South Carolina
Commission on Higher Education

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CHE
5/5/16
Agenda Item 9.02.G.2

May 5, 2016

MEMORANDUM

To: Chairman Tim Hofferth and Members, SC Commission on Higher Education

From: Chair Terrye Seckinger, and Members, Committee on Academic Affairs and Licensing

Consideration of Revised Guidelines for the Improving Teacher Quality Higher Education Grants Program (PL 107-110, Title II of the No Child Left Behind Act) Project Year 2016-17

Background

Since 1984, the Commission has been responsible for administering federal funds under the Title II program of the *Elementary and Secondary Education Act (ESEA*). ESEA was re-authorized in FY 2001 under the *No Child Left Behind Act*. Under this legislation, several programs were combined and others were greatly modified. While the program is still under Title II, this section of the law is now entitled *Improving Teacher Quality (ITQ) State Grants*. The purpose of Title II is to increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified in the content areas they teach.

The higher education program is a competitive grants program with a primary focus on professional development. The current *Improving Teacher Quality Program* provides the Commission with the ability to offer grants to expand P-12 professional development offerings to include nine content areas and school personnel other than teachers and principals. The program seeks to bring together higher education faculty and P-12 school personnel to foster mutually beneficial partnerships based on sustained professional development. The ultimate goal of the partnership is improved student performance.

The federal regulations stipulate that the Commission will only award grants to eligible partnerships comprised of, at a minimum, the following: (1) a private or public institution of higher education and the division of the institution that prepares teacher and principals; (2) a school of arts and sciences; and (3) a high-need local education agency. Additional partners may also be included. Regulations state that projects may focus on any of nine core academic areas (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography). Professional development activities may include

teachers, principals, and/or paraprofessionals. The focus of the proposed projects must be on low-performing schools and the Commission is charged with ensuring an equitable geographic distribution of grants.

The *Guidelines* were modified for FY 2002-03 to reflect the new legislation and were developed in collaboration with the S.C. Department of Education. Federal regulations require that the Commission work in conjunction with the Department in meeting statewide educational needs. The priority areas derive from the federal legislation as well as those developed in the State's Consolidated State Plan sent to the U.S. Department of Education.

The U.S. Department of Education issues two awards for the *Title II, Part A* State allocations, one to the State Education Agency (SEA) and one to the State Agency of Higher Education (SAHE). After one percent of the State's allocation is set aside for SEA and SAHE administration and planning, the SAHE receives an award for competitive grants that is 2.5 percent of the State's remaining allocation.

Under federal regulations, 2.5 percent of the *Improving Teacher Quality State Grants* funds for the state are allocated to Commission to be used for the competitive grants program. The Commission may be awarding approximately $708,000 for new proposals for FY 2016-17. Proposed projects may request up to $125,000 in funds. The projects will be funded for an 18-month period beginning in January 2017. 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, and equitable geographic distribution. Priority points will be given to projects with partners in high-needs LEAs that are not current partners and those in the I-95 corridor.

CHE issues *Guidelines for Proposals* for a competitive grants program. The attached *Guidelines* represent the Commission's proposed rules and regulations for the program. This competition represents an important vehicle for K-16 collaboration in service to the State's teachers, principals, and paraprofessionals.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the attached *Guidelines for the Improving Teacher Quality Higher Education Grant Program* for FY 2016-17.

Attachment: No Child Left Behind, Improving Teacher Quality Higher Education Grant Program, Guidelines for Proposals, FY 2016-17.

South Carolina Commission on Higher Education

No Child Left Behind
Improving Teacher Quality
Higher Education
Grant Program

Guidelines for Proposals
Project Year 2016-17

Focus on Teacher Content Knowledge in English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography

Intent to Submit Form Due
July 15, 2016

Technical Assistance Training
August 5, 2016

Proposals Due
September 30, 2016

Review of Proposals
October 14, 2016

For further information, contact:
Dr. Paula Gregg
803-737-2246
pgregg@che.sc.gov

No Child Left Behind Act
Improving Teacher Quality Higher Education Grants Program
Guidelines for Submission of Proposals
Project Year 2016-17

Background Information

The No Child Left Behind Act of 2001 (PL107-110) authorizes the South Carolina Commission on Higher Education 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 divisions of 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.

The Improving Teacher Quality Program provides the Commission with the ability to expand its professional development offerings to the P-12 community to nine content areas and other school personnel. The program seeks to bring together higher education faculty and P-12 school personnel to foster mutually beneficial partnerships based on sustained professional development. The ultimate goal of the partnership is improved student performance.

