

**BOARD OF REGENTS SUPPORT FUND**

**ENHANCEMENT PROGRAM FOR TWO-YEAR INSTITUTIONS**

GUIDELINES FOR THE SUBMISSION OF PROPOSALS

**FISCAL YEAR 2008-09**

**Request for Proposals, Number 2008-07**

**PROPOSAL SUBMISSION DATES:**

**Electronically submitted copy -- 5 p.m., November 10, 2008**

**Hard copy with institutional signatures -- 5:00 p.m., November 18, 2008**

P.O. Box 3677  
Baton Rouge, LA 70821-3677  
Phone: 225-342-4253

Revised September 2008

**REQUEST FOR PROPOSALS, NUMBER 2008-07**

## **Important Notices**

### **1. Inquiries about this RFP**

In accordance with R.S. 39:1503, written and oral inquiries about this request for proposals (RFP) will be accepted until 4:30 p.m., **October 15, 2008**. Inquiries about the Enhancement Program for Two-Year Institutions, RFP Number 07-07, should be directed to Ms. Noreen Lockett, Enhancement Program Manager, at (225) 342-4253 or email [noreen.lockett@la.gov](mailto:noreen.lockett@la.gov). No inquiry will be accepted—whether written or oral—after that date. Operating in this manner ensures that all interested parties receive the same information. There is no deadline for questions about electronic submission through LOGAN.

### **2. Suggestions for Improvements in this RFP**

The Board of Regents actively solicits constructive suggestions about ways in which this RFP can be improved. All such suggestions must be received no later October 15, 2008, to be considered prior to the issuance of the next RFP.

### **3. Availability of the RFP on the Internet**

As part of the Board's on-going effort to streamline RFPs and to ensure that this document is as widely disseminated as possible while minimizing the number of paper copies that institutions must produce, this RFP is available on the Internet: <http://laregents.org> under the Forms and RFPs link.

### **3. Proposal Submission Deadlines -- November 10, 2008 -- electronic copy November 18, 2008 -- hard copy**

This is the first cycle in which all Enhancement Program proposals will be submitted through the Louisiana Online Grant Automation Network (LOGAN). The directions for submitting proposals electronically will be available on and after October 1, 2008 at <http://support.laregents.org>. This RFP includes directions for submitting the required hard copy of the proposal (with original signatures), which the applicant will print from the completed copy that the applicant submits electronically through LOGAN.

For help with electronic submission questions, please e-mail [karthik@la.gov](mailto:karthik@la.gov) after **October 1, 2008**.

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**BOARD OF REGENTS SUPPORT FUND (BORSF)  
ENHANCEMENT PROGRAM FOR TWO-YEAR INSTITUTIONS**

**I.  
GENERAL INFORMATION**

- A. Basis of Authority.** Article VII, Section 10.1, of the Louisiana Constitution established two funds in the State treasury: the Louisiana Education Quality Trust Fund (hereinafter referred to as the Trust Fund) and the Louisiana Education Quality Support Fund (hereinafter referred to as the Board of Regents Support Fund or Support Fund). The Trust Fund was established with approximately \$540 million received from settlement of disputed oil and gas revenues generated in the so-called 8(g) section of the Federal Outer Continental Shelf Lands Act. Twenty-five percent of the interest earned from investment money in the Trust Fund, as well as 25% of the recurring 8(g) oil and gas revenues, will continue to be returned to the Trust Fund, until it reaches a cap of \$2 billion. Each fiscal year the remaining 75% of the interest earned and 75% of the recurring oil and gas revenue are placed in the Support Fund for appropriation by the Legislature.
- B. Purposes of the Board of Regents Support Fund.** On an annual basis, Support Fund money is divided equally between the Board of Elementary and Secondary Education (BESE) and the Board of Regents (hereinafter referred to as the Board) for higher education. According to Article VII of the Constitution, the funds available to higher education from the Support Fund are to be utilized "... as that money is appropriated by the Legislature and allocated by the Board of Regents for any or all of the following higher educational purposes to enhance economic development:
1. the carefully defined research efforts of public and private universities in Louisiana;
  2. the endowment of chairs for eminent scholars;
  3. the enhancement of the quality of academic, research, or agricultural departments or units within a university; and,
  4. the recruitment of superior graduate students."

The Article further stipulates that "the monies appropriated by the Legislature and disbursed from the Support Fund shall not . . . displace, replace, or supplant other appropriated funding for higher education . . ."

Reflecting these Constitutional mandates, the Board of Regents' "Policy for Administration of Funds Received from the Board of Regents Support Fund" (hereinafter referred to as the Board's Policy for Administration), adopted in October 1986, affirms that awards in all categories will be based on the following considerations:

1. the potential for the award to enhance the overall quality of higher education in Louisiana; and
  2. the potential for the award to enhance the economic development of the State.
- C. Public Nature of Proposals Submitted.** Once a proposal is received in the Board's office, it becomes a public record. The Board's staff, of its own accord, will not disseminate proposals to individuals other than to external reviewers; however, applicants should be aware that if a request for a proposal is made by the public (e.g., a representative of the news media), a copy of the proposal, by law, must be provided.
- D. Enhancement Program Administrator; Questions About This RFP.** Specific questions concerning this RFP and the requirements set forth herein should be directed to Ms. Noreen Lackett, Enhancement Program Manager (noreen.lackett@la.gov), or another member of the Support Fund Program staff, at (225) 342-4253. In compliance with R.S. 39:1503, questions will be accepted and answered until **October 15, 2008**. As soon as possible after that date, all questions asked about this RFP and all answers provided in response to these questions will be transcribed and forwarded to all two-year institutions eligible under this RFP. To ensure that all parties receive the same program information, no inquiries, whether oral or written, will be

accepted after the deadline date of **October 15, 2008**. Applicants may ask questions about electronic submission through **November 10, 2008**.

## **II. BACKGROUND REGARDING THE DEVELOPMENT OF THE ENHANCEMENT PROGRAM FOR TWO-YEAR INSTITUTIONS**

In December 2001 the Board of Regents approved the Plan and Budget for the expenditure of Support Fund monies in FY 2002-03 to be sent to the Legislature for consideration. This Plan and Budget contained an item providing funds for a new program to be entitled the Pilot Enhancement Program for Two-Year Institutions. After six cycles of funding, the Board of Regents Support Fund Planning Committee, the Support Fund Advisory Committee, and the Board of Regents concurred that an Enhancement program for two-year campuses continues to be needed.

### **Two-Year Enhancement Program Funding History**

<u>Year</u>	<u>Number of Proposals Funded</u>	<u>BoRSF Monies Awarded</u>
2002-03	19	\$800,000
2003-04	26	\$908,880
2004-05	27	\$1,234,965
2005-06	17	\$884,835
2006-07	22	\$1,080,000
2007-08	16	\$1,080,000

The following institutions are eligible to compete in the Enhancement Program for Two-Year Institutions in FY 2008-09:

- ◆ Baton Rouge Community College
- ◆ Bossier Parish Community College
- ◆ Delgado Community College
- ◆ Fletcher Technical Community College
- ◆ Louisiana Community and Technical College System
- ◆ Louisiana Delta Community College
- ◆ Louisiana State University-Eunice
- ◆ Nunez Community College
- ◆ River Parishes Community College
- ◆ South Louisiana Community College
- ◆ Southern University-Shreveport
- ◆ SOWELA Technical Community College

Campuses of the Louisiana Technical College (see Appendix A), four-year colleges and universities, and business entities may participate in the program in collaboration with one or more of the community colleges listed above, but are not, by themselves, eligible for funding consideration under this program. See Section V of this RFP for additional information pertaining to this program's funding eligibility.

