmont Middle	Middle	Below Average	51
Chester	Lewisville Middle	Middle	Below Average	50
Lancaster	Buford Middle	Middle	Below Average	48
Chester	Chester Senior High	High	Below Average	48
Cherokee	Gaffney Sr. High	High	Below Average	45
Greenville	Southside High	High	Below Average	45
Greenwood 51	Ware Shoals High	Middle	Below Average	44
Beaufort	McCracken Middle	Middle	Below Average	44
Greenville	Woodmont High	High	Below Average	39

State Special	Felton Lab	Middle	Below Average	
Charleston	Mary Ford Elementary	Elementary	Unsatisfactory	100
Charleston	Clyde Sanders Elementary	Elementary	Unsatisfactory	99
Clarendon 1	Scotts Branch High	High	Unsatisfactory	97
Allendale	Allendale Elementary	Elementary	Unsatisfactory	95
Marion 3	Terrells Bay High	High	Unsatisfactory	95
Charleston	M R Rivers Middle	Middle	Unsatisfactory	95
Lee	Bishopville Jr High	Elementary	Unsatisfactory	95
Orangeburg 3	Elloree High	Middle	Unsatisfactory	95
Orangeburg 3	Elloree High	High	Unsatisfactory	95
Bamberg 2	Denmark-Olar Middle	Middle	Unsatisfactory	94
Lee	Fleming Middle	Elementary	Unsatisfactory	93
Orangeburg 5	Brookdale Middle	Middle	Unsatisfactory	93
Richland 1	W A Perry Middle	Middle	Unsatisfactory	92
Allendale	Allendale-Fairfax Middle	Middle	Unsatisfactory	92
Bamberg 2	Denmark-Olar High	High	Unsatisfactory	92
Hampton 2	Estill Middle	Middle	Unsatisfactory	91
Orangeburg 5	Bowman High	Middle	Unsatisfactory	91
Orangeburg 5	Bowman High	High	Unsatisfactory	91
Charleston	Lincoln High	High	Unsatisfactory	91
Charleston	Brentwood Middle	Middle	Unsatisfactory	90
Barnwell 19	Macedonia Elementary	Elementary	Unsatisfactory	89
Greenville	Parker Middle	Middle	Unsatisfactory	89
Jasper	West Hardeeville Elementary	Elementary	Unsatisfactory	89
Jasper	West Hardeeville Elementary	Middle	Unsatisfactory	89
Charleston	Norman C Toole Middle	Middle	Unsatisfactory	89
Allendale	Allendale-Fairfax High	High	Unsatisfactory	88
Lee	Mount Pleasant Middle	Middle	Unsatisfactory	87
Williamsburg	C E Murray High	High	Unsatisfactory	87
Florence 4	Timmons Middle	Middle	Unsatisfactory	87
Richland 1	Heyward Gibbes Middle	Middle	Unsatisfactory	87
Spartanburg 7	Myles W Whitlock Jr High	Middle	Unsatisfactory	86
Charleston	Baptist Hill High	High	Unsatisfactory	86
Charleston	Morningside Middle	Middle	Unsatisfactory	86
Orangeburg 5	Robert E Howard Middle	Middle	Unsatisfactory	86
Beaufort	Whale Branch Elementary	Elementary	Unsatisfactory	86
Charleston	Burke High	High	Unsatisfactory	85
Jasper	Ridgeland Middle	Middle	Unsatisfactory	85
Charleston	Alice Birney Middle	Middle	Unsatisfactory	84
Dillon 2	J V Martin Jr High	Middle	Unsatisfactory	84
Cherokee	Luther Vaughan Elementary	Elementary	Unsatisfactory	84
Marlboro	Bennettsville Middle	Middle	Unsatisfactory	84
Beaufort	Whale Branch Middle	Middle	Unsatisfactory	83
Richland 1	C A Johnson High	High	Unsatisfactory	83
Darlington	Spaulding Elementary	Elementary	Unsatisfactory	82
Orangeburg 3	Holly Hill-Roberts High	High	Unsatisfactory	82
Orangeburg 5	North High	High	Unsatisfactory	82
Williamsburg	Kingstree Senior High	High	Unsatisfactory	82
Fairfield	Fairfield Middle	Middle	Unsatisfactory	82
Charleston	St John's High	High	Unsatisfactory	81
McCormick	McCormick Middle	Middle	Unsatisfactory	81
Jasper	Jasper County High	High	Unsatisfactory	81
Berkeley	Cross High	Middle	Unsatisfactory	79
Berkeley	Cross High	High	Unsatisfactory	79
Greenville	Tanglewood Middle	Middle	Unsatisfactory	78
Hampton 2	Estill High	Middle	Unsatisfactory	78
Hampton 2	Estill High	High	Unsatisfactory	78
Calhoun	Calhoun County High	High	Unsatisfactory	76
Dillon 2	Dillon High	High	Unsatisfactory	76
Darlington	Spaulding Jr High	Middle	Unsatisfactory	75

