



CHE
5/4/2000
Agenda item 3.02.E

ATTY VL

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

1333 MAIN STREET

SUITE 200

COLUMBIA, S.C. 29201

RAYBURN BARTON
Executive Director


May 4, 2000

TELEPHONE
803/737-2260

FAX NUMBER
803/737-2297

MEMORANDUM

To: Mr. R. Austin Gilbert, Jr., Chairman, and Members,
Commission on Higher Education

From: Ms. Dianne Chinnes, Chairman, 
Committee on Academic Affairs and Licensing

**Consideration of Guidelines for the
Dwight D. Eisenhower Professional Development Competitive Grants Program
(PL 103-382, Title II), Project Year 2000-01**

Background

Since 1984, the Commission on Higher Education has been responsible for administering federal funds under a Title II program of the *Elementary and Secondary Education Act* (ESEA). The purpose of the Dwight D. Eisenhower Mathematics and Science Education Act has been to provide funds to the states for improving instruction and teachers' skills in mathematics and science and to provide access to and participation in such instruction for all students. In 1994, the 103rd Congress amended ESEA with the *Improving America's Schools Act of 1994* (P.L. 103-382). As part of this reauthorization, the program was renamed the Dwight D. Eisenhower Professional Development Program (DDEPDP) and underwent several changes that have been presented to you in previous documents.

The DDEPDP provides funds to states to assist in their efforts to stimulate and provide sustained and intensive, high-quality professional development in core academic subjects. Such professional development is perceived to be critical in helping students meet challenging State content and student performance standards necessary to achieve the National Educational Goals. There are nine core academic subject areas:

mathematics, science, English, civics and government, foreign languages, arts, geography, history, and economics.

The allocation of funds to the states is based primarily on the state's proportion of the population aged 5-17. In each state, 84 percent of the allocation is to be administered by the state education agency for the public schools and the remaining 16 percent is to be administered by the state agency for higher education. With these funds, the Commission issues a Request for Proposals for a competitive grants program. The attached *Guidelines* represent the Commission's proposed rules and regulations for the FY 2000-01 competitive grants program that will focus on mathematics and science.

The *Improving America's School Act of 1994* states that if appropriations are less than or equal to prior year appropriations of \$250,000,000, then all funds must go to mathematics and science. If the appropriation exceeds that amount, the state is permitted and encouraged to use the funds in excess of this amount for professional development in mathematics or science or may choose to expend the funds on the other seven disciplines. For FY 2000-01 we expect the total appropriation to exceed \$250,000,000. However, the ESEA is currently undergoing Congressional re-authorization and the fate of the program is currently not known. Several different versions of legislation have been proposed by Congressional representatives as well as the version by the Clinton Administration. These versions range from block grants that would go directly to school districts to increases in the award amounts that are administered by state agencies for higher education. It is possible that re-authorization regulations will not be agreed upon this year which would allow current federal guidelines to continue for FY 2000-01.

The staff have revised the competitive grants *Guidelines* with the intent to issue them in August 2000. This represents a change in the grant cycle from previous years when *Guidelines* were issued in the fall and awards were announced in the spring. Under the revised time line, proposals will be due in the fall and awards will be made in January or February. This will allow project directors sufficient time for participant recruitment for summer activities. **It is important to note that at this time we do not know the fate of the federal program and whether the program will continue.** It is possible that these *Guidelines* may either not be distributed (if the program becomes a block grant to districts) or may need revision to meet new federal requirements.

However, in anticipation of the possibility that the current program will be extended for one year if reauthorization is not accomplished, the attached *Guidelines* are proposed. They are very similar to those that the Commission has distributed in prior fiscal years. The Commission is projected to have approximately \$600,000 in grant funds should the program be extended. Proposals must support the state curriculum standards for mathematics and science and reflect best practices of professional development. Awards may reach a maximum of \$75,000. Current federal regulations require that the proposed project must be developed in collaboration with one or more local education agencies

(LEAs) prior to submission for consideration. This requirement has again been emphasized in the *Guidelines* to ensure that proposed projects meet the professional development needs of K-12 educators.