The Enhancement Program for Two-Year Institutions is designed to meet the specific needs of two-year institutions while adhering to the same rigorous criteria and expectations as the Traditional and Undergraduate Enhancement Programs. As stated previously, BoRSF awards in all categories are based on the following considerations: (1) *the potential for the award to enhance the overall quality of higher education in Louisiana*, and (2) *the potential for the award to enhance the workforce and economic development activity of the state*.

## **III. ENHANCEMENT PROGRAM FOR TWO-YEAR INSTITUTIONS**

The ultimate goal of this program is to provide eligible two-year institutions—on a competitive basis—an opportunity to develop proposals for funding that will:

- A. strengthen the capacities of Louisiana’s two-year institutions to improve their academic and workforce development missions and programs;
- B. enhance the capacities of the two-year institutions to provide Louisiana’s citizens with necessary skills to find meaningful work; and
- C. improve the core education of students preparing to transfer to four-year institutions.

Proposals should place emphasis on leveraging and blending with current campus efforts and funds. Funds made available under this program may not be used to supplant local, state, or federal funds. The plan for the proposed project should be aligned with the *Guiding Principles* described below to be considered for funding in the Enhancement Program for Two-Year Institutions.

**IV. GUIDING PRINCIPLES FOR PROPOSAL DEVELOPMENT**

The guiding principles are aligned with the strategic goals and priorities of the Louisiana Community and Technical College System. The strategic goals and priorities are intended as guides to assist in the strengthening and capacity-building of the state’s two-year institutions. Proposals submitted under this RFP should address one or more of the following principles:

**A. Student Access and Success**

*Develop projects that will enhance education, training, and student services that will lead to increased access and success in certificate or associate degree studies or to baccalaureate degree programs.*

Possible Initiatives

- 1. Expand plans to increase enrollment in programs where employment and advanced education opportunities are high;
- 2. Expand strategies to enroll first-generation college students, individuals with disabilities, under-represented minorities, and members of other under-represented populations;
- 3. Strengthen articulation and transfer agreements between two-year institutions and other colleges and universities;
- 4. Develop and implement innovative approaches that will improve class placement, delivery of instruction, and program completion;
- 5. Develop a plan to improve the transfer rate of students with associate degrees to other colleges and universities; and/or
- 6. Develop strategies to improve the effectiveness of student academic and career counseling.

**B. Curricula Revisions and Workforce Development**

*Develop projects that will improve curricula, elevate student learning, and meet workforce demands.*

Possible Initiatives

- 1. Strengthen diploma and certificate curricula that will improve student preparation for transition to associate degree programs (Community College/Technical College partnerships);
- 2. Strengthen the associate degree curricula in order to improve student preparation for transfer to baccalaureate institutions (Community College, Technical College, and University partnerships);
- 3. Explore the development of new programs that address emerging technologies and labor market demands;
- 4. Provide library, laboratory, and information technology resources to support teaching and learning;
- 5. Respond to industry/economic development needs by providing innovative and relevant vocational/technical training curricula;

6. Pursue the development of innovative approaches designed to align faculty teaching techniques with student learning styles; and/or
7. Develop a plan for projects that address training and curricula in critical shortage areas identified by the State's labor market.

**C. Partnerships**

*Develop projects that will strengthen mutually beneficial partnerships with secondary education and universities, business and industry, and economic development entities that will leverage resources to expand educational opportunities for current and future students.*

Possible Initiatives

1. Work with secondary and postsecondary institutions to promote a seamless pipeline of instruction for K-16 students. Projects should provide evidence of meaningful collaborations during the life of the award and afterward;
2. Strengthen the infrastructure within two-year institutions and contribute to the State's efforts to provide educational opportunities for all citizens;
3. Promote the impact of postsecondary education and training programs on Louisiana's citizens and the State's economy; and/or
4. Collaborate with secondary schools to strengthen pre-college applied science and technology programs.

**D. Technology and Distance Education**

*Develop projects that will make effective use of new and emerging technologies to improve teaching and learning in postsecondary classrooms, laboratories and telecommunications networks.*

Possible Initiatives

1. Incorporate use of technological advances into college business and operational systems to support teaching and learning;
2. Extend anytime, anywhere student-learning options through the electronic delivery of classes and programs; and/or
3. Provide students with hands-on opportunities to use technology applicable to everyday life and future occupations.

**E. Professional Development**

*Develop projects that will provide continuous professional development for faculty, staff, and administrators.*

Possible Initiatives

1. Promote the implementation of faculty/staff professional development programs that will renew training and skills in order to creatively meet the changing needs of students; and/or
2. Provide opportunities for faculty and staff to upgrade skills in the use of new and emerging technologies.

**V. ELIGIBILITY CONSIDERATIONS**

**A. Eligible Institutional Applicants:** Only faculty or professional staff formally affiliated with the eligible two-year institution or the LCTCS office may act as principal or co-principal investigators (PIs).

**B. Eligible Institutions:** Community College campuses of the Louisiana Community and Technical College System and LCTCS itself: Baton Rouge Community College, Bossier Parish Community College, Delgado Community College, Fletcher Technical Community College, Louisiana Delta Community College, Nunez Community College, River Parishes Community College, South Louisiana Community College, SOWELA Technical Community College, Louisiana State University-Eunice, and Southern University-Shreveport.

*Collaboration/partnering with the Louisiana Technical Colleges in the development of proposals is **strongly encouraged**.* See the list of the LTC campus locations (Appendix A of this RFP). All Support Funds may only be utilized on the campuses of the eligible two-year institutions. Collaborations may occur in the areas of articulation, program development (creating a seamless educational pathway), economic development activities and professional development, especially where there are two-year institutions and technical colleges located in the same geographic area.

- C. **Eligible Activities:** Any activity and all disciplines are eligible as long as the applicant can argue convincingly that the proposed project will meaningfully enhance workforce development, student learning and/or infrastructure and adheres to one or more of the Guiding Principles as described in Section IV of this RFP.
- D. **Eligibility to Submit Proposals to the Traditional and Undergraduate Enhancement Programs:** Eligible two-year institutions are strongly encouraged to submit proposals to the Traditional Enhancement and the Undergraduate Enhancement programs as well as to the Enhancement Program for Two-Year Institutions. However, the same (or a very similar) proposal may not be submitted in the same year for funding consideration in more than one Enhancement program.
- E. **Multi-Institutional (Consortium) Eligibility:** Eligible two-year institutions may submit a proposal as a consortium.
- F. **Eligibility of Continuation Proposals:** Submission of a proposal in a previous cycle does not mean that the applicant is relieved of the responsibility of submitting a full proposal if he or she wants the same, or a very similar, proposal to be considered in the current funding cycle. Proposals that are resubmissions must compete on an equal basis with all other proposals. The applicant of continuation proposals must fully explain in the proposal narrative why he or she wishes to continue the project and summarize the progress to date. The applicant must also indicate on the cover page that the submission is a continuation request by indicating the contract number of the previous project so Board staff are aware that additional information is included with the continuation proposal. Failure to include the additional information could result in return of the proposal for noncompliance.