Colleton	Ruffin High	High	Unsatisfactory	75
Marlboro	Marlboro County High	High	Unsatisfactory	74
Barnwell 19	Blackville-Hilda High	High	Unsatisfactory	73
Florence 3	Lake City High	High	Unsatisfactory	73
Charleston	R B Stall High	High	Unsatisfactory	72
Richland 1	Eau Claire High	High	Unsatisfactory	69
Darlington	Darlington High	High	Unsatisfactory	69
Fairfield	Fairfield Central High	High	Unsatisfactory	67
McCormick	McCormick High	High	Unsatisfactory	66
Chesterfield	Central High	High	Unsatisfactory	58
Aiken	Ridge Spring-Monetta High	High	Unsatisfactory	54

\* Based on EAA 2000-01 Report Card Absolute Rating and Poverty Index. School must have a rating of Average or below and a poverty index of > 60% to be included.

\*\* Rounded to the nearest percent.

## Definitions

**1. Arts and Sciences** - When referring to an organizational unit of an institution of higher education, any academic unit that offers one or more academic majors in disciplines or content areas corresponding to the academic subjects in which teachers teach; and B) when referring to a specific academic subject, the disciplines or content areas in which an academic major is offered by an organizational unit [*Title II, Part A, section 2102(1)*].

**2. Charter School** - The term “charter school” means a public school that:

- a. In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
- b. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- c. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- d. Provides a program of elementary or secondary education, or both;
- e. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- f. Does not charge tuition;
- g. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;
- h. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
- i. Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
- j. Meets all applicable Federal, State, and local health and safety requirements;
- k. Operates in accordance with State law; and
- l. Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school [*Title II, Part A, section 5210(1)*].

**3. Core Academic Subjects** - The term “core academic subjects means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

**4. Eligible Partnerships** - This term includes a private or State institution of higher education and the division of the institution that prepares teachers and principals; a school of arts and sciences; and a high-need local educational agency; and may include another LEA, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business [*Title II, Part A, section 2131*].

**5. High Need LEA** – These are school districts deemed under the S.C. Education Accountability Act Report Card rating.....

**6. Highly Qualified Paraprofessional** - A paraprofessional who has not less than 2 years of experience in a classroom; and post-secondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers [*Title II, Part A, section 2102(4)*].

**7. Highly Qualified Teacher** -

1) When the term “highly qualified teacher” is used with respect to any public elementary school or secondary school teacher teaching in a State, it means that:

- i) The teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when the term is used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the certification or licensing requirements set forth in the State's public charter school law (*see entry below for the definition of a highly qualified charter school teacher*); and
- ii) The teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.

