South Carolina
Commission on Higher Education

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Acting Executive Director

ACAP
Agenda Item 6
3-21-13

March 21, 2013

MEMORANDUM

To: Advisory Committee on Academic Programs

From: Renea Eshleman, Acting Director for Academic Affairs and Licensing

Consideration of Revised Guidelines for EIA Centers of (Teacher Education)Excellence Competitive Grants Program Fiscal Year 2014-15

Background

The *Education Improvement Act of 1984* provides for the establishment of a contract program with public or private colleges in South Carolina to foster the development of "Centers of Excellence" to strengthen particular areas of need related to teacher education. State funding is provided for up to five years at a decreasing rate each year with the goal of establishing statewide resource centers that address the needs of high need schools and districts. There are currently 15 active Centers of Excellence. Only four of these currently receive EIA State funding; the other eleven Centers continue to operate through support from the institutions and other grants. (A list of Centers is attached to the enclosed *Guidelines*.)

Since 2002, the *Guidelines* have required that a Center must focus its activities on low performing schools and districts. The FY 2014-15 *Guidelines* include a list of low performing schools and districts derived from the Education Accountability Act Report Card data for 2012. The target schools and districts are those that have an overall rating of Below Average or Unsatisfactory and a Poverty Index of 25 percent or greater. A summary of the requirements contained in the FY 2014-15 *Guidelines* is provided below:

- Proposals must demonstrate an institutional commitment to work with low performing schools and districts to assist them in raising student academic achievement. The Commission is seeking proposals that involve faculty and students from across the entire campus in a concerted effort of assistance.

- Each Center should also demonstrate a commitment to offering sustained, high-quality professional development programs in its area of expertise. This component of the *Guidelines* has been re-structured so as to be aligned with the Education Oversight

Committee's (EOC) focus on improving the quality of teaching in the State's low performing schools. For FY 2014-15, the priority areas are aligned with the EOC's focus on developing **innovative professional development programs for literacy that will improve instruction and achievement at all grade levels in low performing schools**. Teacher education and arts and sciences faculty should be included in providing services to the low-performing schools.

- A proposed Center must offer activities and strategies that are tied to State content and assessment standards and the S.C. Professional Development Standards.

- Collaboration on the proposal's design must occur with a low performing school or district. Priority points will be given to Centers that work with an entire school district in a high-poverty area of the state. In addition, the proposal may work with other education stakeholders, including other schools and districts, other higher education institutions, other Centers of Excellence, professional education associations, parent groups, and the private sector.

- The Center must have a well-defined plan for assessing the impact on K-12 student achievement. This plan should be tied to raising the academic achievement levels of the students at the target school(s) and district(s).

- Institutions must demonstrate a funding commitment to a proposed center for at least six years, one year beyond the five-year State funding period either through institutional or external support. The intent of the Centers of Excellence Program is to create long-lasting, institutionalized resource centers for the State that will have an impact on K-12 schools.

- The Center must demonstrate that it is using innovative practices that are based on sound research and have been shown to be successful in effective teaching.

Funding for the one new center in FY 2014-15 at the current level of funding is contingent upon recommendation from the Education Oversight Committee and available funding from the General Assembly for this program.

Institutions working with eligible districts and schools are encouraged to consult the *Improving Teacher Quality Higher Education Grants Guidelines* for additional funding information focused on professional development programs.

The attached *Guidelines* are identical to the ones used for FY 2012-13. These *Guidelines* will be posted on the Commission's web site for access by institutions upon approval by the Commission.

Recommendation

The staff suggests that the Committee commend favorably to the Commission approval of the attached *Guidelines for Centers of Excellence (Teacher Education)* for FY 2014-15.

Attachment: Draft Guidelines for Centers of Excellence (RFP) FY 2014-15 (Teacher Education)

CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT
OF 1984

REQUEST FOR PROPOSALS

FISCAL YEAR ~~2013-14~~2014-15

Focus on Effective Teaching for College Readiness

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

Intent to Submit Form Due:
~~November 16, 2012~~October 18, 2013

Technical Assistance Training
~~December 3, 2012~~November 1, 2013

Proposal Deadline:
~~February 15, 2013~~February 14, 2014

Review Panel Meeting:
March ~~15, 2013~~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 ~~2013-14~~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 new focus of the Centers of Excellence Program will 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;

