CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT
OF 1984

REQUEST FOR PROPOSALS

FISCAL YEAR 2014-15

Focus on Effective Teaching for College and Career Readiness

Administered by:
S.C. Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201

Intent to Submit Form Due:
January 10, 2014

Technical Assistance Training
January 17, 2014

Proposal Deadline:
March 12, 2014

Review Panel Meeting:
March 21, 2014

For further information please contact:
Dr. Paula Gregg
Phone: 803-737-2246
FAX: 803-737-2297
E-mail: pgregg@che.sc.gov

GUIDELINES FOR SUBMISSION OF PROPOSALS
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
FY 2014-15

PURPOSE OF THE CENTERS OF EXCELLENCE PROGRAM

The purpose of this competitive grant program is to enable eligible institutions, or groupings of such institutions, to serve as "state-of-the-art" resource centers for South Carolina in a specific area related to the improvement of teacher education. Teacher education encompasses both in-service and pre-service training. These "resource centers" develop and model state-of-the-art teaching practices, conduct research, disseminate information, and provide training for K-12 and higher education personnel in the Center's specific area of expertise. Research has shown that the single greatest factor influencing student achievement is teacher quality. In order for the state to attain its education goals, we must ensure that all students have access to highly qualified teachers and educational programs. Towards this goal, the focus of the Centers of Excellence Program is to concentrate on assisting low-performing schools and districts. The Commission envisions the Center to be a university-wide effort. Typical activities include:

- developing and modeling state-of-the-art pre-service preparation programs for other institutions of higher education to emulate that focus on increasing the number of teachers appropriately prepared to work effectively with students in low-performing schools and with diverse needs;

- developing innovative school-based projects to enhance student and teacher achievement at low-performing schools;

- conducting statewide school-based and campus-based faculty development activities related to State content and assessment standards;

- conducting research and evaluation activities related to teacher quality and student achievement;

- serving as a state (and/or regional and national) clearinghouse for information dissemination on center activities; and

- providing demonstration, outreach, and technical assistance programs for low performing schools and districts and institutions of higher education as requested.

ELIGIBLE INSTITUTIONS

Any public or private college/university in the State authorized by the State Board of Education to offer one or more degree programs at graduate or undergraduate levels for the preparation of teachers is eligible to apply. To assist in the outreach to the State's low-performing schools, the Center should engage faculty and students from across the university. Although collaborative proposals involving more than one institution are required this year, one institution must be designated as the fiscal agent.

Institutions which currently receive State funding for a Center of Excellence may apply for a second Center. However, **State funding is limited to a maximum of two Centers for each**

institution. There is no required period of absence of funding upon completion of State funding for an existing Center prior to submission of a proposal for a new Center of Excellence with a different focus. Institutions that do not comply with the Commission's programmatic and budgetary reporting requirements are not eligible to submit a proposal for the year following the non-compliance.

Institutions interested in submitting a proposal for FY 2014-15 should submit an "Intent to Submit Proposal" form to the Commission on or before January 10, 2014. This Intent to Submit in no way commits the institution to submit a proposal, but assists staff in preparation for the review process. The form is attached on page 29. **A required Technical Assistance Workshop will be held on January 17, 2014, for all project directors who submit the Intent to Submit form. Institutions must attend the technical assistance workshop in order to submit a full proposal on or before March 12, 2014.**

CHARACTERISTICS OF A CENTER OF EXCELLENCE

1. Purpose

A Center must focus on developing and modeling state-of-the-art teacher training programs (in-service and pre-service) at the host institution as well as serve as a catalyst for changing teacher training programs at other institutions of higher education which prepare and support teachers. Centers should enhance the institution's professional development programs as an integral part of its mission and focus services on low-performing schools as identified under the Education Accountability Act's annual report cards for 2013. Target schools and districts are those that have an EAA absolute rating of average or lower and a poverty index of > 25%. A list of these schools can be found at http://ed.sc.gov/data/report-cards/2012/index.cfm. The goal of the program is to increase higher education's involvement in working more closely with low-performing schools through professional development, teacher education programs, and other units within the institution. State-of-the-art practices include but are not limited to:

- innovative practices that enable school personnel to improve student achievement;
- effective, sustained, high quality professional development;
- collaboration with major education stakeholders, including local school districts and schools, other higher education institutions and Centers of Excellence, professional associations, parent groups, and the private sector;
- field-based teacher education programs, including professional development schools that are aligned with in-service teacher professional development;
- technology-based instructional techniques;
- innovative practices for teaching children with diverse backgrounds and diverse learning styles; and
- assistance to teachers in understanding state content and assessment standards and how to help all students meet or exceed these standards.

The Center's activities must directly support one or more existing educational programs at the institution. There should be clearly defined benefits for both K-12 and higher education in the State and these should be directly linked to the training of high quality teachers and raising student academic achievement. The Center should demonstrate how the activities will support the improvement of low-performing school partners and be tied to State content and assessment standards.