## VI. DURATION AND MONETARY LIMITATIONS

The Board of Regents has allocated **\$1,080,000** in FY 2008-09 to the Enhancement Program for Two-Year Institutions for awards of 13 month's duration. Applicants may request a **minimum of \$5,000** and a **maximum of \$150,000**.

## VII. NUMBER OF PROPOSALS ELIGIBLE FOR SUBMISSION

There is no limit to the number of proposals an institution may submit, but the same or a very similar proposal may not be submitted in the same year in this program and either in the Traditional or the Undergraduate Enhancement Program.

## VIII. LEVERAGING OF FUNDS AND COST SHARING

The Board strongly encourages the sharing of costs for proposed projects through the blending and leveraging of these funds with other funding sources, especially for those involving partnerships. While cost sharing and matching commitments are not mandatory, potential applicants and college officials should note that any commitments made in the proposal regarding matching funds, cost sharing, and leveraging of funds must be honored in the event the proposal is funded. Even if the proposal is funded at a reduced level, the full commitment may have to be honored. These commitments are not taken lightly, either by the panel of out-of-state reviewers or by the Board that makes the final funding decision. For this reason applicants are encouraged to make only those commitments that they can realistically meet. Further, the required signature of the fiscal agent on the proposal cover page is a certification to the Board that the fiscal agent is aware of the commitment(s) and has determined that the commitment is realistic and consistent with all guidelines, regulations and statutes.

## **IX. INSTITUTIONAL SCREENING OF PROPOSALS**

The Board's Policy for Administration requires that proposals be carefully screened before leaving the campus to ensure that (1) no conflict of interest exists (as defined in the "Code of Governmental Ethics," R.S. 1950, as amended, Title 42, Chapter 15); and (2) only the most meritorious proposals from each campus—which meet objectives and eligibility requirements as defined in this RFP—are submitted to the Board.

Multiple proposals submitted by a campus that request support for the same type of project, such as requests to purchase library materials for use by students from several disciplines, should not be submitted. Instead, such proposals should be compiled into one larger proposal.

Appropriate signatures are considered a guarantee that no conflicts exist and that the proposal: (1) has been reviewed and approved for submission to the Board by the appropriate institutional officials, including the institution's fiscal officer; (2) has met the objectives, eligibility requirements, and all other appropriate criteria as set forth in this RFP; and (3) is in the format required by the Board.

## **X. ASSESSMENT OF PROPOSALS BY OUT-OF-STATE EXPERTS**

The Board's Policy for Administration stipulates that "all awards (Enhancement) will be subject to external review by an appropriate panel of experts." The panel will be comprised of persons with community college/two-year institution expertise. Accordingly, the Board will select and engage the services of out-of-state consultants with broad expertise. The review panel will individually assess and collectively rank proposals, then make funding recommendations to the Board.

Proposals will be rated on the extent to which they meet the specified criteria. (See Rating Form in the Appendix.) Only those proposals that receive average ratings in the range of 70-100 will be eligible to compete for funds from the Enhancement Program for Two-Year Institutions. Only in exceptional and unforeseen circumstances will the Board fund proposals that receive an average rating of 69 or less.

## **XI. FINAL SELECTION OF PROPOSALS TO BE FUNDED**

After receiving recommendations from the review panel, the Board decides which proposals will be funded.

## **XII. DEBRIEFING**

Copies of the composite rating forms completed by consultants for each proposal reviewed will be mailed as part of the complete consultants' report to institutions of higher education in March or April of each year. This information may also be found online at <http://laregents.org>. This is the only debriefing information that will be available for proposals submitted to the Enhancement Program for Two-Year Institutions.

## **XIII. TIMETABLE**

Contingent upon Board of Regents and Legislative action, the following schedule for submission, assessment, and approval of grants will apply for FY 2008-09. If deadline dates fall on a Saturday, Sunday or holiday, the deadline will be extended to 5 p.m. of the next working weekday:

## Timetable

September 2008	Request for Proposals issued by the Board of Regents.
October 15, 2008	Last day potential applicants may ask questions about this RFP.
November 10, 2008	Deadline for receipt of Two-Year Institution Enhancement proposals (electronic copy) in the Board's offices by 5 p.m.
November 18, 2008	Deadline for receipt of Two-Year Institution Enhancement proposals (hard copy with signatures) in the Board's offices by 5 p.m.
January through March 2009	Proposals reviewed by out-of-state experts.
April 2009	Reports and recommendations of out-of-state experts forwarded to institutions of higher education.
April 2009	Final action by the Board of Regents; institutions notified of awards.
May and June 2009	Contracts negotiated and executed.

### XIV. PROCEDURES AND DEADLINES FOR SUBMISSION OF PROPOSALS

The applicant is solely responsible for any reviewer misunderstandings that may occur because of missing or information, or pages that are missing, or if the hard copy is incorrectly or inadequately fastened.

**A. Number of Copies Required:** One hard copy of the proposal with original signatures must be submitted, in addition to the electronic version submitted via LOGAN. All proposals submitted to the Board must be complete upon submission.

**The directions for submitting all Enhancement Program proposals electronically (PDF format) will be available at <http://support.laregents.org> after October 1, 2008.**

**B. Mailing Instructions and Deadline Dates:** Print the PDF version of the completed proposal from LOGAN, secure original signatures on the cover page, and send to:

Mr. John Wallin  
Associate Commissioner for Sponsored Programs Administration  
Louisiana Board of Regents

**U.S. Postal Service address:**  
P. O. Box 3677  
BATON ROUGE, LA 70821-3677

**Street address for delivery services:**  
1201 North Third Street, Suite 6-200  
BATON ROUGE, LA 70802

Electronic copy proposals must be in the Board's office by **5:00 p.m., November 10, 2008**. Hard copy proposals (with institutional signatures) must be in the Board's office by **5:00 p.m., November 18, 2008**.

After the applicant submits the completed proposal to his/her campus' Grants Office via LOGAN, confirmation of receipt of the electronic proposal will be e-mailed to the applicant's and to the campus' email addresses. Additionally, as soon as possible after the submission date, the applicant and the campus can check <http://laregents.org> for a summary of all Enhancement Program proposals submitted by the deadline date.

**C. General Format:** The narrative section of the electronically submitted proposal is limited to 10 pages. The hard copy should be printed on one side of each page, put in the same sequence as the PDF version, and fastened securely.