These *Guidelines* were received by the Advisory Committee on Academic Programs without substantive comment at its meeting on April 11. Additions and deletions are designated by using underlinings and strikeovers respectively.

Recommendation

The Committee recommends that the Commission approve these *Guidelines*, which will be issued in August 2000 or as soon as it is known whether the program will continue.

/jb

Attachment: Guidelines for Dwight D. Eisenhower
Professional Development Competitive Grants
Program, Project Year 2000-01

**The Dwight D. Eisenhower Professional Development Program
Higher Education Grants Program
Guidelines for Submission of Proposals
FY 2000-01**

Background Information

The *Improving America's School Act of 1994* (PL 103-382) authorized the Commission to conduct a competitive awards program. The focus of the higher education portion of the Eisenhower Professional Development Program centers on professional development activities for both in-service and pre-service teachers.

The 1994 federal legislation expanded the program to encompass nine academic areas: mathematics, science, English, civics and government, foreign languages, arts, geography, history and economics. Priority must be given to mathematics and science and is dependent upon the level of federal appropriations. Under section 2206 of the Elementary and Secondary Education Act (ESEA), in any year in which the level of Title II appropriations are at or below \$250,000,000, then all professional development activities must focus on mathematics and science. When the Title II appropriation exceeds \$250,000,000, then the state activities for the first \$250,000,000 will be for mathematics and science. States are also permitted and encouraged to use the funds in excess of this amount for professional development in mathematics and science, or they may choose to expend funds-it on the other seven disciplines.

Under federal regulations, 16 percent of the Eisenhower funds allocated to South Carolina will be awarded to institutions of higher education and non-profit organizations of demonstrated effectiveness through a grant competition conducted by the Commission on Higher Education. The Commission anticipates awarding approximately ~~\$60~~50,000 in Eisenhower funds in federal fiscal year ~~1998-99~~ 2000-01, depending on the federal appropriation. Proposed projects may request up to ~~\$100,000~~ 75,000 in funds. Average awards have ranged from ~~\$54~~0,000 to \$60,000 during past funding cycles. The focus of the Commission's competitive grants program will remain on mathematics and science, although interdisciplinary programs linked to one of these disciplines will be considered. The number of grants awarded will be primarily determined by the quality of the proposals submitted and the size of the negotiated final budgets in comparison to the total funds available.

Eligible Institutions/Non-profit Organizations

All public and private institutions of higher education, both two-year and four-year, which are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools are eligible to apply for awards. Non-profit organizations (NPOs) of demonstrated effectiveness may also make application with or without collaboration with an institution of higher education. Joint proposals between higher education institutions or between the institutions and non-profit organizations are welcome, but only one organization may serve as the fiscal agent.

- A NPO is an organization whose net earnings do not benefit and cannot lawfully benefit any private shareholder or entity. The NPO must have evidence of financial stability, the improvement of student learning in mathematics and science, documentation of having conducted teacher training programs, and expertise to provide professional development. Institutions of higher education are not considered NPOs under this definition.

Joint Effort When Applicable

If the institution of higher education has a teacher education program, then both the school/department of education and the school/department of the specific content discipline in which the professional development will be provided **must** be involved in the proposal. Such joint involvement **must be clearly indicated** in the proposal. ~~and can be demonstrated by:~~

~~both departments assisting in the development of the proposal;~~

~~the proposing department requesting comment on the proposal from the other department prior to submission; or~~

~~the proposing department informing the other department of the intent to offer the professional development program.~~

Eligible Projects and Project Activities

The *Improving America's School Act of 1994* authorizes program funds to be used in a wide variety of activities which focus on professional development. These activities can be used in both pre-service and in-service training of educators and fall under three broad objectives:

- professional development activities in the core academic subjects that contribute to the State plan for professional development;
- development and provision of assistance to local education agencies and their teachers and staff to provide sustained and intensive high-quality professional development activities; or
- improvements to teacher education programs within an institution of higher education in order to provide further innovation and to better meet the needs of local education agencies for well-prepared teachers.