2) When the term “highly qualified teacher” is used with respect to:

- a) An elementary school teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) above, and:
  - i) Holds at least a bachelor's degree; and
  - ii) Has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of basic elementary school curriculum); or
- b) A middle school or secondary teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (1) above, holds at least a bachelor's

degree, and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by:

- i) Passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
  - ii) Successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.
- 3) When the term “highly qualified teacher” is used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, it means that the teacher has met the requirements of paragraph (1) above, holds at least a bachelor's degree, and:
- a) Has met the applicable standard in the clauses of subparagraph (2), which includes an option for a test; or
  - b) Demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that-
    - i) Is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
    - ii) Is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
    - iii) Provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
    - iv) Is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
    - v) Takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
    - vi) Is made available to the public upon request; and
    - vii) May involve multiple, objective measures of teacher competency [*Title IX, Part A, section 9101(23)*].

**8. High Quality Professional Development** - The term “professional development” Includes activities that:

- a. Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- b. Are an integral part of broad schoolwide and districtwide educational improvement plans;

- c. Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- d. Improve classroom management skills;
- e. Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not 1-day or short-term workshops or conferences;
- f. Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- g. Are aligned with and directly related to:
  - i) State academic content standards, student academic achievement standards, and assessments; and
  - ii) The curricula and programs tied to the standards described in sub clause (a) [except that this sub clause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B)];
- h. Are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- i. Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- j. To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- k. Advance teacher understanding of effective instructional strategies that are:
  - i) Based on scientifically based research (except that this sub clause shall not apply to activities carried out under Part D of Title II); and
  - ii) Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- l. As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- m. Provide instruction in methods of teaching children with special needs;
- n. Include instruction in the use of data and assessments to inform and instruct classroom practice; and

- o. Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

May include activities that:

- p. Involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
- q. Create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
- r. Provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that is designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom [*Title IX, Part A, section 9101(34)*].

**9. Low-Performing School** - The term “low-performing school” are those receiving S.C. Educational Accountability Act Report Card ratings of..... and/or having poverty indices of.....

**10. Out-of- Field Teacher** - A teacher who is teaching an academic subject or a grade level for which the teacher is not highly qualified [*Title II, Part A, section 2102(5)*].

**11. Paraprofessional** - A paraprofessional is an individual with instructional duties. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance are not considered to be paraprofessionals for Title I purposes.

**12. Principal** - The term “principal” includes an assistant principal [*Title II, Part A, section 2102(6)*].

**13. Scientifically Based Research** - The term “scientifically based research:”

- 1. Means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- 2. Includes research that--
  - a. Employs systematic, empirical methods that draw on observation or experiment;
  - b. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
  - c. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

- d. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- e. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- f. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review [*Title IX, Part A, section 9101(37)*].

## South Carolina Department of Education

### Professional Development Standards for South Carolina

*What Matters Most: Teaching for America's Future*, the highly regarded report of the National Commission on Teaching and America's Future, asks this nation to get serious about standards for both student and teacher performance and calls for the reinvention of teacher professional development as a means to that end. ...To play its central and essential role in standards-based reform, professional development for educators must be designed and based on standards representing the best available knowledge in the field. The standards point out that effective staff development not only includes high-quality training programs with intensive follow-up, but that it must also employ other growth-promoting processes such as study groups, action research, teacher networks and peer coaching. The standards also make it clear that staff development is not something that is reserved exclusively for teachers. Everyone who affects learning—from the Board of Education to classified/support staff—must continually improve their knowledge, skills and attitudes in order to ensure high levels of learning for all students.

(Standards-Based Reform Requires Standards-Based Staff Development by Dennis Sparks and Stephanie Hirsh, June 1998)

#### Background

Section 59-24-50, Education Accountability Act of 1998, required the South Carolina Department of Education to develop or adopt programs that meet national standards for professional development and focus on the improvement of teaching and learning. Programs funded with state resources must meet these standards and must provide training, modeling, and coaching on instructional leadership and school-based improvement.