- 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 welcome and encouraged, 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 ~~2013-14~~2014-15 should submit an "Intent to Submit Proposal" form due at the Commission on or before ~~November 16, 2012~~October 18, 2013. This in no way commits the institution but assists staff in preparation for the review process. The form is attached on page 22. **There will be a required Technical Assistance Workshop on ~~December 3, 2012~~November 1, 2013, 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.**

CHARACTERISTICS OF A CENTER OF EXCELLENCE

1. Purpose

A Center must focus on the development and modeling of 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 ~~2011~~2012. 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://www.che.sc.gov/AcademicAffairs/CentExc/CentersofEX_schools&Districts_1.pdf (or http://ed.sc.gov/data/report-cards/2011/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 inservice teacher professional development;
- technology-based instructional techniques;
- innovative practices for teaching children with diverse backgrounds and diverse learning styles;
- 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.

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-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 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. 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 that are affected by the Center's programs, including other institutions of higher education, other local school districts, professional associations, parents, and the private sector; and
- be consistent with ongoing related curriculum, assessment, teacher preparation, or professional development activities at the South Carolina State Department of Education, The Educational Accountability Act of 1998, Teacher Quality Act of 2000, and the State's NCATE partnership.

FUNDING

Commission funding ($112,500 - $150,000 per year) is to be matched by institutional and/or external funding allotments. EIA funding for a Center is for five 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 K-16 education and therefore require substantial levels of funding. It also seeks assurance of the long-term stability of programs to maximize the impact on K-16 education. The proposal must demonstrate a match of institutional/external support. Funding for a center will occur on the following funding scale:

YEAR 1	YEAR 2	YEAR 3 - 5	YEAR 6
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.

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://che.sc.gov/New_Web/ForInstitutions/TeacherEdGrants.htm). The priorities listed below address the needs identified by the Education Oversight Committee and reflect the focus of EOC activities for FY ~~2013-14~~2014-15 which is on teacher effectiveness.

1. The Education Oversight Committee has specifically requested that proposals focus on:

   - Developing **innovative professional development programs for ~~effective teaching for college readiness~~literacy that will improve instruction and achievement at all grade levels in low performing schools**. ~~Current topics of interest are teacher performance; English Language Learners; project-based learning and assessments, technology; data driven instruction; college readiness; improving instruction and achievement in school through the arts; the STEM disciplines; and common core standards.~~ Teacher education and arts and sciences faculty should be included in providing services to the low-performing schools.

2. Priority will be given to proposals that demonstrate the institution's commitment to model as well as develop state-of-the-art programs evidenced by a commitment to change ongoing academic programs at the institution as a result of the Center's work. Innovative programs should 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://www.scteachers.org/educate/edpdf/rules/pdpolicy.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. Involving other higher education institutions, the private sector, other schools and/or districts, and members of the community will enhance the proposal's competitiveness for funding. **The proposal narrative must describe the collaboration and the previous planning activities between the institution and the major education stakeholders**. A discussion of the clearly defined roles of all of the project's partners (K-16) must be included.

5. 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.

6. 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 central administration, deans, and department heads; budget, faculty time, facilities, and equipment allocations; special programmatic initiatives, etc.;

   - 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/New_Web/ForInstitutions/AcadPolicy.htm).

7. 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.

8. Finally, priority will be based on the likelihood that the program, if funded, will have a lasting impact on education at the school, district, and eventually the State.

9. Each proposal will be reviewed by a review panel consisting of an external reviewer and member of higher education and PK-12 institutions, 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 15, 2013**~~**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
   - 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 area of focus and how the Center will benefit both the institution and the targeted K-12 school/district. This section must include evidence of the demonstrated need to be addressed.

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

      (1) 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.

      (2) 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;

      (3) Achieving a position of leadership in the State within five years such that the Center is a state resource in its area of expertise;

      (4) Developing a **detailed** research agenda that will enable higher education faculty and K-12 personnel statewide to improve classroom effectiveness and student achievement. Specifically, the plan 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 (pre-service and in-service).

c. **Evaluation Plan**: Cite specific evaluation measures that will be used annually to assess the effectiveness of the Center in accomplishing the **Plan for Achievement**. The evaluation plan must 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.