~~Proposals~~ All projects must focus on intensive, sustained, high quality professional development. The Commission is seeking proposals which will be of significant duration and which will provide numerous follow-up sessions to ensure the impact on teacher effectiveness and student learning.

Effective projects typically have a year-round focus. Academic year projects should have a minimum of 65 contact hours that include follow-up activities that sustain change in classroom 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 20 contact hours. Follow-up activities may include but are not limited to group meetings, classroom observations by the project director, and one-on-one meetings.

Multi-year proposals will be considered but funding is awarded on an annual basis. Such programs should develop models which can be applied to school districts and teacher education programs across the State and thus have the potential for state-wide impact.

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 ~~and encouraged for one-year projects~~) should provide a well-designed evaluation plan for assessing the project's goals and objectives.

Effective Professional Development for Educators

The U.S. Department of Education envisions that high-quality professional development will "include rigorous and relevant content, strategies and organizational supports that ensure the preparation and career-long development of teachers and others whose competence, expectations and actions influence the teaching and learning environment." The "Mission and Principles of Professional Development," as developed by the U.S. Department of Education, state that high-quality professional development should incorporate all of the following principles:

- it should focus on teachers as central to student learning, yet include all other members of the school community;
- it should focus on individual, collegial, and organizational improvement;
- it should respect and nurture the intellectual and leadership capacity of teachers, principals, and others in the school community;
- it should reflect the best available research and practice in teaching, learning, and leadership;
- it should enable teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards;
- it should promote continuous inquiry and improvement embedded in the daily life of schools;
- it should be planned collaboratively by those who will participate in and facilitate that development;
- it should require substantial time and other resources;
- it should be driven by a coherent long-term plan;
- it should be evaluated ultimately on the basis of its impact on teacher effectiveness and student learning; and this assessment should guide subsequent professional development efforts.

Proposals submitted to the Commission **must** reflect this vision of high-quality long-term professional development.

FUNDING REQUIREMENTS

Cooperative Planning

The proposed program **must be planned in conjunction with** a local education agency (LEA) or consortium of local education agencies or schools. Teachers and subject content specialists from the local education agencies to be served by the proposed program **must be involved** in developing and planning the project. All proposals must include a **narrative** description of the cooperative planning and a service agreement with a LEA or consortium of LEAs. The purpose of cooperative planning is to demonstrate that the proposed project meets the **pre-determined needs of teachers**. Need could be determined through a needs assessment or through district/school professional development plans. The emphasis on collaboration is to ensure that the professional development activities address the high priority professional needs of teachers, teacher candidates and other school personnel. Both institutions of higher education and non-profit organizations must enter into a service agreement to provide training for teachers from one or more local education agencies.

The Professional Development Service Agreement (form attached) establishes the roles and responsibilities of each of the cooperating organizations and briefly describes the collaboration and the previous planning activities of the institution of higher education or non-profit organization **with the LEA** or consortium of LEAs. The agreement must be signed and dated by officials with endorsement authority for the organizations involved. This should not be a description of what the LEA will do if the project is funded but a description of the joint activities which have occurred prior to the grant application.

Emphasis on the Historically Underserved/Underrepresented

The *Improving America's School Act* (Sec. 2001) states that "special attention must be given in professional development activities to ensure that education professionals are knowledgeable of,

and make use of, strategies for serving populations that historically have lacked access to equal opportunities for advanced learning and career development." All proposals **must address** how the proposed project will include underrepresented groups. The approaches used will be dependent upon the goals and scope of the project.

Proposals should consider the need for greater access to, and participation in, the discipline by students from historically underrepresented groups, including girls and women, minorities, individuals with limited English proficiency, the economically disadvantaged, and individuals with disabilities. The proposal should indicate what pedagogical strategies and techniques will be utilized to meet the educational needs of these individuals.

For preservice projects, the proposal should indicate how students at institutions of higher education will be trained to ensure that the above listed individuals will have full opportunity to achieve challenging State content standards and student performance standards.

An additional goal of the Eisenhower Professional Development Program is that teachers in high-poverty schools will participate in intensive, sustained professional development at rates comparable to or higher than the rates for teachers in other schools. Proposed projects must specifically address how the inclusion of such schools, and their personnel, will be recruited and selected to participate in the proposed activities.