In October 1999, in response to the state legislation, the Office of Professional Development in the State Department of Education enlisted the National Staff Development Council to support the implementation of professional development standards for our State. Over 250 educators from South Carolina's school districts, the State Department of Education, and the Executive Board of the South Carolina Staff Development Council met to craft professional development standards and indicators for South Carolina.

The South Carolina Professional Development Standards are based upon national standards for professional development. The national standards for staff development were developed by the National Staff Development Council (NSDC) in collaboration with American Association of School Administrators (AASA), Association for Supervision and Curriculum Development (ASCD), National Education Association (NEA), National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), National Middle School Association (NMSA), and representation from higher education, foundations, and school district staff members from across the country. The South Carolina Professional

Development Team gratefully acknowledges the framework and standards developed by the National Staff Development Council.

### **Organization**

Effective staff development that produces results for adults and students addresses organizational culture, processes of adult learning, and content for learning.

The standards are divided into three categories:

**CONTEXT standards** address the organization, system, and culture in which the new learning will occur and be implemented.

**PROCESS standards** refer to the design and delivery of staff development. They describe the processes used to acquire new knowledge and skills.

**CONTENT standards** refer to the actual skills and knowledge that effective educators need to possess to produce higher levels of student learning.

The rubric contains the statement of the standard, which is a succinct statement of the expectation for professional development. It establishes the level of performance to which all organizations should aspire. Accompanying the standards are indicators that describe the ways that the standard might be implemented. The indicators provide examples of evidence that the standard has been met.

These standards were designed to be used by educators across the State at all levels of the educational system—the State Department of Education, school districts, schools, and state-operated programs. These tools provide direction for planning, monitoring, and assessing professional development. While they may resemble a "checklist," they will have the greatest impact on organizational and individual learning if the standards are accessed during

- initial planning phases of state, district, and school level professional development;
- review of the state test scores and mid-course corrections in school improvement;
- evaluation of individual staff development efforts;
- writing of comprehensive school plans; and
- assessment of professional development plans.

These standards provide an opportunity to assess your current practice and use the standards and indicators to improve your practice. The implementation of these standards will support the far-reaching objectives of improved teaching and learning throughout South Carolina.

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**These standards are available on the web at <http://www.state.sc.us/sde/educator/training.htm>**

## South Carolina Professional Development Standards

AREA	STANDARDS	SAMPLE INDICATORS
<b>CONTEXT</b>  <b>Context addresses the organization, system, or culture in which new learning will be implemented.</b>	1. Effective professional development fosters the norm of continuous improvement.	a. Educators constantly revisit and renew their organizational goals. b. Staff can articulate the kinds of learning opportunities they access throughout the year. c. Staff use the ADEPT* performance appraisal process to assess progress and influence continuous improvement.  *ADEPT – South Carolina’s comprehensive performance appraisal process for staff designed to promote excellence in teaching
	2. Effective professional development requires strong leadership for continuous improvement.	a. Administrators, teacher leaders, school board members, community leaders, and others advocate for quality professional development. b. School and district leaders participate with staff in professional development activities. c. Morale increases as a result of staff empowerment and effectiveness.
	3. Effective professional development is aligned with the organization’s mission and strategic plan, is linked to student achievement, and is adequately funded by the budget.	a. Professional development resources are coordinated to ensure that the professional development activities are aligned with the school improvement plans. b. Professional development is adequately funded. Priorities are set. c. Effective professional development is perceived as essential for achieving the purposes of the organization, is valued as an integral part of the strategic plan, and is seen as a key factor in improving student learning.