The new Center for FY 2014-15 must focus on College and Career Readiness. The goal of this Center will be to provide professional development to teachers to enable them to transform the P-12 experience to create a college-going and career readiness culture that prepares students for postsecondary education and the world of work. The proposed Center must leverage the work of the South Carolina Course Alignment Project and other College and Career Readiness and P-20 initiatives. As such, the Center will form relationships and collaborate with existing P-20 initiatives in the State and serve as a central place to coordinate and facilitate the work of such initiatives. The proposed Center should be based on the work of leaders in the field of college and career readiness. The Center will also be expected to develop innovative practices, make specific, targeted curriculum changes and provide policy suggestions to ensure a more seamless transition for students from K-12 to college and employment. The Center should focus on foundational content knowledge, cognitive strategies, and learning skills that will provide students with maximum flexibility after graduating from high school. As such, the Center should provide training and professional development activities for P-20 faculty in order to establish a college and career ready culture in schools and communities that is aligned with college and career readiness standards.

The new Center will be at minimum a partnership between at least one four-year institution, one two-year institution, and one school district, and must be able to demonstrate business and industry support. Priority Points will be given to proposals with a three-way partnership at a minimum between one research, one comprehensive, and one two-year institution. The Commission on Higher Education, in consultation with the Education Oversight Committee, will select an independent, external evaluator for this Center.

2. Achievement of Excellence

A proposed Center must demonstrate a substantial likelihood of achieving success with its K-12 partners and developing a reputation for statewide excellence within the five-to-seven year State funding period. Annual measurable benchmarks for evaluating progress toward the stated goals must be included in the proposal, as well as a list of specific achievements to be realized.

3. Institutional Commitment

A Center must be funded in part by the lead institution to demonstrate its commitment to the proposed Center's goals and objectives and its commitment to working with low-performing K-12 schools and districts. The proposal must demonstrate a match of institutional/external support from all higher education and/or business partners. Support can be in-kind, release time, financial commitment, change to academic programs, or inclusion of the project in the institution's service learning program, among others. Matching funds from district partners are strongly encouraged.

4. Collaboration with Related Centers, State Department of Education Initiatives, or Major Education Stakeholders

A Center **must** design its programs and activities as follows:

- in collaboration with a low-performing school(s) and/or district(s) that will be the target of its activities;
- in collaboration with other Centers of Excellence and/or Teacher Recruitment Centers in all appropriate related activities;
- in collaboration with all parties affected by the Center's programs, including other institutions of higher education, other local school districts, professional associations, business and industry, parents, and the private sector; and
- be consistent with ongoing related curriculum, assessment, teacher preparation, or professional development activities at the South Carolina Department of Education, The Educational Accountability Act of 1998, Teacher Quality Act of 2000, and other state education initiatives.

FUNDING

Commission funding ($150,000 - $250,000 per year) is to be matched by institutional and/or external funding allotments. EIA funding for the FY 2014-15 Center is for seven years, contingent on the availability of funds and annual reviews and attendance of director at required meetings as well as submission of required accountability and budgetary information by designated deadlines. Each fiscal year of the grant period **begins July 1 and ends July 31 the following year**. Upon completion of each year, an annual program evaluation with financial report is required to be submitted to the Commission for review prior to release of the next-year funds. **Funding is contingent upon approval of funds by the General Assembly.**

The Commission seeks to support programs that will significantly impact P-20 education and therefore require substantial levels of funding. It also seeks assurance of the long-term stability of programs to maximize the impact on P-20 education. The proposal must demonstrate a match of institutional/external support. Funding for a center will occur on the following funding scale:

YEAR 1-2	YEAR 3-4	YEAR 5-7	YEAR 8+
100% Commission funding + Institutional/External funding	90% of Year 1 Commission Funding + Institutional/External funding	75% of Year 1 Commission Funding + Institutional/External funding	No Commission Funding + Institutional/External Funding. CHE monitors project for sustainability.

There is no set percentage amount for the match; however, the center should ensure that matching funds are at a level sufficient to lead to success of activities and strategies. Support from other sources is required and is a factor in determining selection of proposals for funding.

The Commission may contract with the Educational Policy Improvement Center to provide training, support, and consultation services to the new Center for the first year. Commission staff will collaborate with the Center Director to develop the contract for these services.

PRIORITIES FOR FUNDING

Proposals must address the area listed in #1 below. All proposals must focus activities on a low-performing school(s) or district(s) as defined by the Education Accountability Act's Report Card ratings (http://ed.sc.gov/data/report-cards/2013/index.cfm). The priorities listed below address the needs identified by the Education Oversight Committee (EOC) and reflect the focus of EOC activities for FY 2014-15 which is on college and career readiness.

1. The Education Oversight Committee has specifically requested that proposals focus on College and Career Readiness. The goal of this Center will be to provide professional development to teachers to enable them to transform the P-12 experience to create a college-going and career readiness culture that prepares students for postsecondary education and the world of work. The Center will:

    a. leverage the work of the South Carolina Course Alignment Project and other college and career Readiness and P-20 initiatives in the State;

    b. form relationships and collaborate with existing P-20 initiatives in the State and, to the extent possible, serve as a central place to coordinate and facilitate the work of such initiatives.

    c. develop innovative practices based on the work of leaders in the field of college and career readiness;

    d. focus on foundational content knowledge, cognitive strategies, and learning skills that will provide students with maximum flexibility after graduating from high school;

    e. make specific, targeted curriculum changes; and

    f. provide policy suggestions to ensure a more seamless transition for students from P-12 to college and employment.

2. Priority will be given to proposals that demonstrate the institution's commitment to develop state-of-the-art programs as evidenced by a commitment to change academic programs at the institution as a result of the Center's work. Innovative programs must include faculty from Arts & Sciences, as well as Education.