Coordination with Other Reform Efforts

The Eisenhower Professional Development Program requires that professional development activities support challenging State content and student performance standards. Proposals should clearly demonstrate inclusion of the State's Curriculum Frameworks and Achievement Standards for Mathematics and Science. Coordination with other state reform efforts, such as the the South Carolina Systemic Initiative, is strongly encouraged.

~~Proposed projects should support the South Carolina State Systemic Initiative (SSI) by proposing projects which advance the goals of the SSI, which include support of the State frameworks. Such projects are expected to offer professional development activities not currently offered by any individual HUB or by the network of HUBs, thereby enhancing the mathematics and science resources currently available through the SSI. No formal cooperative agreement is required~~

~~with a HUB or the State SSI Office; however, the proposal should clearly demonstrate how the proposed activities support SSI/HUB goals.~~

Proposals should support the goals of the *Education Accountability Act of 1998*. In particular, the use of academic achievement standards, strengthening the teaching profession, and reducing the achievement gap through effective professional development are appropriate for grant projects.

Funding Priorities

The Commission is seeking both in-service and pre-service projects which support the goals articulated in the "Mission and Principles of Professional Development" as outlined above. Priority will be given to proposals that target middle school teachers who currently teach mathematics and science with less than a middle school content specialization. In particular, proposals are encouraged which:

- enhance the content knowledge of in-service and pre-service teachers in areas emphasized by the S.C. Mathematics and Science Curriculum Frameworks-Standards as demonstrated by local education agency (LEA) needs assessments (federal regulations require that the professional development support state standards);
- provide training in the effective use of educational technology as an instructional tool for increasing student achievement in mathematics and science;
- provide training of school personnel and pre-service teachers in innovative instructional methodologies designed to meet the diverse learning needs of individual students;
- strengthen the pre-service and in-service connections within professional development activities so that education students have direct, practical experience at schools; such connections could encompass assisting teachers in the mentoring process of new teachers;
- provide training for both in-service and pre-service teachers in the use of newly adopted instructional materials, to include implementation of these for both good instructional methodology and content;

- provide assistance in the development of school-wide efforts which are designed to revamp school science and mathematics programs; or
- provide training to school personnel/pre-service teachers in pedagogical strategies and techniques to ensure greater equity in student achievement levels in science and mathematics.

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 (<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 fifteen pages double-spaced**:

- a. statement of the demonstrated need for the program;
- b. statement of which funding priorities listed above will be addressed and how inclusion of the State ~~frameworks~~ curriculum standards will be addressed;
- c. a description of the purpose of the project and its objectives, including measurable objectives that specify what teachers will know and be able to do in the classroom as a result of the proposed activities.
- d. a **detailed** description of the activities to be implemented, including follow-up, and discussion of how these activities **meet the needs** of the target population;
- e. a discussion of who will be served by the proposed project and an estimation of the number to be served.
- f. a description of how the project will promote access to and participation in mathematics and science by historically underrepresented groups;

- g. the expected outcomes and accomplishments of the project (including impact on teacher learning and classroom practice);
- h. 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;
- i. identification of key personnel and their qualifications and project-related responsibilities.
- j. The use of appendices is discouraged but if supplemental information is included it **must not exceed 10 pages**.

5. Professional Development Service Agreement (form provided)

All applications **must** be planned in conjunction with a local education agency (LEA) or consortium of agencies or schools and **must** provide evidence that the higher education institution or non-profit-organization planned the project collaboratively and entered into a service agreement to provide training for teachers from one of more of the local education agencies.

6. Proposed Budget (form provided)

Complete the Proposed Budget form and **include a detailed Budget Justification**. 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. 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. The proposed budget should indicate a match from the local education agency designated in the service contract. Proposed projects should have budget requests of up to **\$100,000/75,000**. Average awards have been approximately **\$540,000** to \$60,000 during past funding cycles.