## XV. PROPOSAL REQUIREMENTS AND FORMAT

The following requirements must be followed closely. Proposals that do not adhere to these guidelines will be returned to the applicant for noncompliance and may not be considered for funding. Proposals must be submitted in the format indicated below. Point values are determined for each section of the proposal. If the sections are out of order and/or missing, the reviewers may deduct points.

- A. **COVER PAGE.** Each item on the cover page must be completed. The electronic copy submitted via LOGAN will not have signatures, but the original paper copy must to be signed. If the proposal is a continuation request, the additional information noted in section V.F must be provided in a form that will appear when the continuation box is selected.
- B. **PROJECT SUMMARY.** The project summary, limited to 2,500 characters, should be a concise description of the project, containing a clear statement of goals and objectives and an outline indicating how the project will operate. It should be informative to the readers and should explain how the project meets the Guiding Principle(s) under which the proposal is submitted.
- C. **NARRATIVE AND BIBLIOGRAPHY.** The narrative section should not to exceed 10 pages. It should be succinct and avoid repetition. Information applicable in several places may be referenced by section/subsection number. The narrative should conform to the outline below, including all major sections and subsections. Proposals that do not conform to these guidelines **may** be disqualified. If a subsection does not apply, the applicant types “not applicable” (N/A). Reviewers will assign points based on the quality and specificity of each subsection. The maximum number of points that can be assigned to each subsection is noted for each section.

**Note:** *Multi-institutional and/or multidisciplinary applications must explain the multiple campus agreement in the context of shared funding, resources, and arrangements by which the various institutions will share the benefits of the proposed project and/or cost savings to the state. Documentation must be provided describing the exact nature of the agreement between/among the institutions and divisions/departments involved.*

### 1. CURRENT SITUATION (total point value = 10)

#### a. Demographic Data (5 points)

Describe the institution, the number of campuses, the locale, and units/department/program that will benefit from or support the proposed project. Include relevant information on the institution’s history, mission, local service area, and demographics relating to faculty, students, and the relevant institutional/departmental scope of services. Provide demographic data (location of the institution, number and type of students served, number of courses taught by faculty, average age of students, student and faculty ethnicity, number of faculty involved in the project, program/project profile, the number of students targeted to be served by the project, student academic attainment level and expectations, the extent of student need for the proposed enhancement, the projected salaries of program graduates who will benefit from the project, and so forth.) Do not assume that the reviewers are acquainted with the system, the institution, the students, or the programs.

#### b. Needs of the Project and Impact on Strategic Goals (5 points)

Highlight the perceived needs of the project as they relate to the strategic goals and objectives identified in the proposal that are of primary importance to the submitting institution/department/unit. Describe the relevant resources and needs of the institution or the submitting entity in order to answer the questions listed below. Describe the manner and extent to which the project will complement and improve upon the existing resources of the institution and/or unit(s)/ department(s)/program(s).

- How will the project’s plan impact one or more of the five *Guiding Principles* selected?

- Is there an adequately supported program into which the proposed project will fit?
- How does the applicant know that the proposed project will meet the key needs identified in the Needs statement? Provide substantial evidence of need.
- What is currently missing from the curriculum, institution, or system, or what is not being accomplished effectively? How will the project's plan overcome the deficiencies? How will this project make a positive difference? Provide as much quantifiable data as possible.
- What is the current shortfall of jobs that program graduates will fill? State the anticipated salary range for those jobs over the next five to ten years. How will this project balance the needs of students with those of employers and the community?

The paragraph below is an example of a good Needs statement based on key goals of the community and the college/division, measurable objectives, and related activities. It also suggests that there are budgetary implications:

*X community college serves an urban community of approximately 200,000 middle income people, many of whom are aging baby boomers who will be expected to move into healthcare and residence facilities in the next 10 years. Local medical authorities have confirmed with college personnel that there will be need for 1,000 new geriatric healthcare workers over the next five years, primarily due to the aging population. The average annual salary of such employees of retirement homes, hospitals and rehabilitation centers, state agencies, senior citizen centers, residences, and home healthcare businesses annually is \$ x at this time. In the next few years the Division of Allied Health will graduate only 90 such future employees. Clearly one major goal of the division is to develop a fast-paced certification program that will attract at least 300 new healthcare workers to the profession every year through 2016 in order to accommodate the anticipated increase in the community's geriatric population. This need clearly aligns with the key institutional and departmental goal of providing at least x highly qualified healthcare support staff. The program will feature hands-on use of the latest healthcare technologies and equipment, taught by experts in sought-after fields, and will offer the student paraprofessional opportunities in various healthcare situations. Further explanation of the paraprofessional activities can be found in section \_\_\_\_\_.*

*Personnel to be involved in this initiative have selected both the "Partnerships" and "Technology" Guiding Principles because this project proposes to partner with local healthcare businesses not only to provide internship opportunities and a variety of hands-on experiences for students in the field, but also to use healthcare equipment and materials in realistic settings to train students that we in the division cannot provide for them in the classroom. The proposed partnerships (see letters of support from three agencies/businesses in the Appendix) will also include financial contributions in the form of a private-sector, in-kind match valued at \$ x.*

## **2. PROPOSAL NARRATIVE (total point value = 90)**

### **a. Plan of Proposed Project (25 points)**

This section should contain a detailed description of the project and activities that align with project needs and institutional/departmental goals, as expressed in the two preceding sections. This narrative should enable viewers to judge the appropriateness and quality of the proposal and understand how the project aligns with key goals and measurable objectives. The objectives should be clearly stated, aligned with goals, and tied to student outcomes. For each objective, describe the activities through which that specific objective will be achieved. Relate the objectives to the needs as defined in the Needs statement (1.b). Provide a timeline, with benchmarks, of when the activities will occur. Describe how each objective will be evaluated. A matrix that graphically summarizes the project plan could be used to show the interconnectedness among key goals, needs, measurable objectives, proposed activities, evaluation, and timeline.

### **b. Impact on Curriculum and Instruction (10 points)**

Explain the impact that the proposed project will have on the variety and quality of curricular offerings and instructional methods within the affected division(s), department(s) or institution(s). Describe how the impact relates to project needs that are aligned with key goals and objectives.

**c. Impact on Quality of Students (10 points)**

Explain how the proposed project will enhance the ability of the institution to attract and/or retain students of high quality. Describe how the project will address recruitment and retention of students in programs and fields in which there are critical shortages around the State. Describe how the anticipated impact of the project will positively influence students' academic progress and transition to four-year institutions. Describe how the impact relates to project needs that are aligned with key goals and objectives.

**d. Impact on the Community and Economic/Workforce Development (10 points)**

Explain the manner in which the project will assist in establishing a new relationship, or strengthening an existing partnership, with local industry/business, trade/professional organizations, non-profit or community organizations, libraries, museums, hospitals, another community or technical college or university, and other state agencies such as the Governor's Office, the Department of Economic Development, the Department of Health and Hospitals, and particularly the Department of Labor through its projections about jobs/workforce availability and opportunities now and in the future. Document how the anticipated impact relates to project needs that are, in turn, aligned with key goals and objectives. Collaborations that involve in-cash or in-kind commitments should be fully documented on the budget page as well as in the budget justification.