Under federal regulations, 2.5 percent of the Improving Teacher Quality Higher Education Grants (ITQHE) funds for the state are allocated to the Commission to be used for the competitive grants program. The Commission may be awarding approximately $708,000 for new proposals for FY 2016-17. Proposed projects may request up to $125,000 in funds for the project period. The Commission is seeking proposals with maximum impact for an 18-month project period. Funding is awarded depending on available funds from the U.S. Department of Education. 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, and equitable geographic distribution. Priority points will be given to projects with partners in high-needs LEAs that are not current partners and those in the I-95 corridor. Projects currently funded for 2015-16 are not eligible to apply for the 2016-17 funds.

Eligible Partnerships

Only eligible partnerships may apply for a competitive award. Principal partners **must** include:

1) One institution of higher education (IHE) that includes its division that prepares teachers and principals;

2) One school of arts and sciences at the higher education institution (any department within the institution that provides degrees in the nine content areas); and
3) A high-need local education agency (LEA; See Appendix 1 of this document for a complete list of high-need LEAs (Districts).

Proposals submitted without these minimum partnership requirements will not be considered for funding. In addition, an eligible partnership may also include non-principal partners such as:

- another LEA (not required to be high-need)
- 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, and/0r the division that prepares teachers and principals within such an institution
- nonprofit cultural organization
- an entity carrying out a pre-kindergarten program
- a teacher or principal organization or
- a business.

A HIGH-NEED LOCAL EDUCATIONAL AGENCY (LEA) is a term used by the United States Department of Education and is based upon Census Bureau data reflecting the number of children living in poverty. No other methods may be used to determine which districts qualify as a high-need LEA.

A high-need local education agency (LEA) is defined as a DISTRICT:

> **(A)**(i) that serves not fewer than 10,000 children from families with incomes below the poverty line; **or** (ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line;

See Appendices 1 and 2 of this document for a list and map of all high-need LEAs.

A key component of a partnership must be **collaboration** by **all** of the partners in the development and implementation of the proposed project. Proposals must demonstrate that the project is meeting an established need of the LEA and that the proposed activities have been jointly designed by the partners to meet the need. All districts have a contact for district-level *No Child Left Behind* activities. Project directors are strongly encouraged to contact a district directly to determine needs.

Applicants should submit proposals that demonstrate collaboration and innovation. For example, a technical college may be a secondary partner, or two or more 4-year institutions may be partners. Principals and teachers from schools not considered "high need" may participate along with individuals from a high-need LEA (District).

Definitions

Definitions of the terms used in the *Guidelines* can be found in **Appendix 3**. These definitions are based on those in the Title II, Part A Non-Regulatory Guidance. Further information and definitions can be found at http://www.ed.gov by entering "Title II, Part A Non-Regulatory Guidance Improving Teacher Quality State Grants" into Search ED.gov. When the menu of choices appears, select the first entry.

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. *Training for principals must be in the core content areas that teachers teach.*

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 among 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.

The projects that a State Agency of Higher Education (SAHE) sponsors under Title II, Part A of the Elementary and Secondary Education Act, as amended (ESEA), must conform to the set of authorized activities contained in section 2134 of the ESEA. This provision does not authorize a SAHE to use Title II, Part A funds to provide professional development for school principals. Nor does it authorize a SAHE to pay for graduate degrees. Projects, of course, may pay for the costs of graduate-level courses that are reasonable and necessary to help participating teachers gain the subject matter knowledge and principals the instructional leadership skills in the content areas their teachers teach. But the law does not authorize program funds to be used to pay for the costs of other degree requirements or the degrees themselves.

Project Duration and Follow-Up Activities

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). Projects are funded for an 18-month period from January 1, 2017 – August 1, 2018. Funding is for the project period and contingent upon federal appropriation. Projects that offer professional development as graduate courses must adhere to the *Guidelines for Graduate Courses Offered for Professional Development of School Personnel* found at: http://www.che.sc.gov/InstitutionsEducators/AcademicPolicies,Programs/AcademicPolicies.aspx. Effective professional development has a year-round focus. Academic year projects must have **substantial** contact hours that include **at least one week during the first summer with a minimum of four (4) follow-up activities throughout the academic year that support change in classroom/school practice and a minimum of one week training during the second summer**. Follow-up must be provided for all participants and provide continuing reinforcement of project objectives. Follow-up activities may include but are not limited to group meetings, classroom observations by the project personnel, workshops and seminars, mentoring, and one-on-one meetings. Surveys of teachers and classroom observations without feedback will not be considered as adequate follow-up.

Effective Professional Development for Educators

The U.S. Department of Education envisions that effective professional development is of high quality, sustained, intensive, and classroom/school-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 professional development is grounded in scientifically-based research. Definitions for both professional development and scientifically-based research can be found in **Appendix 3.**

In addition, the South Carolina Department of Education has developed "*South Carolina Professional Development Standards*." These standards can be found at: http://ed.sc.gov/agency/se/school-leadership/documents/SC_Standards_Professional_Development.pdf and should 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.