The proposal must identify an external evaluator (outside of the institution, partnering school districts, and the project) for the program. The plan should include:

- the types of data to be collected (both quantitative and qualitative should be included);
- when data will be collected;
- methods and procedures used for collecting data;
- means of analyzing the data;
- how information from the data will be used to monitor success, make changes in program design, if necessary; and
- provide accountability information about the project's success;
- impact on K-12 student achievement;
- provide results on outcome data;
- vitae of the external evaluator;
- proposed contract from evaluator specifying the work to be completed

d. **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 institution, in terms of either the institution's mix of related academic/research/professional development programs 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.

e. **Center Staffing**: State who the Center director(s) will be, summarize his/her qualifications, and stipulate the director's time commitment to Center activities (typically .5 to 1.0 FTE). Also describe other faculty and/or support staff, teachers, and administrators involved in the Center's program and their projected time commitment and responsibilities to the Center. Abbreviated vita (2 pages) for the director and any other 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 Project director must be a tenure-track or tenured faculty member at the institution**.

f. **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)?

g. **Institutional Commitment**: Demonstrate institutional and faculty support of the Center for the five 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 from the K-12 partners must be included. Provide evidence that of institutional support beyond the five years of State funding.

h. **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.

i. **Identification 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).

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

k. **Collaborative Planning**: Briefly describe the collaborative planning activities that have occurred between the institution and the partner district(s)/school(s) (Agreement form included in **Appendix 1**). Provide information should be provided on possible collaboration with other Centers of Excellence.

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

6. **Budget**: Provide a proposed budget (July 1 through July 31), in reasonable detail for the first and second years of operation and less detailed budget estimates for the third through fifth years. Budgets will indicate all anticipated expenditures for equipment, materials, salaries and benefits, and other operating expenses. Proposed salary expenditures should provide sufficient detail to identify the number of professional positions to be filled, the amount of time associated with each, and estimated salary for each position. Salaries should be related to a percentage of total salary or a daily rate based on total salary. The budget should demonstrate a funding commitment of six 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 cannot be used to pay both salary (including fringe) and Graduate Assistant Differential (GAD)/tuition for graduate assistants. Salaries (including fringes) 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.

PROPOSAL SUBMISSION, METHOD OF SELECTION AND OTHER PROCEDURES

Proposals must be submitted as one original (signatures in blue ink) and 10 copies (not spiral bound) and one disk/CD-ROM (**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 ~~February 15, 2013~~February 14, 2014.** The following method of selection and other procedures will be followed:

1. Proposals will be reviewed (Appendix 5) 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 scheduled soon after receipt of proposals.

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

4. Approved programs 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 five 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: Review Rating Sheet

Revised ~~10/12~~2/13

Appendix 1

COVER PAGE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION CENTERS OF EXCELLENCE PROGRAM EDUCATION IMPROVEMENT ACT OF 1984 PROJECT YEAR ~~2013-14~~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**	**Five 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 ~~2013-14~~2014-15 AND FY ~~2014-15~~2015-16

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				
e. Refreshments				

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):				
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.				
c.				
d.				
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 web sites:

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/

2011 SC DOE Report Cards
http://ed.sc.gov/data/report-cards/2011/index.cfm

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	**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	**Discontinued**
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	**Discontinued**
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	**Discontinued**
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	**Discontinued**
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	**Discontinued**
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	**Active**

Centers of Excellence	EIA State Funding (First Year/Last Year)	Status
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	**Active**
Center of Excellence in Instructional Technology Training Dr. Ryan Visser, Director 209 Tillman Hall Clemson University Clemson, SC 29634 (864) 656-5092; 656-5093 Fax: 656-1322 chrisp@clemson.edu Website: http://itcenter.clemson.edu	1998-99/2001-02	**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	**Discontinued**
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	**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	**Discontinued**
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	**Active**

Centers of Excellence	EIA State Funding (First Year/Last Year)	Status
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	**Active**
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	**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	**Active**
Center of Excellence in Collaborative Learning Dr. Cynthia Bolton-Gary Director SC-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	**Active**
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	**Active**
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	**Active**

Centers of Excellence	EIA State Funding (First Year/Last Year)	Status
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	**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	**Active**
The Center of Excellence for Teacher Retention (RETAIN: Retain and Empower Teachers through Action, Innovation, and Networking) Dr. Cindy Johnson Newberry College 2100 College Street Newberry, SC 29108 Phone (803) 321-5206; Fax: (803) 753-0880 Cindy.Johnson-Taylor@newberry.edu http://retainscteachers.org	2010-11/2014-15	**Active**
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	**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	**Active**

Appendix 3

Intent to Submit Proposal for
Centers of Excellence Program
FY ~~2013-14~~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 ~~November 16, 2012~~October 18, 2013 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)

There will be a required Technical Assistance Workshop for all "Intent to Submit" proposals received on ~~December 7, 2012~~November 1, 2013.