3. Priority will be given to proposals that demonstrate a commitment to a professional development program focused on the Center's area of expertise and aligned with South Carolina Professional Development Standards (http://ed.sc.gov/agency/se/school-leadership/documents/SC_Standards_Professional_Development.pdf).

4. Priority will be given to proposals in which representatives from the targeted low performing school(s) or district(s) **are involved** in the development of the collaborative effort (see appendix 4).

5. Priority will be given to three-way partnerships between a research institution, a comprehensive institution, and a two-year institution. Additional consideration which will enhance the proposal's competitiveness for funding will be given to partnerships involving the private sector, other schools and/or districts, business and industry, and members of the community. **The proposal narrative must describe the collaboration and the**

previous planning activities between the institution and the major stakeholders. A discussion of the clearly defined roles of all of the project's partners (P-20) must be included.

6. Priority will be given to proposals which have a clear evaluation and assessment protocol with leading indicators of progress, which would facilitate dissemination and replication of successful strategies, programs, or incentives, and show student improvement. The Commission on Higher Education, in consultation with the Education Oversight Committee, will select an independent, external evaluator for this Center. The independent, external evaluator will be paid from EIA funds awarded to the Center. However, the Center Director, in consultation with other higher education partners, should conduct ongoing research to determine the effectiveness of the Center and its impact on student learning.

7. Priority will also be given to proposals that draw upon the higher education institution's demonstrated strength and experience in relevant program areas. This experience can be demonstrated through a **brief** description of such evidence as:

    - Quality of faculty as indicated by publications, presentations, K-12 service, consultations, and other experience;

    - Institutional support for the program as indicated by letters of support from chief academic officers, deans, and department heads; budget, faculty time, facilities, and equipment allocations; special programmatic initiatives, etc.;

    - Previous participation in the South Carolina Course Alignment Project;

    - Previous collaborative efforts with major education stakeholders in related program areas;

    - Demonstrated ability to offer high-quality professional development for K-12 school personnel. If professional development courses are to be offered, they should meet the Commission's *Guidelines for Graduate Courses Offered for Professional Development of School Personnel* (http://www.che.sc.gov/CHE_Docs/AcademicAffairs/Guidelines_For_Grad_Courses_Dev.doc).

8. Priority will be given to proposals that partner with schools with a high poverty index and a report card rating of below average or unsatisfactory.

9. Finally, priority will be based on the likelihood that the program, if funded, will have a lasting impact on P-20 education in the State.

10. Each proposal will be reviewed by a review panel consisting of an external reviewer and members of higher education, P-12 institutions, business and industry, and other education state agencies. The project director, institutional administration, and other members of the partnership are expected to present the proposal to the review panel and answer questions from the panel on **March 21, 2014.**

PROPOSAL DEVELOPMENT

In addition to other data that the proposing institution deems relevant, proposals should include information organized according to the following sections (forms are included in **Appendix 1**):

1. **Title Page** (form provided)

2. **Table of Contents**

3. **Abstract** to include (limit one page single-spaced; **required**):
    - purpose of the project;
    - activities to be implemented;
    - target population to be served;
    - expected outcomes; and
    - school and/or district partners

4. **Narrative.** The narrative of the proposal, not to exceed 30 double-spaced pages (with 1-inch margins, 12 pt. font), must provide detailed information about the proposed Center and include, at minimum, the following information:

    a. **The Center's Purpose/Focus**: Describe the Center's focus on college career and readiness and how the Center will benefit both the institution and the targeted P-12 school/district as well as impact P-20 education in the state. This section must include evidence of the demonstrated need to be addressed.

    b. **Goals and Objectives:** Goals, objectives, and effectiveness measures of the proposed Center of Excellence for College and Career Readiness **must include, but not be limited to,** the following:
        - leveraging the work of College and Career Readiness and P-20 initiatives in the State;
        - forming relationships and collaborating with existing P-20 initiatives in the State and, to the extent possible, serving as a central place to coordinate and facilitate the work of such initiatives;
        - adopting a statewide definition of college and career readiness and implementing a plan to improve student preparation; and
        - creating a college-going and career readiness culture to better prepare students for success in college and employment.

    Please see appendix 5 for an example of appropriate goals and objectives.

    c. **Activities**: Include a detailed description of the activities to be implemented and how these will meet the Center's goals and objectives. Discuss how these activities will meet the needs of teacher education and student achievement. Discuss how the proposed activities to be implemented include sufficient effective approaches to address objectives. In addition, the activities must include well-defined, measurable benchmarks of expected progress at the end of each of the seven years and should address the following goals:

- Collaborating with Education Faculty in developing and modeling exemplary teacher training programs that (i) are collaborative, (ii) field-based, (iii) use state-of-the-art technology, and (iv) use proven strategies.

- Developing an influential constituency for the Center composed of stakeholders who will work with the Center and support the Center over the period of funding;

- Forming relationships and collaborating with existing P-20 initiatives in the State; and

- Achieving a position of leadership in the State such that the Center is the primary resource in the area of College and Career Readiness.

d. **Evaluation Plan**: Cite specific evaluation measures that may be used to assess annually the effectiveness of the Center's activities. The Commission on Higher Education, in consultation with the Education Oversight Committee, will select an independent, external evaluator for this Center. The Center Director will be required to work with the Commission and the external evaluator to develop an evaluation plan to address program objectives, performance indicators, benchmarks to monitor progress toward goals, and outcome measures to assess the effect of the activities on teacher participants and on the impact on K-12 student achievement.