Special Federal 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 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.

- No single partner 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**. Evidence must be provided in the narrative showing how private school teachers will be recruited.

- Grant awards must be equitably distributed by geographic area within the State or the grants must serve eligible partnerships in all geographic areas within the State.

Funding Priority Areas

The funding priorities listed below have been developed in conjunction with the S.C. Department of Education. The use of technology for outreach and networking is strongly encouraged. Priority will be given to **quality proposals** that partner with districts that have received little to no prior partnerships and who are located along the I-95 corridor. Proposals must provide evidence of active participation in all activities of fulltime faculty in both Arts & Sciences and the School of Education with the professional development of teachers, paraprofessionals and/or administrators in the high-need LEAs. Proposals submitted from a partnership must address one of the priority areas listed below to be considered for funding:

- Enhance the content and pedagogical knowledge of teachers, "highly qualified" paraprofessionals, and principals (if appropriate) in the core academic subjects identified by the Federal Government. Such training should be directly tied to state content and assessment standards. There must be strong evidence of improving the content knowledge of the participants.

- Provide training for teachers, "highly qualified" paraprofessionals, and principals (if appropriate) in the effective use of educational technology as an instructional tool for increasing student achievement.

- Provide assistance to "highly qualified" paraprofessionals to become fully certified teachers.

- Provide programs to assist middle and high school teachers to develop and implement reading and writing instructional practices to enhance student skills.

Evaluation Requirements

A strong evaluation plan with components to measure actual use and impact of the professional development activities on increasing **teacher content knowledge (in the core academic subject area)**, improving **classroom instruction**, and impact on **student achievement** must be included. The evaluation plan must address program objectives, performance indicators, benchmarks to monitor progress toward goals, and outcome measures to assess the effect of the professional development on participants and on student achievement. The plan should include:

- the types of data to be collected;
- when data will be collected;
- methods for collecting data;
- means of analyzing the data;
- how information from the data will be used to monitor success, make changes in program design, if necessary;
- assessment instruments for evaluating the change in content knowledge of teachers;
- assessment instruments for evaluating increased student achievement; and
- accountability information about the project's success.

An external evaluator (from outside of the institution and not affiliated with the project) must be hired and paid with ITQ grant funds to develop the evaluation plan and submit a final evaluation report for each year of the project. The maximum consulting fee for an evaluator is $8,000.

Important Dates

- **Intent to Submit Form Due: July 15, 2016**
- **Technical Assistance Training (Required): August 5, 2016**
- **Proposal Due: September 30, 2016**
- **Review of Proposals: October 14, 2016**

Proposal Development

All proposals **must use the following format and must use the forms provided** at the end of this document. Formatting must include **1-inch margins and 12-point font** (either Times New Roman or Arial). Forms are also available on the Commission's Home Page under Academic Affairs and Grants, Guidelines, and Request for Proposals (http://www.che.sc.gov/InstitutionsEducators/TeacherEducationInformation/ImprovingTeacherQualityHEd, GrantProgram.aspx).

1. **Cover Sheet** (form provided): Be sure to include the project director and project co-director (if applicable) name and information on this form. Appropriate signatures must be included on one cover sheet.

2. **Abstract** (limit of 250 words, one page, double-spaced): This should be basic information that describes who, what, when, where, and how questions.

3. **Table of Contents**

4. **Proposal Narrative:** The proposal narrative should include the following information and should **not exceed twenty pages double-spaced with one-inch margins**. The narrative should include page numbers at the bottom of each page.

a. Need for the Program:
Present evidence of the demonstrated need for the program. Describe the needs of the district/school that is partnering on the project. How were the needs determined? What roles did each of the partners play in establishing the needs? Describe how the needs were used to establish the project's design.

b. Purpose and Objectives:
Provide a description of the purpose of the project and its objectives. Measurable objectives and the research base for the proposed project should be included. A major objective must relate to increasing math or science content knowledge.

c. Activities:
Include a **detailed** description of the activities to be implemented, including follow-up activities, discussion of how these activities **meet the needs** of the partnership and target population, and how the proposed activities will achieve the objectives. There must be evidence of ACTIVE involvement of faculty in Arts & Sciences and Education in both the planning and implementation of the professional development of the teachers. The scientific research base for the proposed activities must be included to demonstrate the effectiveness on the chosen approaches. All professional development activities should be connected to the currently approved State Standards. Institutions should address how the needs of the partners in geographical remote locations, especially those along the I-95 corridor, will be accomplished. If a partner district is at a distance greater than a one-hour drive, the proposal must show active involvement of higher education faculty members in the partnering districts and estimated contact time with the participants from faculty. Use of a graduate assistant for contact is not recommended. This section should be clear and concise. The reader should be able to determine exactly what is being proposed.