**e. Faculty and Staff Expertise (10 points)**

Identify faculty and support personnel who will be available and have the necessary skills to successfully implement this project. List by name all key faculty, administrators, and support personnel, define their roles, and provide their qualifications for undertaking the specific responsibilities assigned to them. Special attention should be given to the project director/coordinator, since the project's success or failure depends on this person's knowledge. Briefly describe arrangements for any necessary special training of existing personnel and/or professional development activities for faculty and staff. Provide evidence that the personnel involved in the project need and want the training and how the professional development/training will make a positive difference to the college.

Provide any information necessary for reviewers to evaluate the capabilities and experience of key personnel. Complete the form of the Biographical Sketch (limited to 5,000 characters) for the principal investigator and all key project personnel. With respect to publications, biographical sketches should only include relevant books, peer-reviewed publications, and manuscripts formally accepted for publication. Exclude works in progress and those submitted but not yet accepted.

If faculty professional development activities are integral to the project, clearly describe the anticipated impact of the training to be provided in terms of how it will make a positive difference in the curriculum, and ultimately, student outcomes. Describe how the impact relates to project needs that are aligned with key goals and objectives.

Note that Support Fund monies should not be used to pay faculty from the submitting institution to provide training for other faculty at the same or another state institution. In the case of inter-institutional projects, training costs may be a part of the institutional commitment (matching funds) provided by a consortium of institutions.

**f. Additional Funding Sources (5 points)**

Proposals should demonstrate commitment by collaborative partners to provide some support for the proposed activities. Support may be in the form of monetary or in-kind contributions and must be confirmed by a letter of support from the appropriate partner.

**g. Project Evaluation (7 points)**

Describe the process to be used to evaluate project outcomes. Include descriptions of the collection of data, benchmarks, and plans for the dissemination of best practices derived from the project.

An example of good Evaluation statement follows:

*“The implementation of a comprehensive career counseling program leads itself to evaluation in quantitative and qualitative terms. The qualitative aspects of the program will be measured in terms of student perception and level of satisfaction with Career Counseling Center. An instrument will be developed and administered which will quantify the experiences of students as they relate to the Freshman Success course and the services provided by the Career Counseling Center .The instrument will be administered first in December to students who have taken advantage of the services provided by the Center to determine the following:*

- *Percentage of students satisfied with Freshmen Success Course*
- *Percentage of Students satisfied with services provided by the Career Counseling Center*

*The instrument will be re-administered in May to measure the improvement in services provided by the Center and the Course. When the instrument is re-administered, it is projected that the percentage of students expressing satisfaction with all career counseling processes should increase by at least 10 percent.”* (This plan is quoted verbatim from one of the proposals submitted in FY 2004-05.)

**h. Project Dissemination (3 points)**

Describe a plan to disseminate the best practices devised through the project to other institutions. How will other faculty/staff at the home college and other institutions learn of the project’s successes and challenges? Devise a timeline of activities related to dissemination, or add the dissemination activities category to the existing timeline created in section 1(a).

**i. Evidence of Collaboration(s) (0 points)**

Essential material supplemental to the proposal narrative, such as letters of support and other evidence of collaborations, and biographical sketches should be included here. This information, not to exceed ten pages, must be referenced in the proposal narrative. Do not include institutional catalogues, departmental curricula, publications, videotapes, CDs or disks, or other non-print items.

**j. Budget Page and Budget Narrative/Justification (10 points)**

An itemized budget must be submitted on the electronic form provided in LOGAN. When a number is entered into the budget form, a separate box will appear into which the applicant will explain the item(s) to be included in that budgetary line item. This form is considered the budget narrative section. It should fully explain every item for which the expenditure of Support Funds and institutional/private match monies is requested. All funds for which a commitment from an external source has been pledged and which are cited in the narrative section of the proposal must be listed on the budget page and explained in the budget narrative. Matching funds should be specified as “in cash” or “in kind.”

While requests may be made to fund a continuing faculty/staff position, such requests require substantial justification and a firm written commitment from the submitting institution to continue the position for at least one year after the award period ends. This provides evidence of sustainability and should be noted in the budget and budget narrative.

Support for out-of-state travel of any kind must be clearly and fully documented as to the type of trip(s), how many individuals will attend, how the costs for each trip were estimated (use State Travel Guidelines), and the purpose of travel activities. Reviewers will rarely recommend funding for multiple travel requests for faculty from the same division/department or from many departments in an institution. If multiple faculty members must attend conferences, workshops, and/or seminars for professional development reasons, they are urged to consider seriously the option of inviting the trainer(s) to the campus to present the activity to a large number of individuals from the same, or several, institutions. This cost-effective solution should be documented in the budget and budget explanation.

Equipment purchases must be itemized by vendor, description, use, and cost on state contract in the budget justification. If the purchase of equipment is an important part of the plan, make sure the budget narrative addresses the following questions:

- Is each item of equipment requested really needed to implement this project?
- Is it the right piece of equipment for the job, not just a top-of-the-line model? **Provide evidence that the equipment to be purchased relates to the key strategic goals and the needs of the project as expressed in the narrative (Current Situation).** Reviewers may reasonably reject purchases that do not appear to align with project goals, measurable objectives, and/or activities.
- Is the number of equipment items requested reasonable for the number of prospective users? For example, the applicant should not request laptops with multimedia function for every student in the class.
- Is the equipment appropriate for the department, the division, or the institution?
- Is the equipment priced according to state purchasing guidelines?
- Can faculty and students make proper use of the equipment without the need for significant costly training? If training is needed, factor its cost into the equation.

Purchases of multiple items of the same kind, such as library books and multimedia materials, should be lumped together rather than individually itemized. The appropriateness of every item in the budget will be determined by reviewers. They will examine the budget and justification for documentation that items to be purchased support one or more of the goals, objectives, and activities listed in the narrative. If reviewers do not find clear correlation between the budget, the budget justification, and the proposal narrative, the proposal is not likely to be recommended for funding.

**k. Proposal Checklist (0 points)**

The checklist is an form indicating that the applicant has completed all of the other electronic forms noted in this RFP that comprise the entire proposal. The proposal is now ready to be submitted electronically through LOGAN. The applicant then prints the entire proposal from LOGAN and fastens it securely. After campus and system representatives have been obtained, the proposal is ready for submission to the Board of Regents.

## **XVI. DISALLOWED BUDGETARY ITEMS**

Support Fund monies cannot be used for ongoing operational costs of existing or proposed programs, entities or projects. As indicated in Section I.B of this RFP, “Purposes of the Board of Regents Support Fund,” Article VII, Section 10.1, of the Louisiana Constitution stipulates that “The monies appropriated by the Legislature and disbursed from the Support Fund shall not ... displace, replace, or supplant other appropriated funding for higher education...” Applicants must make a case in their proposals that what they are proposing does not violate this stipulation. Applicants should also be aware that Support Fund program staff will make the final panel of out-of-state consultants aware of this Constitutional prohibition, as well as the current economic climate for higher education in Louisiana. The panel will then be asked to develop recommendations relative to whether providing Support Fund money for specific proposals under serious consideration would violate this constitutional stipulation.