   In preparation for developing the evaluation plan, please describe a possible evaluation plan. This description should include, but not limited to, the following:
   - explain the design for data collection and a clear description of the types of data to be collected (both quantitative and qualitative should be included) and the objectives to be measured (not just pre- and post- surveys) as well as when data will be collected, and the means of analyzing the data;
   - discuss the methods and procedures to be used to evaluate the effectiveness of the proposed project objectives;
   - discuss how information from the data will be used to monitor success, make changes in program design, if necessary;
   - provide accountability information about the project's success;
   - show impact on K-12 student achievement;
   - provide results on outcome data;
   - include an assessment of how the activities have contributed to teacher practice,
   - include an assessment of the impact of the project on student (P-20) achievement;
   - show the extent to which the project influenced changes in teacher knowledge and instructional practices in the classroom or how the professional development has impacted school climate and/or administrative actions.

e. **Research Agenda**. Describe a **detailed** research agenda that will enable higher education faculty and P-12 personnel statewide to improve classroom effectiveness, student achievement, and college and career readiness. Specifically, the research agenda should provide examples of ongoing research questions that will be examined as a function of the Center's activities, how the research will be implemented, and how the research findings will be used to improve academic programs for both pre-service and in-service teachers.

f. **Institutional Strengths**: Cite accomplishments of existing academic, research, or professional development programs to demonstrate a likelihood of the Center's achieving success within a reasonable period of time. Evidence must be provided to justify the Center's suitability to the institutions, in terms of either the institutions' mix of related academic/research/professional development programs, participation in the South Carolina Course Alignment Project (SC CAP) and other P-20 initiatives, or the presence of advantageous institutional or community resources. Present evidence concerning previous institutional collaboration with the K-12 community and other education stakeholders, especially as it relates to low performing schools or addressing student achievement.

g. **Center Staffing**: State who the Center director(s) will be, summarize his/her qualifications, and stipulate the director's time commitment to Center activities. Also describe other faculty and/or support staff, teachers, and administrators involved in the Center's program and their qualifications, projected time commitment and responsibilities to the Center. Abbreviated vita (2 pages) for the director and any other key personnel associated with the Center's activities should be attached to the proposal. Provide evidence indicating that the director and/or other Center staff members will be able to promote non-programmatic as well as programmatic aspects of the Center, including developing internal and external constituencies and institutionalizing funding for Center activities. Qualifications, time commitment, and responsibilities must be included for any graduate assistants. **The Center director must be a tenure-track or tenured faculty member at the institution**.

h. **Benefit to the Institution**: Explain why the institution is willing to commit its resources to the Center. For example, what will be the impact of the Center on the institution's academic/research/professional development programs? How will the proposed Center improve the quality of institutional programs and enhance existing institutional strengths in the Center's area of concentration and related fields? How will the Center impact the institution's community outreach with K-12 schools (university-wide)?

i. **Institutional Commitment**: Demonstrate institutional and faculty support of the Center for the seven years of State funding. Letters from faculty and administrators in program areas related to the Center's focus supporting the proposed Center may be included. Letters of support on letterhead from the K-12, higher education, and business partners must be included in the proposal or submitted electronically to the Commission on Higher Education at pgregg@che.sc.gov. Letters submitted electronically must clearly identify the project they support. Provide evidence of institutional support beyond the seven years of State funding.

j. **Discussion of Partnerships.** Discuss the partnership in detail. Describe the roles, responsibilities, and contributions of each of the post-secondary institutions, schools, businesses/industries, etc.

k. **Benefit to K-12 Districts/Schools**: Describe the expected benefit to the partner districts and/or schools and how the research base will support staff efforts to improve low performing districts and schools. Include a description of who will be served.

l. **Discussion of Similar and Related Centers**: Provide a short description of any similar Centers regionally or nationally and explain how the proposed Center will seek to

benefit from other similar centers' experiences. A list of South Carolina Centers of Excellence funded through the Education Improvement Act is attached. Provide evidence of collaboration with other Centers of Excellence in the planning of and implementation of the proposed Center. Evidence should also be provided of communication with the South Carolina Department of Education (SCDE) and the Education Oversight Committee (EOC).

m. **Current Initiatives/Programs**: Provide a short description of any current initiatives and/or programs at the institution(s) that will support the goals and objectives of the proposed Center. Provide data showing results of current initiatives and/or programs.

n. **Collaborative Planning**: Briefly describe the collaborative planning activities that have occurred between the institutions, the partner district(s)/school(s), and business/industry (Agreement form included in **Appendix 1**). Provide information on possible collaboration with other Centers of Excellence.

5. **Three-Year Timeline**. Include the attached Three-Year Timeline to provide an outline of Center programs and approximate dates for beginning (and concluding, if appropriate) those programs.

6. **Budget**: Provide a proposed budget and budget justification (July 1 through July 31), in reasonable detail for the first through third years of operation and less detailed budget estimates for the fourth through seventh years. Budgets will indicate all anticipated expenditures for equipment, materials, salaries and benefits, and other operating expenses. Proposed salary/supplement expenditures should provide sufficient detail to identify and justify the number of professional positions, the amount of time associated with each, and estimated salary/supplement for each position. The budget should demonstrate a funding commitment of eight years (one year beyond state funding) either through institutional or external support). **No institutional overhead is allowed**. **No Indirect Costs are allowed**. A complete justification/explanation of funding amounts must accompany the budget summary.