d. Participants
Present a discussion of who will be served by the proposed project and an estimation of the number to be served. Also include the plan for recruiting participants in both the public and private schools. There is an equitable participation requirement that includes participation of private schools in the high-needs LEAs. Provide evidence that private schools in the proposed LEA are included in the planning of and/or participation in the proposed activities. Private schools must be offered the opportunity to participate in ITQ activities.

e. Evaluation
Provide a **detailed** description of the evaluation plan that includes:

- the methods and procedures to be used to evaluate the effectiveness of the proposed project objectives;
- the design for data collection and a clear description of objectives to be measured (not just pre- and post- surveys);
- an assessment showing the change in teacher content knowledge in the core academic areas;
- an assessment of how the activities have contributed to teacher practice,
- an assessment of the impact of the project on student (PK-12) achievement;

- the extent to which the project influenced changes in teacher knowledge and instructional practices in the classroom or how the professional development has impacted school climate and/or administrative actions.

A qualified external evaluator (external to the institution, school districts, and project) should provide a well-designed evaluation plan for assessing the project's goals and objectives.

The external evaluator should be identified and a copy of a vitae and a proposed contract specifying the work to be completed should be provided with the proposal.

f. Key and Support Personnel
Identify key personnel and their qualifications and project-related responsibilities. This should include the time commitment of each individual to the proposed activities. Curriculum vitae (two page maximum) must be included for key personnel (this is not included in the 20 page limit). If graduate assistants are to be used, information must be provided on the potential time commitment and qualifications of the individual(s). However, graduate assistants are not required or expected for this professional development grant for teachers.

The project director of the project must be a tenure-track or tenured faculty member at the fiscal institution.

The professor of record of any graduate courses offered through the grant must be a tenure-track or tenured faculty member. If Master Teachers will be used for professional development, provide a 2-page vitae.

Proposals must disclose participation of family members as it relates to the Ethics Act, the Ethics Commission opinions, and the State Ethics Commission. For full access to the document, see http://www.ohr.sc.gov/OHR/regs01/2010/2010-HR-Regulations-19-701.pdf, Section 19-701.06.

5. References Cited
Provide full references for any materials cited in the narrative.

6. Partnership Description and Cooperative Planning (form provided)
Discuss how members of the partnership were involved in project planning. A chart indicating dates, topics of discussions, and individuals should be included in the proposal. There should be clear evidence that the proposal meets the needs of the partnering district(s). Signatures of the Dean of Education, the Dean of Arts & Sciences, and the participating district superintendents must be included on each partnership agreement.

7. Management Plan
Provide a management plan that indicates the roles and responsibilities of the partners. All applications **must** provide a description of the partnership including **clearly defined roles of each of the partners and what they will provide, both financially and professionally**. The plan should include a timeline, program structure, and key personnel responsible for project objectives. The plan should clearly indicate how the project will be implemented.

8. Dissemination

Explain how information about the project with be shared with others within the school, district, and/or state. How will project results be made available to other teachers, paraprofessionals, and/or principals so that they may be used by others to improve teacher quality?

9. Proposed Budget (form provided)

- Only one institution of higher education may serve as a fiscal agent.

- The Proposed Budget form must be completed and **must include a separate detailed Budget Justification/Explanation** that addresses each line item. The justification must provide a detailed explanation of the proposed budget categories and line items. Eligible expenses are limited to those necessary to complete the proposed project and guidelines are noted below.

- The federal legislation requires that **no single partner in an eligible partnership may use more than 50 percent of the funds made available to the partnership.** Provide a breakdown in the justification/explanation as to how these funds are distributed among the partners

- 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 and expected. School districts have *No Child Left Behind* funds available to support professional development (Title I & Title II, Part A). Such funds could be used for project-related expenses such as stipends, payment of substitute teachers, travel, supplies, or room and board. School district financial support would indicate the district's commitment to implementation of the proposed program.

- Proposed projects should have budget requests of $90,000-$125,000 for the project period. Funding is for 18-months and is dependent upon federal appropriations.

Budget Guidelines:

a. All personnel costs must be explicitly explained both in terms of percent of time spent on project activities and in terms of annual salaries. (This includes graduate assistants.) Funds for the ITQ project cannot be used to pay both the salary and Graduate Assistant Differential (GAD) for graduate assistants. Salaries (including fringe) for graduate assistants cannot be more than 20% of the total budget. Funds for the ITQ projects must supplement, not supplant salaries.

b. Indirect costs (IDC) may be charged at the rate of 8 percent (EDGAR 75.562). IDC (8%) **cannot** be applied to tuition costs or equipment over $5,000 per item in training programs such as ITQ.