Also, only with substantial justification and under exceptional circumstances will the Board allocate Support Fund money in the Enhancement Program for maintenance of equipment, whether existing or purchased through the Support Fund, or for indirect costs. The Board strongly suggests that these recurring expenses be part of the institutional match. Applicants should also note that the scope of the program does not permit:

- A. Construction of facilities;
- B. Routine renovation or upgrading;
- C. Paying faculty from the submitting institution to train other faculty at the same university, or faculty at other universities who are a part of a multi-institutional project;

- D. Purchase of motorized vehicles such as cars, vans, boats, etc.;
- E. Purchase of standard office furniture or routine office equipment (e.g., fax machines, desk chairs), although Support Fund money may be requested to furnish specialized equipment essential to the success of a particular project (e.g., tables for computer work stations); and
- F. Board of Regents Support Funds may not be requested or used to provide salary support or stipends to faculty from public elementary, middle, or high schools, or personnel from the LTC. Other sources of funds may be used for this item.

The scope of the Enhancement Program does not normally permit funds to be used for entertainment or refreshment costs, with the exception of meals for consultants or other professionals brought to the state as part of a funded project. Only under exceptional circumstances and with compelling justification may Support Fund monies be used for receptions, group meals for faculty and students, performers and/or other entertainment. All meal charges must comply with state rates as set forth by the State Travel Office.

Support may not be requested for shortfalls or deficits in budgets, scholarships or tuition, augmentation of salaries of individuals pursuing regularly assigned duties (employees on a 12-month contract), or unspecified contingencies.

Discounts received for equipment purchases may not be counted as part of the institutional match. Only under exceptional circumstances may Support Fund money be used to support institutional memberships to business, technical, and/or professional organizations. Individual faculty memberships to any of the above are not allowable expenditures.

#### **XVII. FUNDS FOR PROJECT DIRECTORS AND SUPPORT PERSONNEL**

**Except in compelling and unusual circumstances, BoRSF support may not be requested for faculty release time.** If the project director feels strongly that such an expenditure is warranted, partial salary support may be requested but for each employee may not exceed 25% of academic-year salary, plus two months of summer support. Salary support may be provided only as release time; full-time faculty and staff may not request stipends and overload pay through the Enhancement Program. If salary support of any kind is requested, the applicant must certify that: (a) Support Fund monies will not supplant State funds; and (b) full-time faculty and staff will not, under any circumstances, receive in excess of 100% of their regular salaries. In addition, the budget justification must provide detailed explanations of the type of salary requested, regular salary level and percentage of effort committed for each individual requesting salary support. Institutions are permitted to provide both salary support and additional compensation in the form of an in-cash or in-kind match.

#### **XVIII. PROJECT ACTIVATION DATE**

The project activation date is June 1, 2009 and will cease on June 30, 2010.

# **APPENDIX A**

## **Campuses of the Louisiana Technical College**

**(updated August 2008)**

## Region 1

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**Campus Name:** Jefferson Technical  
**Campus Dean/Lead Administrator:** Kim Evans Rugon, Provost/Dean of LTC Region 1  
**Campus Phone Number:** (504) 671-6711  
**Campus Phone FAX:** (504) 736-7120  
**Campus Dean/Admin E-Mail:** [krugon@dcc.edu](mailto:krugon@dcc.edu)

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**Campus Name:** West Jefferson Technical  
**Campus Dean/Lead Administrator:** Kim Evans Rugon, Provost/Dean  
**Campus Phone Number:** (504) 671-6711  
**Campus Phone FAX:** (504) 361-6465  
**Campus Dean/Admin E-Mail:** [krugon@dcc.edu](mailto:krugon@dcc.edu)

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Region 2

**Campus Name:** **Baton Rouge Campus**  
**Campus Dean/Lead Administrator:** Kay McDaniel, Ph.D., Regional Director/Campus Dean  
**Campus Phone Number:** 225.359.9204  
**Campus Phone FAX:** 225.359.9296  
**Campus Dean/Admin E-Mail:** [kay.mcdaniel@ltc.edu](mailto:kay.mcdaniel@ltc.edu)

**Campus Name:** **Folkes Campus**  
**Campus Dean/Lead Administrator:** Johnny Arceneaux, Campus Administrator  
**Campus Phone Number:** 225-342-6661  
**Campus Dean/Admin E-Mail:** [jarceneaux@ltc.edu](mailto:jarceneaux@ltc.edu)

**Campus Name:** **Jumonville Campus**  
**Campus Dean/Lead Administrator:** Amy Gauthier Davis, Campus Dean  
**Campus Phone Number:** 225-638-8613  
**Campus Phone FAX:** 225-618-0157  
**Campus Dean/Admin E-Mail:** [agauthier@ltc.edu](mailto:agauthier@ltc.edu)

**Campus Name:** **Port Allen Extension Campus**  
**Campus Dean/Lead Administrator:** Kay McDaniel, Ph.D.  
**Campus Phone Number:** 225.359.9204  
**Campus Phone FAX:** 225.359.9296  
**Campus Dean/Admin E-Mail:** [kay.mcdaniel@ltc.edu](mailto:kay.mcdaniel@ltc.edu)

**Campus Name:** **Westside Campus**  
**Campus Dean/Lead Administrator:** Mary Stewart, Campus Coordinator  
**Campus Phone Number:** 225-687-6392  
**Campus Dean/Admin E-Mail:** [mstewart@ltc.edu](mailto:mstewart@ltc.edu)

## Region 3

**Campus Name:** LTC-Young Memorial Campus  
Greg Garrett, Regional Director  
**Campus Dean/Lead Administrator:** Laurie D. Morrow, Campus Administrator  
**Campus Phone Number:** (985) 380-2436  
**Campus Phone FAX:** (985) 380-2440  
**Campus Dean/Admin E-Mail:**

**Campus Name:** LTC-Lafourche Campus  
Cindy M. Poskey, Campus Administrator  
**Campus Dean/Lead Administrator:**  
**Campus Phone Number:** (985) 447-0924  
(985) 447-0927  
**Campus Phone FAX:**

**Campus Name:** LTC-River Parishes Campus  
**Campus Dean/Lead Administrator:** Richard D. Cox, Campus Administrator  
**Campus Phone Number:** (985) 536-4418  
(985) 536-7697  
**Campus Phone FAX:**  
**Campus Dean/Admin E-Mail:**

## Region 4

**Campus Name:** Lafayette Campus  
Phyllis Dupuis, Regional Director  
**Campus Dean/Lead Administrator:** [Desiree Huggins, Assistant Dean](#)  
**Campus Phone Number:** (337) 262-5962  
**Campus Phone FAX:** (337) 262-5122  
**Campus Dean/Admin E-Mail:** dhuggins@ltc.edu

**Campus Name:** Acadian Campus  
**Campus Dean/Lead Administrator:** Patricia Miers, Assistant Dean  
**Campus Phone Number:** (337) 788-7521  
**Campus Phone FAX:** (337) 788-7642  
**Campus Dean/Admin E-Mail:** pmiers@ltc.edu