No more than 50% of the total budget should be used for salaries and/or fringes for all personnel.

Funds for the Centers of Excellence may be used to pay both reasonable salary (including fringe) and Graduate Assistant Differential (GAD)/tuition for graduate assistants. Salaries (including fringes) and GAD for graduate assistants should be no more than 15% of the total budget and must be included in the 50% maximum for salaries and fringe benefits.

Funds cannot be used to pay both tuition and stipends for participants during the same time period.

Funds should be used to supplement, not supplant.

Funds for stipends can only be paid for days teachers and other school personnel are not under contract (holiday, furlough, weekends, summer).

PROPOSAL SUBMISSION, METHOD OF SELECTION AND OTHER PROCEDURES

Proposals must be submitted as one original (signatures in blue ink) and one electronic (**Word, PDF, and Excel** format), must be signed by the chief executive officer of the proposing institution, and must be addressed to the Commission on Higher Education; Dr. Paula Gregg; Centers of Excellence Program (Teacher Education); 1122 Lady Street, Suite 300; Columbia, SC 29201. They must be received (not postmarked) at the Commission by not later than **5:00 p.m. on March 12, 2014.** The following method of selection and other procedures will be followed:

1. Proposals will be reviewed by a panel that includes at least one outside reviewer, representatives from the State Department of Education and the Commission on Higher Education staffs, and at least one representative each from the K-12 and higher education communities.

2. Each submitting institution will participate in a review that will include the opportunity to make a brief oral presentation and respond to questions from the review panel. Reviews are approximately one hour in length. The proposed project director and other representatives will be invited and encouraged to participate in the review which will be held on March 21, 2014.

3. The review panel will forward its recommendations to the Committee on Academic Affairs and Licensing and the Commission on Higher Education for approval.

4. Approved Centers will be reviewed each year by Commission staff after receipt of the end-of-year project report to determine progress toward achieving established goals and to review expenditures prior to release of funds for the ensuing year.

5. No center will be awarded State funds for more than seven consecutive years.

6. Funding is contingent upon the availability of funds by the General Assembly.

Enclosures:
- Appendix 1: Required Forms
- Appendix 2: List of Centers
- Appendix 3: Intent to Submit Form
- Appendix 4: List of Eligible Schools and Districts
- Appendix 5: Sample Goals, Objectives, and Effectiveness Measures
- Appendix 6: Rubric for External Review (TBA)

Revised 12/13

Appendix 1

COVER PAGE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION CENTERS OF EXCELLENCE PROGRAM EDUCATION IMPROVEMENT ACT OF 1984 PROJECT YEAR 2014-15	
Institution	
Center Name	
Project Director(s)/Title	Address
	Phone
	Fax
	E-mail
Institutional Contact	Address
	Phone
Fiscal Officer/Title	Address
	Phone

Proposed Funding	**Year One**	**Seven Year Total**	**School or District Partners**
State Funds Requested			
Institutional Funds			
Other Funds			
Total			
Institutional Approval Chief Executive Officer_____ Date _____			

CENTERS OF EXCELLENCE PROGRAM
EDUCATION IMPROVEMENT ACT OF 1984
PROPOSED PROJECT TIMELINE
FY 2014-15 , 2015-16, and 2016-17

Institution		
Center Name		
Program/Activity	Begin Date	Target End Date

BUDGET REQUEST

CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984

Project Year:

INSTITUTION:	**Proposed Budget**	**Institutional Funds**	**Other Funds (school districts, grants, private, etc.)**	**CHE use**
PROJECT DIRECTOR(s):				
1. Key Personnel(Faculty/Administration) LIST NAMES & Role				
A. Salaries				
1				
2				
3				
4				
Total Key Personnel Salaries	0	0	0	
B. Fringe Benefits TOTAL				
1				
2				
3				
4				
Total Key Personnel Fringes	0	0	0	
TOTAL KEY PERSONNEL COSTS	0	0	0	
2. Support Personnel (LIST NAMES)				
A. Salaries				
1				
2				
3				
4				
Total Support Personnel Salaries	**0**	**0**	**0**	
B. Fringe Benefits				
1				
2				
3				
4				
Total Support Personnel Fringes	0	0	0	
Total SUPPORT PERSONNEL COSTS	0	0	0	
TOTAL PERSONNEL COSTS	**0**	**0**	**0**	
3. Participant Support (District/School participants)				
a. Books				
b. Supplies and Materials				
c. Travel and Subsistence				
d. Room and Board				

BUDGET REQUEST

CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984

Project Year:

INSTITUTION:	**Proposed Budget**	**Institutional Funds**	**Other Funds (school districts, grants, private, etc.)**	**CHE use**
PROJECT DIRECTOR(s):				
e. Refreshments				
f. Tuition				
g. Stipends				
h. Technology/Equipment				
i. Other - PLEASE SPECIFY				
Total Participant Costs	0	0	0	
4. Supplies and Materials (Institution) LIST MAJOR ITEMS				
a.				
b.				
c.				
d.				
Total Supply Costs	0	0	0	
5. Equipment/Technology (greater than $5,000 per item)				
a.				
b.				
Total Equipment Costs	**0**	**0**	**0**	
6. Additional Costs - PLEASE SPECIFY (includes contractual services)				
a.				
b.				
c.				
d.				
Total Additional Costs	**0**	**0**	**0**	
7. Travel and Subsistence				
a. State Employee				
b. Non-State Employee				
Total Travel	**0**	**0**	**0**	
TOTAL PROJECT COSTS	$ -	$ -	$ -	

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

Collaborative Planning Efforts and K-16 Agreement

(Two Page Document)

Describe the collaborative planning efforts that have occurred between the institution, school/district, and any other participating organizations or agencies.