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 during the same time period.**

d. Budgets must clearly identify the use of external funds (those in addition to the requested higher education Title II federal funds) to be used in the proposed project. Support from external sources is desirable and is a factor in determining selection of proposals to be funded.

e. Funds cannot be used to purchase food.

f. Equipment purchases are allowable if they are necessary to operate the project properly and effectively;

g. External evaluator's fees may not exceed 10% of the total amount funded.

h. 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.

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

j. Re-allocation of funds between budget items must be approved, tracked and documented in writing to the Commission 30 days prior to the final funds request for the project.

10. 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. The fiscal agent will ensure that its auditing and accounting procedures comply with EDGAR and OMB Circulars A-21 and A-110.

11. Intent to Submit Application (form provided)

This form must be submitted by July 15, 2016, so that the S.C. Commission on Higher Education can adequately plan for the proposal review process.

There will be a required technical assistance training session for all applicants who submitted the "Intent to Submit Application" on August 5, 2016.

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 these 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 **origina**l hard copy (clearly marked with signatures in blue ink) and one electronic copy on a flash drive in **Word** (narrative), **PDF** (narrative with copies of signed pages), and **Excel** (budget) format to:

Attn: Dr. Paula Gregg
Improving Teacher Quality Higher Education Grants Program
South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201

Pages with official signatures (in blue ink) may be scanned and converted to PDF format on the CD-ROM. This should not be a photocopy.

Proposals must be received (not postmarked) by no later than **3:00 p.m. on September 30, 2016.**

Proposal Panel Review

Each proposal will be rated (Appendix 7) by a panel of P-12 and higher education personnel. Priority will be given to quality proposals that partner with districts that have received few or no prior partnerships and are located along the I-95 corridor. Institutions are strongly encouraged to partner with districts along the I-95 corridor. Proposal evaluation criteria may include the following:

1. **Partnership and Cooperative Planning:** Does the proposal clearly demonstrate the inclusion of the required minimum partners? Is there demonstrated evidence that the proposal was planned cooperatively with a high-need LEA? How well does the proposal reflect the needs of the LEA(s)? Are roles and responsibilities clearly defined?

2. **Merit of the Proposed Project:** Is the proposed project based on the demonstrated needs of the LEA? Will the proposed professional development have a lasting impact on educational improvement efforts of the target population? Are the activities appropriate

to address the demonstrated need of the LEA? To what extent will the activities enhance teacher/principal quality and in turn raise student achievement? Does the proposal narrative clearly demonstrate the effectiveness of the proposed activities, i.e., are the proposed activities and strategies grounded in scientifically-based research? Do the proposed activities have demonstrated benefits? Is there a well-defined implementation plan? Are the proposed activities directly linked to the achievement of the project's objectives? Does the proposal address geographical remoteness?

3. **Vision of Professional Development:** Does the proposal reflect the vision of high-quality, long-term professional development as noted in the *Guidelines*? Are there sufficient numbers of contact hours, including follow-up?

4. **Standards:** Is the proposed project tied to the State Curriculum and Assessment Standards or other state, local, or national standards?

5. **Evaluation:** Is there a detailed description of the methods and procedures to be used to evaluate the effectiveness of the project's objectives? Does the evaluation plan assess the success of the project in terms of its stated objectives? Does the proposal present a plan for assessing the impact on participants' knowledge and skills and impact on the classroom? Does the plan assess the impact in terms of student achievement? Is there a qualified external evaluator?

6. **Budget and Cost Effectiveness:** Are there matching funds from the partner LEA(s) or from any other source? Are the responsibilities of all key personnel clearly described and reasonable? Are all costs adequately explained and justified? Does the budget accurately reflect the proposed project activities and goals? Does each partner use no more than 50% of the funds?

7. **Overall Impression/General Comments**: Discuss the strengths and/or weaknesses of the proposal. Does the proposal present an effective, comprehensive plan for professional development that will be of sufficient duration, intensity and quality to have a positive impact on the target group? Does the project have significant potential to improve teaching, leadership, and learning?

8. **General Comments:** Discuss what you consider the strengths and/or weaknesses of the proposal, i.e., the quality of the proposed professional development.

9. **Review of Proposals**: Proposals will be scored by an external review panel and reviewed by CHE staff prior to November 20, 2015. The project director and participating partners will be required to meet with the review panel on **November 20, 2015** to make presentations and answer questions from the panel about the proposals.

Administration of Awards

Awards will be made by the Commission's Committee on Academic Affairs acting on behalf of the Commission in November 2016. Project duration will be from January 1, 2017, to August 1, 2018, with the final report due September 1, 2018.