**Campus Name:** CB Coreil Campus  
**Campus Dean/Lead Administrator:** Susan Fontenot, Assistant Dean  
**Campus Phone Number:** (337) 363-2197  
**Campus Phone FAX:** (337) 363-7984

**Campus Name:** Evangeline Camus  
**Campus Dean/Lead Administrator:** [Millie Filer, Assistant Dean](#)  
**Campus Phone Number:** (337) 394-6466  
**Campus Phone FAX:** (337) 394-3965  
**Campus Dean/Admin E-Mail:** mfiler@ltc.edu

**Campus Name:** Gulf Area Campus  
**Campus Dean/Lead Administrator:** Angela Lee  
**Campus Phone Number:** 337.893.4984  
**Campus Phone FAX:** 337.893.4991  
**Campus Dean/Admin E-Mail:** alee@ltc.edu

**Campus Name:** TH Harris Campus  
**Campus Dean/Lead Administrator:** [Harold Schexsnayder, Assistant Dean](#)  
**Campus Phone Number:** (337) 948-0239  
**Campus Phone FAX:** (337) 948-0243  
**Campus Dean/Admin E-Mail:** hschexsnayder@ltc.edu

**Campus Name:** Teche Area Campus  
**Campus Dean/Lead Administrator:** Camille Jarrell, Assistant Dean  
**Campus Phone Number:** (337) 373-0011  
**Campus Phone FAX:** (337) 373-0039  
**Campus Dean/Admin E-Mail:** cjarrell@ltc.edu

## Region 6

**Campus Name:** Alexandria  
Mervin Birdwell, Interim Region Director  
**Campus Dean/Lead Administrator:** John Martin, Assistant Dean  
**Campus Phone Number:** 318-487-5443  
**Campus Phone FAX:** 318-487-5970  
**Campus Dean/Admin E-Mail:** [jmartin@ltc.edu](mailto:jmartin@ltc.edu)

**Campus Name:** Avoyelles  
**Campus Dean/Lead Administrator:** Jacqueline Ausbon, Assistant Dean  
**Campus Phone Number:** 318-876-2401  
**Campus Phone FAX:** 318-876-2634  
**Campus Dean/Admin E-Mail:** [jausbon@ltc.edu](mailto:jausbon@ltc.edu)

**Campus Name:** Huey P. Long  
**Campus Dean/Lead Administrator:** Danny Keyes, Interim Campus Dean  
**Campus Phone Number:** 318-628-4342  
**Campus Phone FAX:** 318-628-7768  
**Campus Dean/Admin E-Mail:** [dkeyes@ltc.edu](mailto:dkeyes@ltc.edu)

**Campus Name:** Lamar Salter  
**Campus Dean/Lead Administrator:** Michael Kay, Campus Dean  
**Campus Phone Number:** 337-537-3135  
**Campus Phone FAX:** 337-537-5571  
**Campus Dean/Admin E-Mail:** [mkay@ltc.edu](mailto:mkay@ltc.edu)

**Campus Name:** Morgan Smith  
**Campus Dean/Lead Administrator:** Sanders Senegal, Interim Campus Dean  
**Campus Phone Number:** 337.824.4811  
**Campus Phone FAX:** 337.824.5653  
**Campus Dean/Admin E-Mail:** [ssenegal@ltc.edu](mailto:ssenegal@ltc.edu)

**Campus Name:** Oakdale  
**Campus Dean/Lead Administrator:** J Darrell Rodriguez, Campus Dean  
**Campus Phone Number:** 318-335-3944  
**Campus Phone FAX:** 318-335-3347  
**Campus Dean/Admin E-Mail:** [drodriguez@ltc.edu](mailto:drodriguez@ltc.edu)

**Campus Name:** Shelby Jackson  
**Campus Dean/Lead Administrator:** Mignonne Ater, Campus Dean  
**Campus Phone Number:** 318-757-6501  
**Campus Phone FAX:** 318-757-8659  
**Campus Dean/Admin E-Mail:** [mater@ltc.edu](mailto:mater@ltc.edu)

## Region 7

**Campus Name:** Northwest  
**Campus Dean/Lead Administrator:** Charles Strong, Regional Director/Campus Dean  
**Campus Phone Number:** 318-371-3035  
**Campus Phone FAX:** 318-371-3705  
**Campus Dean/Admin E-Mail:** cstrong@ltc.edu

**Campus Name:** Shreveport  
**Campus Dean/Lead Administrator:** Angie Rymer, Campus Dean  
**Campus Phone Number:** 318-676-7811  
**Campus Phone FAX:** 318-676-7805  
**Campus Dean/Admin E-Mail:** arymer@ltc.edu

**Campus Name:** Mansfield  
**Campus Dean/Lead Administrator:** [Mrs. Jill Heard, Campus Dean](#)  
**Campus Phone Number:** 318-872-2243  
**Campus Phone FAX:** 318-872-4249  
**Campus Dean/Admin E-Mail:** jheard@ltc.edu

**Campus Name:** Natchitoches  
**Campus Dean/Lead Administrator:** Carol Hebert, Campus Dean  
**Campus Phone Number:** 318-357-3162  
**Campus Phone FAX:** 318-352-2248  
**Campus Dean/Admin E-Mail:** chebert@ltc.edu

**Campus Name:** Sabine Valley  
**Campus Dean/Lead Administrator:** Ronald E. Wright, Interim Campus Administrator  
**Campus Phone Number:** 318-256-4101 Ext. 16  
**Campus Phone FAX:** 318-256-4134  
**Campus Dean/Admin E-Mail:** ronald.wright@ltc.edu

## Region 8

**Regional Director (and Dean):** Norene R. Smith, Regional Director  
**Phone Number:** 318.397.6100  
**email:** [nsmith@ltc.edu](mailto:nsmith@ltc.edu)

**Campus Name:** Delta Ouachita Campus  
**Campus Dean/Lead Administrator:** Margie Brown, Dean of Administration  
**Campus Phone Number:** (318) 397-6100  
**Campus Phone FAX:** (318) 397-6106  
**Campus Dean/Admin E-Mail:** [mabrown@ltc.edu](mailto:mabrown@ltc.edu)

**Campus Name:** Bastrop Campus  
**Campus Dean/Lead Administrator:** Vettye Garrett, Campus Dean  
**Campus Phone Number:** 318.283.0836  
**Campus Phone FAX:** 318.283.0871  
**Campus Dean/Admin E-Mail:** [vgarrett@ltc.edu](mailto:vgarrett@ltc.edu)

**Campus Name:** North Central Campus  
**Campus Dean/Lead Administrator:** Norene R. Smith , Campus Dean  
**Campus Phone Number:** **(318) 368-3179**  
**Campus Phone FAX:** (318) 368-9180  
**Campus Dean/Admin E-Mail:** [nsmith@ltc.edu](mailto:nsmith@ltc.edu)

**Campus Name:** Northeast LA Campus  
**Campus Dean/Lead Administrator:** Debbie M. Price, Campus Dean  
**Campus Phone Number:** (318) 435-2163  
**Campus Phone FAX:** (318) 435-2166  
**Campus Dean/Admin E-Mail:** [dprice@ltc.edu](mailto:dprice@ltc.edu)