Partnership Agreement
South Carolina Commission on Higher Education
Center of Excellence

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and roles of each of the partners participating in the proposed Center of Excellence. A copy of this form must be completed for each member of the partnership (at a minimum, the institution of higher education and the school/district).

_____ agrees to make the following contributions or
(Name of Organization) play the following roles in the Center:

The organization assures that this proposal addresses the following need(s) identified by the school/district:

The organization further assures that this proposal was developed with input from the following higher education and K-12 faculty and or staff:

Project Director/Key Contact Name _____

Signature _____ Date _____

Dean/Superintendent Name _____

Signature_____ Date _____

Links to pertinent websites:

Educational Policy Improvement Center
http://www.epiconline.org

Guidelines Centers of Excellence Program
http://www.che.sc.gov/New_Web/ForInstitutions/TeacherEdGrants.htm

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High Need LEAs (allowable districts and schools for minimum partnership requirements)
https://www.che.sc.gov/New_Web/ForInstitutions/TeacherEdGrants.htm

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S.C. Professional Development Standards
http://www.scteachers.org/educate/edpdf/rules/pdpolicy.pdf

Guidelines for Graduate Courses Offered for Professional Development of School Personnel
http://www.che.sc.gov/New_Web/ForInstitutions/AcadPolicy.htm

Centers of Excellence A link to center web sites
http://rpsec.usca.sc.edu/CentersOfExc/CentersList.html

South Carolina Course Alignment Project (SCCAP)
https://www.epiconline.org/south_carolina/?q=south_carolina

College Readiness Standards
http://www.che.sc.gov/AcademicAffairs/EEDA/SC_College_Readiness_Standards.pdf

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Redefining College Readiness
http://www.epiconline.org/files/pdf/RedefiningCollegeReadiness.pdf

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College Preparatory Course Prerequisite Requirements
http://www.che.sc.gov/AcademicAffairs/CollegePrepCourse_Prereqs101106.pdf

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Edutopia: Why Teach With Project-Based Learning
http://www.edutopia.org/project-based-learning

Using Performance-Based Assessments
http://www.centerii.org/handbook/Resources/7_H_Using_Performance_Based_Assessments.pdf

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Common Core State Standards
http://corestandards.org/the-standards

South Carolina DOE Standards and Learning
http://ed.sc.gov/agency/Standards-and-Learning/

2013 SC DOE Report Cards
http://ed.sc.gov/data/report-cards/2013/index.cfm

Appendix 2

Centers of Excellence	EIA State Funding (First Year/Last Year)	Status
Center of Excellence in Mathematics and Science Education Dr. Calvin Williams, Director Department of Mathematical Sciences 0-323 Martin Hall Clemson University Clemson, SC 29634 (864) 656-5241 Fax: 656-5230 calvinw@ces.clemson.edu Website: http://cemse.math.clemson.edu/	1987-88/1990-91	**Funding Completed Active**
Center of Excellence in Foreign Language Education Dr. A.L. Prince, Director PO Box 30945 Furman University Greenville, SC 29613 (864) 294-2108 Fax: 294-3001 Bill.Prince@furman.edu	1990-91/1993-94	**Funding Completed Inactive**
Center of Excellence in Composition Dr. Sandra Bowden, Director School of Education Coastal Carolina University Conway, SC 29526 (843) 349-2606 Fax: 349-2990 sandyb@coastal.edu	1991-92/1994-95	**Funding Completed Inactive**
Center of Excellence for the Assessment of Student Learning Dr. Robert Johnson College of Education University of South Carolina Columbia, SC 29208 (803) 777-5273 Fax: 777-0220 rjohnson@gwm.sc.edu	1992-93/1995-96	**Funding Completed Inactive**
Center of Excellence in Rural Special Education Dr. Janie Hodge, Director Tillman Hall Box 340709 Clemson University Clemson, SC 29634-0709 (864) 656-1613 Fax: 656-1322 hodge@clemson.edu	1993-94/1996-97	**Funding Completed Inactive**
Center of Excellence in Accelerating Learning Dr. Christine Finnan, Director School of Education College of Charleston Charleston, SC 29424 (843) 953-4826 Fax: (843)-953-1994 finnanc@cofc.edu	1995-96/1998-99	**Funding Completed Inactive**