	<p>4. Effective professional development provides adequate time for staff members to learn and work together to accomplish the organization's mission and goals.</p>	<ul style="list-style-type: none"> <li>a. Professional development resources are coordinated to ensure that the professional development activities are aligned with the school improvement plans.</li> <li>b. Professional development is adequately funded. Priorities are set.</li> <li>c. Effective professional development is perceived as essential for achieving the purposes of the organization, is valued as an integral part of the strategic plan, and is seen as a key factor in improving student learning.</li> </ul>
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AREA	STANDARDS	SAMPLE INDICATORS
<p><b>PROCESS</b></p> <p><b>Process standards refer to "how" we implement or deliver professional development. These standards describe the processes used to acquire new knowledge and skills</b></p>	<p>5. Effective professional development provides decision-makers with information about organization development and systems thinking.</p>	<ul style="list-style-type: none"> <li>a. All stakeholders are involved in the professional development. The stakeholders (at the state, district, or school level) complete a self-study of their effectiveness each year.</li> <li>b. Barriers to effective professional development within the organization are addressed.</li> <li>c. Site-based management teams use shared decision-making processes to determine professional development priorities.</li> </ul>
	<p>6. Effective professional development is based on knowledge about adult learning and models this understanding in all activities</p>	<ul style="list-style-type: none"> <li>a. The learning climate is collaborative, informal, and respectful. The providers of all professional development are credible.</li> <li>b. Professional development emphasizes how the learning can be used/applied.</li> <li>c. Professional development relates the learning to the learners' goals and allows the learners to make choices linking their individual growth plans with school goals.</li> </ul>
	<p>7. Effective professional development provides for three phases of the change process: initiation, implementation, and institutionalization.</p>	<ul style="list-style-type: none"> <li>a. Appropriate assessments occur at each phase and appropriate interventions occur.</li> <li>b. All critical phases of the change process are addressed in the planning, design, implementation, and evaluation of programs.</li> <li>c. Collaboration is occurring among teachers to support change or innovation.</li> </ul>
	<p>8. Effective professional development priorities are established following a careful analysis of disaggregated data regarding goals for student learning.</p>	<ul style="list-style-type: none"> <li>a. Data is provided that links staff development initiatives and intended adult and student results.</li> <li>b. Gaps in achievement among all groups are addressed.</li> <li>c. The district strategic plan, school improvement plans, and individual improvement plans incorporate goal-setting using all available data.</li> </ul>

	<p>9. Effective professional development provides a framework for integrating and relating innovations to the mission of the organization.</p>	<ul style="list-style-type: none"> <li>a. Improvement plans include a carefully and thoughtfully designed framework for integrating the innovations to be implemented.</li> <li>b. All implementation efforts include descriptions of how each innovation relates to other ongoing programs and to the mission of the organization.</li> <li>c. Successful practices are maintained and unsuccessful practices are abandoned when decisions are made to change goals or strategies.</li> </ul>
	<p>10. Effective professional development programs require an ongoing evaluation process.</p>	<ul style="list-style-type: none"> <li>a. Evaluations are designed to assess a variety of program outcomes, including participants' reaction to the program, participants' learning, participants' use of new knowledge and skills, impact on student outcomes, and impact on the organization.</li> <li>b. Evaluation is considered an integral part of staff development program planning and implementation.</li> <li>c. Evaluation data include multiple sources of information and focus on all levels of the organization. Teachers use classroom assessments to measure immediate impact of professional development investments.</li> </ul>
	<p>11. Effective professional development uses multiple approaches to improve student success.</p>	<ul style="list-style-type: none"> <li>a. Multiple formats are evident: action research, study groups, curriculum development, self-study, use of technology, and training. Methodology is appropriate to the intended outcomes.</li> <li>b. Training includes theory, demonstration, practice, feedback, and coaching.</li> <li>c. A variety of readiness and professional development activities occur at each school site rather than uniform activities throughout a system.</li> </ul>
	<p>12. Effective professional development provides the follow-up necessary to ensure improvement.</p>	<ul style="list-style-type: none"> <li>a. All training designs include plans for follow-up. Follow-up is monitored and supported with human and financial resources.</li> <li>b. Desired changes in on-the-job</li> </ul>