**Campus Name:** Ruston Campus  
**Campus Dean/Lead Administrator:** Doug Postel, Campus Dean  
**Campus Phone Number:** (318) 251-4145  
**Campus Phone FAX:** (318) 251-4159  
**Campus Dean/Admin E-Mail:** [doug.postel@ltc.edu](mailto:doug.postel@ltc.edu)

**Campus Name:** Tallulah Campus  
**Campus Dean/Lead Administrator:** Patrick T. Murphy, Campus Dean  
**Campus Phone Number:** 318-574-4820  
**Campus Phone FAX:** 318-574-1868  
**Campus Dean/Admin E-Mail:** [pmurphy@ltc.edu](mailto:pmurphy@ltc.edu)

## Region 9

**Campus Name:** LTC Sullivan Campus  
**Campus Dean/Lead Administrator:** William S. Wainwright, Regional Director  
**Campus Phone:** 985.732.6640  
**Campus Fax:** 985.732.6603

**Campus Name:** Acension Campus  
**Campus Dean/Lead Administrator:** Donna Seale, Campus Administrator  
**Campus Phone Number:** (225)675-5398  
**Campus Phone FAX:** 225.675-6007  
**Campus Dean/Admin E-Mail:** [dseale@ltc.edu](mailto:dseale@ltc.edu)

**Campus Name:** LTC Hammond Area Campus  
**Campus Dean/Lead Administrator:** Sharon Hornsby  
**Campus Phone Number:** 985.543.4120 Ext: 103  
**Campus Phone FAX:** (985)543-4119  
**Campus Dean/Admin E-Mail:** [shornsby@ltc.edu](mailto:shornsby@ltc.edu)

**Campus Name:** LTC Florida Parishes Campus  
**Campus Dean/Lead Administrator:** Sharon Hornsby  
**Campus Phone Number:** 225.222.4251  
**Campus Phone FAX:** 225.222.6064  
**Campus Dean/Admin E-Mail:** [shornsby@ltc.edu](mailto:shornsby@ltc.edu)

# **APPENDIX B**

## **Proposal Rating Form**

BOARD OF REGENTS SUPPORT FUND  
**ENHANCEMENT PROGRAM FOR TWO-YEAR INSTITUTIONS**  
FISCAL YEAR 2008-09

**RATING FORM FOR TWO-YEAR ENHANCEMENT PROPOSALS, FY 2008-09**

**INSTRUCTIONS:** The completed evaluation form should represent the consensus of the expert members of the review panel and, as such, must reflect the final decisions of that panel. Review this form and the program guidelines prior to reading the proposal. The higher the score is, the more evident the proposal satisfies the criterion under consideration.

Proposal Number: \_\_\_\_\_

Project Director: \_\_\_\_\_

**A. THE CURRENT SITUATION-Total of 10 points**

a. Demographic Data (5 points)

\_\_\_\_\_ of 5 points Has the applicant adequately described the institution and unit/division that will benefit from the proposed project, especially in terms of strategic goals, mission, community, faculty, students, measurable objectives, and relevant institutional or departmental resources? Has the applicant supplied an adequate amount of demographic data?

b. Needs of the Project and Impact on Strategic Goals (5 points)

\_\_\_\_\_ of 5 points Has the applicant adequately described project needs and related them to the goals and measurable objectives? To what extent will the proposed project enhance the affected department(s) or institution(s)?

**B. THE ENHANCEMENT PLAN-- Total of 90 points**

Plan of Proposed Project (25 points)

\_\_\_\_\_ of 25 points a. Are the objectives clearly stated and measurable, and can they be completed within the timeframe detailed in the proposal? Is the proposal aligned with the Guiding Principles and focused on the development/improvement of the two-year institution? Are the activities designed to achieve the goals and objectives? To what extent will the project assist the division or institution strengthen the capacities of Louisiana's two-year institutions in order to improve their academic, workforce development, missions, programs; and enhance the infrastructure of institution.

Impact on Curriculum and Instruction (10 points)

\_\_\_\_\_ of 10 points b. To what extent will the proposed project have a positive impact on the variety and quality of curricular offerings and instructional methods within the affected division/department/institution? Will this impact be significant? measurable?

Impact on Quality of Students (10 points)

\_\_\_\_\_ of 10 points c. To what extent will the proposed project enhance the ability of the institution to attract and/or retain students of high quality? Does the applicant consider critical shortage areas in the State? Is evidence that student achievement will be favorably impacted by the project presented? Is the impact aligned with needs, key goals, and objectives?

Impact on Community and Economic/Workforce Development (10 points)

\_\_\_\_\_ of 10 points      d. To what extent will the proposed project enhance the needs of the local community and the ability of the institution to fulfill those needs? Are the activities geared to community businesses and workforce development needs? Do the activities align with key goals and objectives?

Faculty and Staff Expertise (10 points)

\_\_\_\_\_ of 10 points      e. To what extent will the project enhance faculty and staff expertise? Are the faculty and support personnel appropriately qualified and trained to implement this project? If special training will be required for project participants, has an appropriate plan been developed? What is the anticipated impact of professional development?

Additional Funding Sources (5 points)

\_\_\_\_\_ of 5 points      f. To what extent will the project assist in establishing any new relationships or strengthen an existing relationship with one or more partners? Is the project likely to contribute to the economic or workforce development activities in Louisiana? Is there evidence of collaboration other than financial?

Project Evaluation (7 points)

\_\_\_\_\_ of 7 points      g. Does the project have an evaluation plan? To what extent is the assessment of the outcomes of the proposed project sound, clearly identified, and measurable? Does the assessment plan align to the goals, objectives, and activities?

Project Dissemination (3 POINTS)

\_\_\_\_\_ of 3 points      h. Are the plans for dissemination of best practices clearly specified and attainable?

Evidence of Collaboration(s) (0 POINTS)

\_\_\_\_\_ 0 points      i. To what extent will collaborative partners share the costs associated with this project? Do letters of support clearly specify financial and/or in-kind contributions of each partner? Are the support documents convincing?

Budget Page and Budget Justification (10 points)

\_\_\_\_\_ of 10 points      j. Is the proposed budget reasonable for scope of work to be performed? Are personnel costs stated? Are equipment and supply costs appropriate? Is the proposed budget adequately justified in the budget justification? Have any guidelines regarding disallowed budgetary items (stated in the RFP, p. 14) been violated?

Checklist (0 POINTS)

\_\_\_\_\_ 0 points      k. Is the checklist completed and signed?

**BUDGETARY RECOMMENDATIONS**

Requested Amount: \$ \_\_\_\_\_ Recommended Amount: \$ \_\_\_\_\_

*I agree to maintain in confidence any information, documentation and material of any kind (hereinafter referred to as "Material") included in this proposal; I further agree not to disclose, divulge, publish, file patent application on, claim ownership of, exploit or make any other use whatsoever of said "Material" without the written permission of the project director. To the best of my knowledge, no conflict of interest is created as a result of my reviewing this proposal.*

Consultant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_