Centers of Excellence	EIA State Funding (First Year/Last Year)	Status
Center of Excellence in Geographic Education Dr. Jerry Mitchell, Director Department of Geography University of South Carolina Columbia, SC 29208 (803) 777-2986 Fax: 777-4972 E-mail: mitchejt@gwm.sc.edu Website: http://www.cas.sc.edu/cege/index.htm	1996-97/1999-2000	**Funding Completed Active**
Center of Excellence in Educational Technology Dr. Gary J. Senn, Director Ruth Patrick Science Center USC-Aiken Aiken, SC 29801 (803) 641-3558 Fax: 641-3615 senng@sc.edu Website: http://rpsec.usca.edu/CenterfOfExc/CEET.html	1997-97/2000-01	**Funding Completed Active**
Center of Excellence ~~in Instructional Technology Training~~ for Digital Media and Learning (Name revised in November 2013) Dr. Ryan Visser, Director 203 Tillman Hall Clemson University Clemson, SC 29634 (864) 864.656.5093Fax: 656-1322 visser@clemson.edu Website: http://itcenter.clemson.edu	1998-99/2001-02	**Funding Completed Active**
Center of Excellence for the Study of Standards-Based Educational Reform Dr. Gilbert Hunt and Dr. Lance Bedwell (retired) School of Education and Graduate Studies Coastal Carolina University Conway, SC 29528-6054 (843) 349-2607 Fax: 349-2940 hunt@coastal.edu bedwell@coastal.edu	1999-00/2002-03	**Funding Completed Inactive**
Center of Excellence: SC Earth Physics Project Dr. Tom Owens Department of Geological Sciences University of South Carolina Columbia, SC 29208 (803) 777-4530 Fax: 777-0906 owens@sc.edu Website: http://www.seis.sc.edu/scepp/index.html	1999-00/2002-03	**Funding Completed Active**
Center of Excellence in Early Childhood Professional Development College of Education Winthrop University Rock Hill, SC 29733 (803) 323-2151 Fax: 323-4639 rembertw@winthrop.edu elsbeth@hotmail.com	2000-01/2003-04	**Funding Completed Inactive**

Centers of Excellence	EIA State Funding (First Year/Last Year)	Status
Center of Excellence for the Education and Equity of African-American Students Dr. Gloria Boutte Department of Education Benedict College Columbia, SC 29204 (803) 758-4483 Fax: 256-1785 boutteg@benedict.edu Web site: http://www.benedict.edu/divisions/comdev/ceeeaas/bc_ceeeaas.html	2002-03/2006-07	**Funding Completed Inactive**
Center of Excellence for Engineering and Computing Education Dr. Jed S. Lyons College of Engineering and Information Technology University of South Carolina Columbia, SC 29208 (803) 777-9552 Fax: 777-9552 lyons@sc.edu Web site: http://cece.engr.sc.edu/	2003-04/2007-08	**Funding Completed Inactive**
Center of Excellence for the Advancement of Rural, Under-Performing Schools (CEARUPS) Dr. Jeff Priest, Head School of Education University of South Carolina-Aiken Aiken, SC 29801 (803) 641-3269 Fax: 641-3698 jeffp@usca.edu	2003-04/2007-08	**Funding Completed Active**
Center of Excellence to Prepare Teachers of Children of Poverty Dr. Tammy Pawloski, School of Education Francis Marion University Florence, SC 29501 (843) 661-1475 FAX: (843) 661-4647 tpawlosk@fmarion.edu Website: www.fmucenterofexcellence.org/fmu	2004-05/2008-09	**Funding Completed Active**
Center of Excellence in Collaborative Learning Dr. Cynthia Bolton-Gary Director USC-Beaufort Beaufort, SC 29902 843-208-8253 FAX: (843) 521-4179 cbolton@uscb.edu Website: http://www.uscb.edu/a/Academics/Undergraduate/Degree_Programs/Early_Childhood_Education/Center_of_Excellence_in_Collaborative_Learning/?page_id=292	2004-05/2008-09	**Funding Completed Inactive**

Centers of Excellence	EIA State Funding (First Year/Last Year)	Status
Center of Excellence for Adolescent Literacy and Learning Dr. Victoria Ridgeway Gillis Clemson University 409 Tillman Hall Clemson, SC 29634 (864) 656-5128 FAX: (864) 656-1322 rvictor@clemson.edu Website: http://www.clemson.edu/ceall/	2005-06/2009-10	**Funding Completed Inactive**
Center of Excellence for the Advancement of New Literacies in Middle Grades Dr. Mary Provost College of Charleston 9 College Way Charleston, SC 29424 (864) 953-7433 Fax: (864) 953-5407 provostm@cofc.edu	2006-07/2010-11	**Funding Completed Inactive**
Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching (CE-MIST) Dr. Gary Senn USC-Aiken 471 University Parkway Aiken, SC 29801 (803) 641-3558 Fax: 641-3615 senng@sc.edu	2008-09/2012-13	**Funding Completed Active**
Center of Excellence for Inquiry in Mathematics and Science (CEIMS) Dr. Jeff Marshall Clemson University 409B Tillman Hall, Clemson University Clemson, SC 29634-0705 Phone: (864) 656-5127; Fax: (864) 656-1322 BHORTON@clemson.edu	2008-09/2012-13	**Funding Completed Active**
The Center of Excellence for Teacher Retention (RETAIN: Retain and Empower Teachers through Action, Innovation, and Networking) Dr. Lisa Waller Newberry College 2100 College Street Newberry, SC 29108 Phone (803) 321-5207; Fax: (803) 263-6678 Lisa.Waller@newberry.edu http://retainscteachers.org	2010-11/2014-15	**Currently Funded Active**