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. The budget must include indirect costs at the rate of 8 percent if the applying institution is state-funded. Private institutions are not required to include indirect costs as stipulated in Act 651.
- c. Under participant costs, no per diem or travel costs will be allowed. These costs should be provided by the local education agency and include mileage to attend program activities and costs associated with state or national meetings. Costs for reasonable 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 higher education Eisenhower Title II funds) to be used in the proposed project.

- e. ~~Courses taught should be offered on a contract basis at the rate of \$3600 per 3-4~~
~~credit hour course.~~

For projects that involve courses for credit, budgets have one of two options:

1. Grants may pay for regular tuition and fees and related admission costs or;
2. Grants may pay the faculty salaries and fringe benefits and wages for support personnel.

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

- f. 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 Eisenhower funds is proportional to the percent of time the equipment is used for Eisenhower activities.
- g. If the proposed project is multi-year, then the budget must include the cost of a qualified external evaluator to assess the progress of the project. This evaluation must be included in the annual final report and budget request for continued funding and will form part of the analysis of whether to continue funding.

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. Statement of Demonstrated Effectiveness (non-profit organizations only; form provided)

9. Intent to Submit Application (form provided)

The attached form must be submitted by October 2, 2000, so that the S.C. Commission on Higher Education can adequately plan for the proposal review process.

SUBMISSION AND PROPOSAL REVIEW CRITERIA

Submit the **original** and twelve **unbound** copies of the application to:

Attn: Eisenhower Competition
for Math & Science
Commissioner of Higher Education
1333 Main Street, Suite 200
Columbia, SC 29201
Attn: Eisenhower Competition

Proposals must be received (not postmarked) by no later than **5:00 p.m. on ~~January 15, 1998~~**
November 1, 2000.

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 ~~of 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 merit of the proposed project in terms of such things as quality of the material to be presented, quality of the content of the mathematics and science, and quality of the practices to be incorporated in the professional development activities;
- the extent of follow-up activities (i.e., sustained professional development);
- the extent to which the proposal reflects the vision of professional development;
- the extent to which the project addresses state curriculum ~~frameworks and~~ assessment standards;
- the extent to which the evaluation plan is well-defined and assesses impact on teacher learning and classroom practice;
- the extent to which the proposal targets funding priorities;
- the demonstration of local need and joint planning ~~and collaboration among partners; between the project director and the LEA(s)~~

- the extent ~~of recruitment and~~ inclusion of underrepresented groups;
- the demonstrated importance of the need to be addressed;
- the qualifications of the project director;
- the extent to which the proposal supports State systemic reform efforts and accountability; and
- 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 April 1998 January 2001~~. Project duration will be from ~~July 1, 1998, to August 31, 1999 February 15, 2001 to March 15, 2002~~. ~~The Federal Notification of Award is due at the Commission on July 1, 1997, but this award notice has been delayed in past years. No activities may begin until the official notification is received and has been transmitted to grant recipients since all awards are made contingent upon the availability of federal funding.~~

The institution's award will be disbursed via three payments using State invoice procedures. Disbursement will occur through a cost-recovery basis only at pre-determined intervals, ~~at the initiation of the project (33%), two of which occur after receipt of the interim report (based on cost recovery), and after receipt of the final report (final cost recovery) respectively.~~

Reporting requirements include an interim report (~~due on February 15, 1999~~ due August 30, 2001), final report (~~due on October 1, 1999~~ due May 15, 2002), and a site visit by the Commission's Eisenhower 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.

No-cost extensions can be requested at the end of the grant period. 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.

Questions may be addressed to the Commission staff as follows:

Dr. Nancy Healy-Williams, Coordinator, Academic Affairs and Licensing
 Phone: 803-737-2246 Fax: 803-737-2297
 E-mail: NHEALY@CHE400.STATE.SC.US

Dr. Gail M. Morrison, Director, Academic Affairs and Licensing
Phone: 803-737-2243 Fax: 803-737-2297
E-mail: GMORRISO@CHE400.STATE.SC.US

Attachments: Cover Page
Budget Form
Project Time Line
Statement of Assurances
Professional Development Service Agreement
Statement of Demonstrated Effectiveness
Intent to Submit Application Form