		<p>behavior improve student performance.</p> <ul style="list-style-type: none"><li>c. The ability of staff members to analyze and self-correct their performance improves.</li><li>d. Opportunities to network and share ideas and resources are promoted.</li></ul>
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	13. Effective professional development uses the stages of group development to build effective, productive, and collegial teams.	<ul style="list-style-type: none"> <li>a. Faculty and administration develop the skills to work collaboratively.</li> <li>b. Staff members know about and use interdisciplinary team organization and instruction.</li> <li>c. Staff share responsibility to conduct meetings, make shared decisions, solve problems, and work collegially.</li> </ul>
<b>AREA</b>	<b>STANDARDS</b>	<b>SAMPLE INDICATORS</b>
<b>CONTENT</b> Context addresses the organization, system, or culture in which the new learning will be implemented.	14. Effective professional development increases administrators' and teachers' understanding of how to provide school environments, curriculum, and instruction that are responsive to the needs of all students.	<ul style="list-style-type: none"> <li>a. School improvement occurs as educators see the discrepancy between the needs of children and the school's current practices.</li> <li>b. Teachers adopt research-based programs and instructional strategies that are appropriate and effective for all children.</li> <li>c. Student work is used to inform the staff about student progress and is used as a means by which to adjust instruction.</li> </ul>
	15. Effective professional development facilitates schoolwide and classroom-based management strategies that maximize student learning.	<ul style="list-style-type: none"> <li>a. Educators develop the ability to respond to the uniqueness of each child and each situation. They implement effective classroom management strategies.</li> <li>b. Students' self-esteem increases their success in the classroom.</li> <li>c. There is a comprehensive schoolwide guidance plan incorporating student documentation.</li> <li>d. Data on student attendance, suspension, disciplinary referrals, and expulsions are reported and used to inform planning.</li> </ul>
	16. Effective professional development addresses diversity to ensure an equitable and quality education is provided to all	<ul style="list-style-type: none"> <li>a. Populations are identified by gender, ethnicity, socioeconomic status, and special needs.</li> <li>b. Effective strategies to engage diverse learners and learning styles in the educational process are identified.</li> <li>c. Professional development</li> </ul>

		incorporates diversity issues into all programs.
	17. Effective professional development prepares educators to demonstrate high expectations for student learning.	<ul style="list-style-type: none"> <li>a. Increasing numbers of students experience a challenging core curriculum and improve their achievement.</li> <li>b. Staff participates in training about academic and professional development standards.</li> <li>c. Evidence of high expectations exists in lesson plans, unit plans, performance assessments, school improvement plans, and district strategic plans.</li> <li>d. Teachers and administrators believe students can learn at high levels.</li> </ul>
	18. Effective professional development helps teachers and administrators engage families and communities in improving all children's academic achievement.	<ul style="list-style-type: none"> <li>a. Active school/business partnerships support student learning. Volunteers and mentors are available to support student learning.</li> <li>b. School staff and parents/families increase communication about student academic progress, and a partnership plan for student progress is created.</li> <li>c. Participation of parents/families in educational activities at school and home increases.</li> </ul>
	19. Effective professional development prepares teachers to use various types of performance assessment in their classroom.	<ul style="list-style-type: none"> <li>a. Professional development on the design and use of assessments is provided.</li> <li>b. Modifications and accommodations are made to meet special needs of students.</li> <li>c. Assessment strategies are shared among teachers, schools, and districts.</li> </ul>

