



South Carolina Commission on Higher Education

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CAAL
5/01/14
Agenda Item 11

May 1, 2014

MEMORANDUM

To: Dr. Bettie Rose Horne and Members, Committee on Academic Affairs and Licensing

From: MaryAnn Janosik, Ph.D., Director of Academic Affairs

Consideration of Awards for Centers of Excellence (Teacher Education) Competitive Grants Program, FY 2014-15 (New and Continuing)

Background

The purpose of the Centers of Excellence (Teacher Education) grant program is to enable eligible institutions, or consortia of such institutions, to serve as 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.

In FY 2013-14, the S.C. General Assembly approved the Commission's request for an appropriation of \$537,536. CHE requested additional funding of \$250,000 to support a new Center for College and Career Readiness. Currently, there is a proviso that requires \$350,000 to be sent directly to Francis Marion University to support the Center of Excellence for Preparing Teachers of Children of Poverty. There are four Centers in the second through fifth years of funding (**Attachment 2**) for a total of \$480,000. The total funding request for the EIA Centers of Excellence, which includes funds for administration and evaluation of the program, is \$1,137,526.00. Funding for a new Center and all continuing Centers will be contingent upon availability of additional funds from the General Assembly.

Four Centers have been previously approved for funding from the Commission: Newberry College, Claflin University, The Citadel, and Anderson University. Each of these Centers is eligible to receive an additional year of funding for FY 2014-15.

In December 2013, Requests for Proposals for Centers of Excellence for the FY 2014-15 project year were issued to all eligible public and private four-year institutions with teacher education programs. At the direction of the Education Oversight Committee, proposals were requested that focus on college and career readiness. Four proposals for a Center of Excellence in College and Career Readiness were received for consideration from Winthrop University, USC-Aiken, Charleston Southern University, and Francis Marion University.

The Review Panel (**Attachment 1**) included an external chair from the University of Nebraska, one representative from the K-12, one representative from the Education Oversight Committee, four representatives from currently active Centers of Excellence, and one staff member from the Commission on Higher Education. A representative from the South Carolina Department of Education had to withdraw from the review at the last minute due to a family emergency.

The Review Panel met on March 21, 2014, for presentations by the representatives from the four institutions and to discuss the merits of each proposed center. The panel members deliberated the merits of each proposal and selected the proposed center from Francis Marion University. The staff will coordinate with the director of the Center to revise the budget based on funding and develop a detailed evaluation plan to assess student and teacher outcomes. The report from the external chair is included (**Attachment 3**).

The purpose for the Center of Excellence College and Career Readiness from Francis Marion University is to serve as a statewide professional development and resource center for P-20 educators in South Carolina. The Center will partner with school districts, technical colleges, economic development centers, and four-year colleges & universities to prepare students for post-secondary success. The Center will provide resources, programs, and support to existing P-20 initiatives and stakeholders and will develop new activities and materials in consultation with P-20 educators. The Center will also develop a research plan and conduct research to further understanding of how to best prepare South Carolina's students for the challenges they face beyond high school. The Center will have a statewide focus from the beginning with the continuation of the Course Alignment Project and statewide meetings with P-20 initiatives. There will be an initial concentrated focus with Florence School Districts One and Four, which will expand to other districts in subsequent years.

In addition to the South Carolina Course Alignment Project, the Center will work to create a directory of P-20 initiatives in South Carolina. The Center in its first year will survey P-20 initiatives across the state and will host a P-20 Forum. The Forum will afford an opportunity for educators and others to talk and collaborate with one another about College and career readiness in the state.

Business and Industry will play a key role, as the Center will connect with them to learn and collaborate on efforts. The North Eastern Strategic Alliance and the South Carolina Advanced Technological Education Center of excellence at Florence-Darling Technical College will be partners. A survey of state business and industry to learn more about the knowledge and skills that employees need to be successful in post-secondary programs and careers will be undertaken.

The goals, objectives, and activities for the Center will be built around David Conley's Four Key's for the promotion of college and career readiness. Conley in his research noted that college and career readiness share many elements and that there are certain skills including

study skills time management, persistence, and ownership of learning that are essential to students' success after high school.

Recommendations

The staff recommends that the Committee on Academic Affairs and Licensing accept the Review Panel's recommendation and approve a new Center of Excellence (Teacher Education) award to Francis Marion University to establish the Center of Excellence in in College and Career Readiness in the amount of \$250,000. The award is contingent upon allocation of funding from the General Assembly.