An institution's award is disbursed via payments using State invoice procedures. Disbursement occurs through a cost-recovery basis at pre-determined intervals, two of which occur after receipt of the interim report and after receipt of the final report (final cost recovery). 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/continuing request report, final report, and a site visit(s) by the CHE Program Coordinator. Project Directors are also required to attend face-to-face Improving Teacher Quality Informational and planning meetings with Commission staff at CHE in both spring and fall each year of the project. Details about these procedures are supplied to award recipients. All 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 (no later than 30 days prior to the end of the project 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.

Budget revision requests will not be accepted less than 30 days prior to the end of the project period.

Examples of funded proposals are available upon request and questions may be addressed to the Commission staff as follows:

Dr. Paula Gregg
Coordinator, Academic Affairs and Licensing
Phone: 803-737-2246 Fax: 803-737-2297
E-mail: pgregg@che.sc.gov

Appendices

Appendix 1:	List of South Carolina high-need LEAs (Districts)
Appendix 2:	Map of South Carolina high-need LEAs (Districts)
Appendix 3:	Definitions
Appendix 4:	Intent to Submit
Appendix 5:	Proposal Application Form
	Cover Page
	Proposed Budget
	Proposed Project Time Line
	Statement of Assurances
	Collaborative Planning Efforts
	Partnership Agreement
Appendix 6	Links to Pertinent Web Sites
Appendix 7	ITQ Review Panel Rubric

Appendix 1

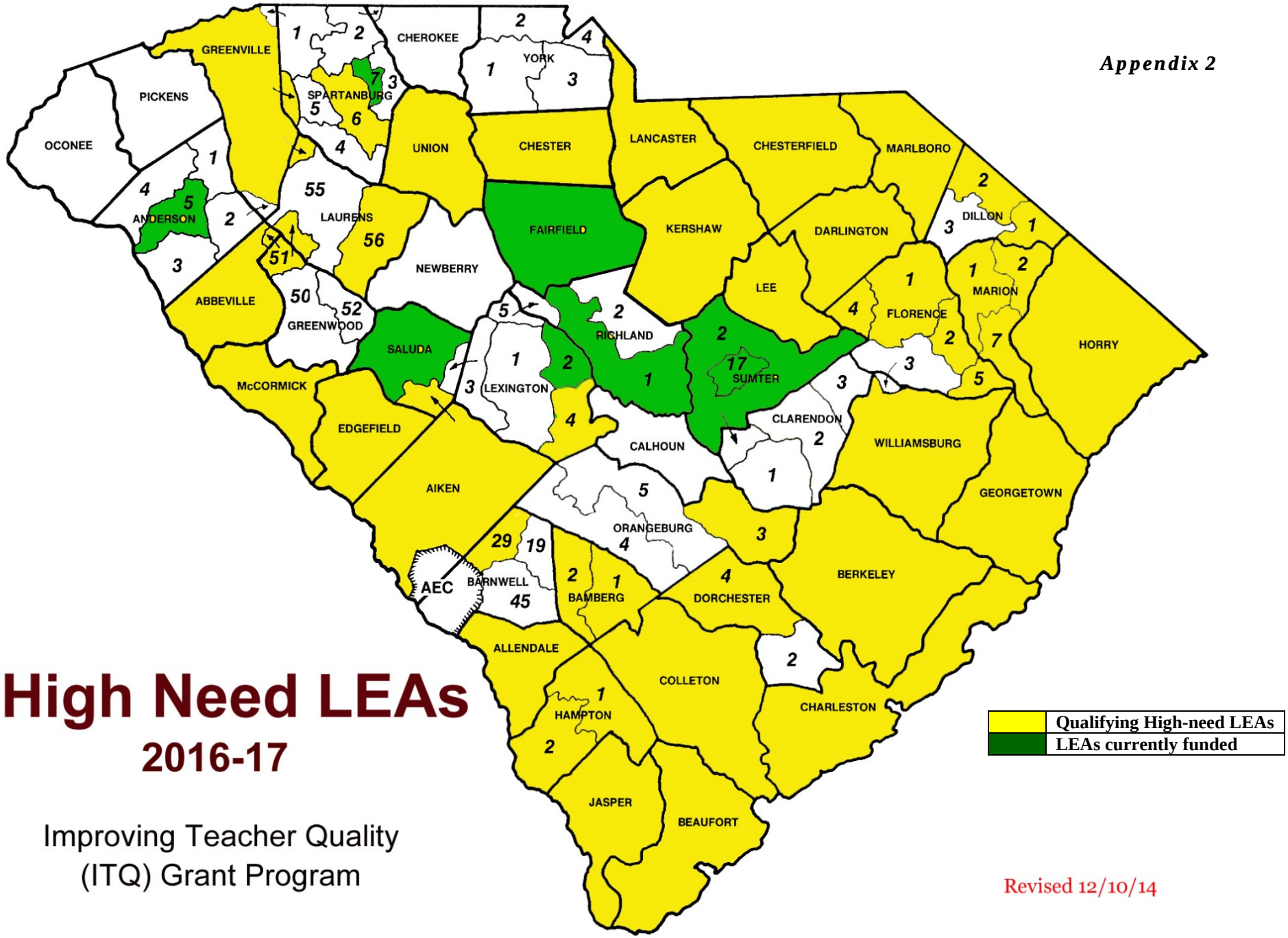
IMPROVING TEACHER QUALITY HIGHER EDUCATION GRANT
2016-17