Centers of Excellence	EIA State Funding (First Year/Last Year)	Status
Center of Excellence for English Language Learners (ELL) Professional Development Dr. Nan Li Claflin University 400 Magnolia Street Orangeburg, SC 29115 Phone (803) 535-5245; Fax (803) 535-5485 nli@claflin.edu	2011-12/2015-16	**Currently Funded Active**
The Citadel STEM Center of Excellence Glenda P. La Rue 171 Moultrie Street, Charleston, SC 29409 Phone (843) 953-7121 glarue@citadel.edu www.citadel.edu/stemcenter/	2013-14/2017-18	**Currently Funded Active**
The Center of Excellence in Mobile Learning Dr. Ben Deaton Anderson University 316 Boulevard Anderson, SC 29621 Phone (864) 231-5530; Fax (864) 231-2854 bdeaton@andersonuniversity.edu	2013-14/2017-18	**Currently Funded Active**

Appendix 3

Intent to Submit Proposal for
Centers of Excellence Program
FY 2014-15

Project Director Name _____

Project Director Email _____

Project Director Phone _____

Institution _____

Academic Department _____

Proposed Center of Excellence Name _____

Please provide a brief description of the area of focus of the proposed Center. Include the name of the target schools and/or districts.

Please return form by January 10, 2014 to:

Centers of Excellence Program (Teacher Education)
Intent to Submit
Dr. Paula Gregg
SC Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201
pgregg@che.sc.gov
803-737-2297 (fax)

A required Technical Assistance Workshop for all "Intent to Submit" proposals received will be held on January 17, 2014.

Appendix 4

List of Eligible Schools and Districts
(to be added – January 2014)

Appendix 5

Sample Goals, Objectives, and Effectiveness Measures

Goals	Objectives	Effectiveness Measures
I. Implement college and career readiness standards.	1. Adopt a statewide definition of college and career readiness and implementation plan to improve student preparation. 2. College instructors review college and career readiness standards and identify which are necessary for success in their courses and disseminate this information to high school instructors in order to improve student preparation in high school. 3. Provide detailed specification of the content and skills necessary for college and career readiness to both secondary and postsecondary faculty. 4. Provide high quality professional development to teachers and districts. 5. Develop assignments and assessments (i.e., extended performance tasks, extended essays, inquiry-based projects, and other more complex assessments of deeper learning) that incorporate Dr. David Conley's Four Keys to College and Career Readiness and are based on foundational academic content shared by college and career expectations that allow students to demonstrate the speaking and listening skills; ability to collect,	I.1, I.2, I.3 - Use multiple measures for accountability and to determine college and career readiness (i.e., design and assess the full range of competencies associated with college and career readiness and move beyond standardized test scores to include readiness indicators across a range of skills). I.4 - Evaluate activities to determine if they are effective in enhancing teacher practice and have a positive impact on student learning and achievement. I.5 - Measure number of assignments and assessments developed and disseminated to high school instructors and determine their impact on student learning and achievement. I.6 - Measure the effectiveness of the courses developed to address this lack of preparation using a variety of methods.

Goals	Objectives	Effectiveness Measures
	read, analyze, and interpret informational texts; ability to formulate problem; mathematical reasoning and problem solving skills; communicate through a variety of methods; and work with precision and accuracy. Such assignments should encourage behaviors needed to be successful in college and employment settings: study skills, time management, persistence, ownership of learning, etc. 6. Develop appropriate senior year transition courses for those students who are identified as not being college and career ready to address and remedy the lack of preparation.	
II. Create a college-going and career readiness culture in high school to better prepare students for success in college and employment.	1. Improve high school graduation rates. 2. Increase opportunities for earning college credit in high school (i.e., increase opportunities to complete AP and IB courses and for dual enrollment, including both courses required for associate's and bachelor's degrees and those associated with career certificates. 3. Construct connections between high school and college coursework that will help reduce curriculum redundancy and improve alignment of expectations by implementing the paired course model developed the by the South Carolina Course Alignment Project	II.1 - Measure high school graduation rates. II.2 - Measure number of students enrolled in AP and IB courses, number students who complete AP exams with a score of 3 or higher, and number of students who complete IB exams with a score of 4 or higher. II.2 - Measure the number of credits earned for successful completion of AP and IB coursework and exams. II.2 - Measure the number of dual enrollment courses offered. II.3 - Measure effectiveness of implementing paired/aligned courses statewide.

Goals	Objectives	Effectiveness Measures
	(i.e., use the best practices document and other resources developed by the Project to accomplish the original intent by taking it statewide). 4. Increase the college enrollment rate. 5. Increased proportion of South Carolina high school graduates who go on immediately to some form of postsecondary education without the need for remediation. 6. Improve college retention and graduation rates. 7. Provide high quality professional development to teachers and districts.	II.4 - Measure the number of students who enroll in college. II.5 - Measure the number of students enrolled in remedial education. II.6 - Measure college retention (freshman to sophomore) and graduation rates. II.7 - Evaluate activities to determine if they are effective in enhancing teacher practice and have a positive impact on student learning and achievement.
III. Serve as state-of-the art resource center for P-20 initiatives.	1. Form relationships with existing P-20 initiatives. 2. Coordinate and facilitate the work of P-20 initiatives. 3. Share research and strategies. 4. Disseminate information on college and career readiness preparation.	

Appendix 6

Rubric for External Review
(to be added January 2014)