<p><b>COVER PAGE</b>  <b>Improving Teacher Quality</b>  <b>Higher Education Grants Program</b>  <b>FY 2002-03</b>  <b>S.C. Commission on Higher Education</b></p>	
1. Project Title	
2. Institution	
3. Partner LEA(s)	
4. Other Collaborating Organizations	
<p>5. Project Director                      Name &amp; Title</p>   <p>Mailing Address</p>	<p>Phone Number:</p> <p>E-Mail:</p> <p>FAX:</p> <p>Signature _____ Date _____</p>
<p>6. Chief Executive Officer</p>   <p>Mailing Address</p>	<p>Phone Number:</p> <p>E-Mail:</p> <p>FAX:</p> <p>Signature _____ Date _____</p>
<p>7. Proposed Funding</p> <p>a. ITHQE</p> <p>b. Institution</p> <p>c. Cooperating LEA</p> <p>d. Other</p> <p>e. TOTAL</p>	<p>9. Partnership Representatives/Signatures</p> <p>College/School of Education  Name _____  Signature _____</p> <p>Arts and Sciences  Name _____  Signature _____</p> <p>Local Education Agency  Name _____  Signature _____</p>
<p>8. Estimated Number of Project Participants:</p>	<p>Name _____  Signature _____</p>

**PROPOSED BUDGET**  
**Improving Teacher Quality**  
**Higher Education Grants Program**  
**FY 2002-03**

INSTITUTION:	Title II Funds	Other Funds	CHE Use
PROJECT DIRECTOR:			
1. Key Personnel(Faculty/Administration)			
A. Salaries			
1.			
2.			
3.			
4.			
B. Fringe Benefits			
2. Support Personnel			
A. Salaries			
1.			
2.			
3.			
4.			
B. Fringe Benefits			
<b>Total Personnel Costs</b>			
3. Participant Costs			
a. Books			
b. Materials			
c. Travel			
d. Room and Board			
e. Other			
<b>Total Participant Costs</b>			
4. Supplies			
a.			
b.			
5. Equipment			
a.			
b.			

**PROPOSED BUDGET SUMMARY PAGE 2**  
**Improving Teacher Quality**  
**FY 2002-03**

<b>6. Additional Costs</b>			
a.			
b.			
c.			
d.			
<b>7. Other Travel (State Employees)</b>			
<b>Total Direct Costs</b>			
<b>Indirect Costs (8%)</b>			
<b>TOTAL PROJECT COSTS</b>			
<b>Project Director(s)</b>	<b>Typed Name &amp; Title</b>	<b>Signature</b>	<b>Date</b>
<b>Institutional Authority</b>	<b>Typed Name &amp; Title</b>	<b>Signature</b>	<b>Date</b>

**PROPOSED PROJECT TIMELINE**  
**Improving Teacher Quality**  
**Higher Education Grant Program**  
**FY 2002-03**

Institution			
Project Title			
Objective	Activity	Start Date	End Date

**38 STATEMENT OF ASSURANCES**

**Improving Teacher Quality**  
**Higher Education Grant Program**  
**FY 2002-03**

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NAME OF INSTITUTION OR ORGANIZATION

hereby provides assurance to the South Carolina Commission on Higher Education that if this institution receives a grant under the terms of the *The No Child Left Behind Act of 2001 (PL107-110); Title II Part A Teacher and Principal Training and Recruiting Fund* that it will comply with the regulations, policies, guidelines, and requirements as they relate to the application, acceptance, and use of funds for this federally funded project. Also, the applicant institution assures and certifies that it:

1. Possesses legal authority to apply for the grant.
2. Will keep such records and provide such information as may be necessary for fiscal and program auditing and for program evaluation and will provide the South Carolina Commission on Higher Education or its designee any information it may need to carry out its responsibilities under the Improving Teacher Quality Program.
3. Complies with all provisions of the Program Improving Teacher Quality and its implementing regulations and all administrative rules of the S.C. Commission on Higher Education applicable to the Improving Teacher Quality Program.
4. Enters into formalized agreement(s) with the local education agency (LEA) or consortium of LEAs in the area of proposed service.
5. Takes into account the needs of teachers and students in areas of high concentrations of low-income students and/or low-performing schools and high-need districts.
6. Will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where discriminatory practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.

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Name Chief Executive Officer

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Signature

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Date

**Intent to Submit Proposal for  
Improving Teacher Quality  
Higher Education Grant Program  
FY 2002-03**