ELIGIBLE PARTNER "HIGH NEED" LEAS

The following districts meet the Title II, Part A Non-Regulatory Guidance requirements:

Abbeville
Aiken
Allendale
Anderson 5
Bamberg 1
Bamberg 2
Barnwell 29
Beaufort
Berkeley
Charleston
Chester
Chesterfield
Colleton
Darlington
Dillon 1
Dillon 2
Dorchester 4
Edgefield
Fairfield
Florence 1
Florence 2
Florence 4
Florence 5
Georgetown
Greenville
Greenwood 51
Hampton 1
Hampton 2
Horry
Jasper
Kershaw
Lancaster
Laurens 56
Lee
Lexington 2
Lexington 4
Marion 1
Marion 2
Marion 7
Marlboro
McCormick
Orangeburg 3
Richland 1
Saluda
Spartanburg 6
Spartanburg 7
Sumter
Union
Williamsburg

Appendix 2



High Need LEAs

2016-17

Improving Teacher Quality
(ITQ) Grant Program

	Qualifying High-need LEAs
	LEAs currently funded

Revised 12/10/14

Appendix 3

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)].*

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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 – IS** a term used by the United States Department of Education and is based upon Census Bureau data reflecting the number of children living in poverty. No other methods may be used to determine which districts qualify as a high-need LEA.

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

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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)].*

9. 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 school-wide and district-wide 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:

- State academic content standards, student academic achievement standards, and assessments; and

- 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; and

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" refers to schools that do not make AYP in all subgroups can be counted as making AYP if the number of students in any one under-performing subgroup decreases by at least 10% in a year. Barring this "safe harbor" option, states are required to consider any schools and districts that do not make AYP for two consecutive years as "low performing."

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)]*.

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INTENT TO SUBMIT PROPOSAL APPLICATION FORM

Improving Teacher Quality
Higher Education Grant Program
Project Year 2016-17

Project Director(s): _____

Email: _____

Telephone: _____

Institution _____

Proposed Grant Title: _____

1. **Partnership Representatives:**

Name	College/Department/LEA(s)

2. **Grade Span; check those that apply to your application:**
   ☐ Elementary ☐ Middle School ☐ High School

3. **Core Subject Area(s):**
   ☐ English/Reading/LA ☐ Mathematics ☐ Science
   ☐ Foreign Languages ☐ Civics/Government ☐ Economics
   ☐ Arts ☐ History ☐ Geography

4. **Please attach a 1-page description of the nature of the project (include research base, focus on teachers, principals and/or paraprofessionals, scope of project and content of the project).**

Please return this form by July 15, 2016, to:

Dr. Paula Gregg
Improving Teacher Quality Program
S.C. Commission on Higher Education
1122 Lady St., Suite 300
Columbia, SC 29201
pgregg@che.sc.gov
803-737-2297 (fax)

***Required Technical Assistance Training for all proposals on August 5, 2016.**

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Appendix 5

COVER PAGE

Improving Teacher Quality
Higher Education Grants Program
Project Year 2016-17

S.C. Commission on Higher Education

1. Project Title	
2. Institution	
3. High-Need LEA(s)	
4. Other Collaborating Organizations	
5. Project Director(s) Name & Title Mailing Address	Phone Number: E-Mail: FAX: Signature Date
6. Chief Executive Officer Mailing Address	Phone Number: E-Mail: FAX: Signature Date
7. Proposed Funding a. ITQ (CHE) b. Institution c. Cooperating LEA d. Other e. TOTAL	9. Partnership Representatives/Signatures College/School of Education Name_____ Signature_____ Arts and Sciences Name_____ Signature_____ Local Education Agency Name_____ Signature_____ Local Education Agency Name_____ Signature_____
8. Estimated Number of Project Participants:	

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BUDGET REQUEST

IMPROVING TEACHER QUALITY

Higher Education Grants Program

Project Year:

INSTITUTION:	***Partner*** **E = Education** **A = Arts & Sciences** **HN = High Needs LEA** **L = LEA**	**Proposed Budget**	**Institutional Funds**	**Other Funds (school district, grants, private, etc.)**	**CHE use**
PROJECT DIRECTOR:					
1. Key Personnel(Faculty/Administration) LIST NAMES & Role					
A. Salaries					
1					
2					
3					
Total Key Personnel Salaries		0	0	0	
B. Fringe Benefits TOTAL					
1					
2					
3					
Total Key Personnel Fringe		0	0	0	
TOTAL KEY PERSONNEL COSTS		0	0	0	
2. Support Personnel (LIST NAMES)					
A. Salaries					
1					
2					
Total Support Personnel Salaries		**0**	**0**	**0**	
B. Fringe Benefits TOTAL					
1					
2					
Total Support Personnel Fringe		0	0	0	
Total SUPPORT PERSONNEL COSTS		0	0	0	
TOTAL PERSONNEL COSTS		**0**	**0**	**0**	
3. Participant Support (District/School participants)					
a. Books					
b. Supplies and Materials					
c. Travel and Subsistence					
d. Room and Board					
e. Refreshments					
f. Stipends					
g. Tuition					
h. Technology/Equipment					
i. Other - PLEASE SPECIFY					

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BUDGET REQUEST

IMPROVING TEACHER QUALITY

Higher Education Grants Program

Project Year:

INSTITUTION:	***Partner*** **E = Education** **A = Arts & Sciences** **HN = High Needs LEA** **L = LEA**	**Proposed Budget**	**Institutional Funds**	**Other Funds (school district, grants, private, etc.)**	**CHE use**
PROJECT DIRECTOR:					
Total Participant Costs		0	0	0	
4. Supplies and Materials (Institution - break down by Education and Arts & Sciences) LIST MAJOR ITEMS					
a.					
b.					
Total Supply Costs		0	0	0	
5. Equipment/Technology (greater than $5,000 per item)					
a.					
b.					
Total Equipment Costs		**0**	**0**	**0**	
6. Additional Costs - PLEASE SPECIFY (includes contract services)					
a. External Evaluator					
b.					
Total Additional Costs		**0**	**0**	**0**	
7. Travel and Subsistence					
a. Education (State Employee)					
b. Education (Non-state employee)					
c. Arts & Sciences (State Employee)					
d. Arts & Sciences (Non-State Employee)					
Total Other Travel		**0**	**0**	**0**	
Total Direct Costs		0	0	0	
Indirect Costs (8% * (direct costs - participant support - equipment)		0			
TOTAL PROJECT COSTS		0	0	0	

Project Director(s)	Typed Name & Title Signature Date
Institutional Authority	Typed Name & Title Signature Date

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PROPOSED PROJECT TIMELINE

Improving Teacher Quality
Higher Education Grant Program

Project Year 2016-17

Institution	
Project Title	

Objective	Activities	Personnel	Start Date	End Date

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STATEMENT OF ASSURANCES

Improving Teacher Quality
Higher Education Grant Program
Project Year 2016-17

_____
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 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.

2. 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.

3. 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.

_____
Name Chief Executive Officer

_____
Signature

_____
Date

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COLLABORATIVE PLANNING EFFORTS

Describe the collaborative planning efforts that have occurred between the participating institution, school of education, division of arts and sciences, LEA(s), and any other participating organizations or agencies.

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PARTNERSHIP AGREEMENT

South Carolina Commission on Higher Education
Improving Teacher Quality Higher Education Grants Program

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and roles of each of the partners participating in the proposed *Improving Teacher Quality Higher Education Grants Program*. A copy of this form must be completed for each member of the partnership (at a minimum, the lead institution, school of education, division of arts and sciences, and a high need LEA).

_____ Agrees to make the following contributions or play the following roles in the project.
(Name of Organization)

The organization assures that this proposal addresses the following professional development need(s) identified by the high-need LEA's needs assessment:

The organization further assures that this proposal was developed with input from the following higher education and high-need LEA faculty and or staff:

Lead Contact Name_____

Signature_____

Date_____

Signature of Superintendent (if School District) _____

Signature of Dean (if IHE) _____

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Appendix 6

LINKS TO PERTINENT WEB SITES

Guidelines Improving Teacher Quality Higher Education Grants Program

http://www.che.sc.gov/New_Web/For Institutions/TeachreEdGrants.htm

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High Need LEAs (allowable districts and schools for minimum partnership requirements)

http://www.che.sc.gov/New_Web/ForInstitutions/TeacherEdGrants.htm

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S.C. Professional Development Standards

www.scteachers.org/educate/edpdf/rules/pdpolicy.pdf

Title II, Part A Non-Regulatory Guidance Further information and definitions can be found at the U.S. Department of Education's web site.

http://www.ed.gov (Adobe Acrobat file) Search: Title II, Part A Non-Regulatory Guidance Improving Teacher Quality State Grants.

Guidelines for Graduate Courses Offered for Professional Development of School Personnel

http://www.che.sc.gov/New_Web/ForInstitutions/AcadPolicy.htm

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Appendix 7

ITQ Review Rating Sheet

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