Appendix 5

South Carolina Commission on Higher Education
Proposal Review Rubric/Rating Form
Centers of Excellence Program FY ~~2013-14~~2014-15

Please use one Proposal Review Rubric/Rating Form for each proposal.

Proposal Title: _____

Submitting Institution: _____

Project Director: _____

SECTION I: General Characteristics of a Center –

Does the proposed Center demonstrate the following?	***Number of Points Possible***	***Number of Points Awarded***
1. A clearly defined focus of related scholarly and educational activities related to the needs of low-performing schools.	10	
Comments:		
2. Activities that support existing programs at the institution.	5	
Comments:		
3. Clearly defined benefits to the host institution as well as its K-12 partner(s)	5	
Comments:		
4. An institutional commitment as indicated by administrative support, budget, facilities, equipment, special initiatives, etc.	5	
Comments:		
5. A likelihood of having a lasting positive impact on the K-12 partner(s).	10	
Comments:		
6. Activities based on proven innovative practices that enable school personnel to help all students achieve.	10	
Comments:		

SECTION II: Technical Merits of the Proposal

Does the proposal include the following?	***Number of Points Possible***	***Number of Points Awarded***
1. The area to be targeted has been identified in the *Guidelines* as a priority area for funding.	5	
Comments:		
2. Programs and activities are designed in collaboration with a K-12 partner(s) that has been identified in the *Guidelines* as low-performing.	5	
Comments:		
3. The activities are well planned and meaningful.	5	
Comments:		
4. The outcomes are realistic and likely to be obtained.	5	
Comments:		
5. The evaluation plan is based on measurable criteria and addresses the effectiveness of the center. An external evaluator is included.	10	
Comments:		
6. The budgets, both grants and external match, are justified.	10	
Comments:		
7. The institutional strength and capacity to implement the Center are substantial as indicated by faculty and programmatic quality, previous collaborative endeavors with education stakeholders in related program areas, etc.	5	
Comments:		
8. Programs and activities are designed in collaboration with other Centers of Excellence and/or Teacher Recruitment Centers in all appropriate related activities.	5	
Comments:		

SECTION III: Specific Criteria of a Center

Does the proposal include discussion of the following?	***Number of Points Possible***	***Number of Points Awarded***
1. Involves substantial public school-college cooperation/collaboration.	5	
Comments:		
2. Involves other parties affected by the Center's programs, including other divisions of the institution, other institutions of higher education, professional associations, parents, private sector, etc.	5	
Comments:		

Does the proposal include discussion of the following?	*Number of Points Possible*	*Number of Points Awarded*
3. State funds are matched with external or internal funds (including in-kind) and show an increasing commitment of these additional resources in subsequent years.	5	
Comments:		
4. Describes expected benefits to pre-service teacher education.	5	
Comments:		
5. Describes the proposed Center Director's qualifications as well as other faculty/support staff who will work with the Center.	5	
Comments:		
6. Proposed professional development activities are in alignment with S. C. Professional Development Standards.	5	
Comments:		
7. Demonstrates the institution's commitment to model as well as develop state-of-the art programs by changing its ongoing academic program as a result of the Center's work.	5	
Comments:		
8. The proposal has a clear plan for achievement which will lead to success of the proposed goals and objectives.	10	
Comments:		
9. The proposed program is consistent with ongoing curriculum, assessment, teacher preparation, or professional development activities in the State.	5	
Comments:		
10. The partnering school(s) has a high poverty index and a report card rating of below average or unsatisfactory.	**10**	
TOTAL NUMBER OF POINTS	**160**	

Additional comments/recommendations:

Proposal Element	Possible Ratings	Rating given
What is the potential of this proposal to substantially improve the quality of performance of the participants it serves and help students achieve?	Superior / Excellent / Good / Fair / Poor	
Comments:		
(To be completed after reviewing all proposals.) How would you rate this proposal overall as	Superior / Excellent / Good / Fair / Poor	

compared to the others you have reviewed?		
Comments:		
Would you recommend funding this proposal?	Yes Yes, with reservations Probably not No	
Comments:		

ADDITIONAL COMMENTS

Reviewer _____