COVER PAGE
EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM
FY 1998-992000-01
S.C. COMMISSION ON HIGHER EDUCATION

1. Project Title			
2. Institution			
3. Name(s) of Collaborating LEA(s)			
4. Other Collaborating Organizations			
5. Project Director		Name & Title	Phone Number _____ Fax _____ E-Mail _____
Mailing Address		Signature	Date
6. Chief Executive Officer		Phone Number _____ Fax _____ E-Mail _____	
Mailing Address		Signature	Date
7. Proposed Funding		8. Estimated Number of Participants	
a. Eisenhower			
b. Institution			
c. Cooperating LEA			
d. Other			
e. TOTAL			

PROPOSED BUDGET
EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM
FY 1998-992000-01

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			
Total Personnel Costs			
3. Participant Costs			
a. BooksTuition			
b. Materials/Books			
c. Travel			
d. Room and BoardStipends			
e. Other			
Total Participant Costs			
4. Supplies			
a.			
b.			
5. Equipment			
a.			
b.			

PROPOSED BUDGET SUMMARY PAGE 2

PROPOSED BUDGET SUMMARY PAGE 2			
6. Additional Costs			
a.			
b.			
c.			
d.			
7. Other Travel (State Employees)			
Total Direct Costs			
Indirect Costs (8%)			
TOTAL PROJECT COSTS			
Project Director(s)	Typed Name & Title	Signature	Date
Institutional Authority	Typed Name & Title	Signature	Date

PROPOSED PROJECT TIMELINE
EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM
FY ~~1998-99~~2000-01

Institution			
Project Title			
Objective	Activity	Start Date	End Date

STATEMENT OF ASSURANCES

EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM

FY 1998-992000-01

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 Dwight D. Eisenhower Professional Development Program 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. ~~Possess~~ 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 Eisenhower Program.
3. Complies with all provisions of the Eisenhower Program and its implementing regulations and all administrative rules of the S.C. Commission on Higher Education applicable to the Eisenhower Program.
4. Enters into formalized agreement(s) with the local education agency (LEA) of consortium of LEAs in the area of proposed service.
5. Takes into account the need for greater access to and participation in mathematics and science by students and teachers from historically underserved and underrepresented groups including females, minorities, individuals with limited English proficiency, the economically disadvantaged, and persons with disabilities.
6. Takes into account the needs of teachers and students in areas of high concentrations of low-income students and/or sparsely populated areas.
7. 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

PROFESSIONAL DEVELOPMENT SERVICE AGREEMENT	
EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM	
FY 1998-992000-01	

In the space provided, include a professional development agreement that establishes the roles and responsibilities of each cooperating organization and that describes the collaboration and previous planning activities.

_____ Name of Authorized Institutional Authority	Signature
_____ Date	

_____ Project Director	Signature
_____ Date	

_____ Name, Title, Organization	Signature
_____ Date	

_____ Name, Title, Organization	Signature
_____ Date	

_____ Name, Title, Organization	Signature
_____ Date	

STATEMENT OF DEMONSTRATED EFFECTIVENESS FOR NON-PROFIT ORGANIZATIONS ONLY	
EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM FY 1997-98 FY 2000-01	

Each non-profit organization applicant must provide in the space provided evidence of: (a) past demonstrated effectiveness in providing professional development for teachers (may include title, dates and location of activities, syllabus, summary of workshop, evaluation report or resulting materials or publications) and (b) financial stability (may be the most recent independent audit which indicates that the NPO is not dependent on this grant for continued existence).

Intent to Submit Proposal for
Eisenhower Professional Development Program
FY 2000-01

Name _____

Institution/Organization _____

Academic Department _____

Check those that apply to your application:

1. Science _____ Mathematics _____ Interdisciplinary _____

2. Elementary _____ Middle School _____ High School _____

3. In-service _____ Pre-service _____ Both _____

Please return this form by October 2, 2000 to:

Dr. Nancy Healy
Eisenhower Professional Development Program
S.C. Commission on Higher Education
1333 Main St., Suite 200
Columbia, SC 29201