The staff further recommends that the Committee on Academic Affairs and Licensing accept approve the continued funding for the existing centers at Newberry College, Anderson University, and Claflin University pending submission of formal budget requests and continuation request for funding for FY 2014-15 and final reports for FY 2013-14.

- Attachment 1:** Review Panel Members
- Attachment 2:** Centers of Excellence Award Recommendations
- Attachment 3:** External Chair Report from the Review Panel Meeting

**Centers of Excellence
FY 2014 -15
Review Panel
March 21, 2014**

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**Centers of Excellence (Teacher Education)
New and Continuing Projects
 FY 2013-14**

Center	Institution	Project Director	FY 2014-15 Award	Award Year
Center of Excellence to Retain and Empower Teachers through Action, Innovation, and Networking	Newberry	Dr. Lisa Waller	\$ 115,000.00	Year 5 of 5
Center of Excellence in English Language Learners Professional Development	Clafin University	Dr. Nan Li	\$ 100,000.00	Year 4 of 5
STEM Center of Excellence	The Citadel	Ms. Glenda LaRue	\$ 132,500.00	Year 2 Of 5
Center of Excellence for Mobile Learning	Anderson University	Dr. Ben Deaton	\$ 132,500.00	Year 2 Of 5
Center of Excellence in College and Career Readiness (New Funding)	Francis Marion University	Dr. Matt Nelson	\$ 250,000.00	Year 1 of 7
Center of Excellence in Teacher Children of Poverty (Proviso)	Francis Marion University	Dr. Tammy Pawloski	\$ 350,000.00	NA

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

**CENTERS OF EXCELLENCE PROGRAMS
EDUCATION IMPROVEMENT ACT OF 1984**

***FOCUS ON EFFECTIVE TEACHING FOR COLLEGE AND
CAREER READINESS***

REPORT OF THE COMMISSION REVIEW PANEL

DR. RONALD G. JOEKEL, CHAIR

PROJECT YEAR 2014-2015

APRIL 4, 2014

REPORT OF THE REVIEW PANEL

**SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
CENTERS OF EXCELLENCE PROGRAMS
EDUCATION IMPROVEMENT ACT OF 1984**

Focus on Effective Teaching for College and Career Readiness

PROJECT YEAR 2014-2015

The South Carolina Commission on Higher Education appointed a Panel to review proposals submitted to the Commission for the establishment of Centers of Excellence for the fiscal year 2014-2015. The Panel met on March 21, 2014 at the Commission Office in Columbia, South Carolina, to hear a presentation on each proposal by the institution, discuss each proposal and then to determine its recommendation for funding. A list of Panel members and their affiliation is attached to this report (Attachment 1).

In advance of the meeting, members of the Review Panel were sent the *Guidelines for Submission of Proposals –Centers of Excellence Education Improvement Act of 1984*. Members were asked to read and acquaint themselves with the Guidelines and the four proposals prior to the March 21, 2014 meeting. Panel members were asked to complete a Proposal Review Rubric/Rating Form for each of the proposals and it was used in their final deliberations. (Attachment 2)

Four proposals were submitted to the South Carolina Commission on Higher Education for funding consideration. The Panel acknowledged the substantial effort and institutional commitment that goes into conceptualizing, developing, and writing proposals following the Commission’s guidelines. The four institutions submitting proposals are to be congratulated for undertaking this task and creating proposals to enhance the education for students in South Carolina Schools.

In addition to reading the proposals prior to the March 21 meeting, panel members conducted interviews with teams representing each of the four institutions. The teams were comprised of administration and faculty from the institutions of higher education and in most cases, representatives from the K-12 schools who were partners identified in the proposal.

A schedule was developed whereby the proposal team was assigned one hour to make a presentation on their proposal and answer questions from Panel members (Attachment 3). Following the interviews, the Panel discussed each proposal at some length identifying the strengths of each proposal as well as any areas of concern.

The four proposals and their titles presented in alphabetical order were:

Charleston Southern University	Center for Excellence in College & Career Readiness
Francis Marion University	Center of Excellence for College & Career Readiness

University of South Carolina-Aiken Center of Excellence in
College & Career Readiness
Winthrop University Center of Excellence in
College & Career Readiness

Panel Discussion and Deliberation

Following the proposal presentations by the four institutions, the panel held a discussion about each proposal looking at whether the proposal met the guidelines and the salient features of each proposal. Each of the proposals were reviewed thoroughly by panel members sharing their thoughts about the written proposals and the presentation by the submitting institution, partner school districts, partner institutions, and business/industry representatives. After much deliberation, the panel makes the following recommendation.

RECOMMENDATION

The panel recommends funding for the Frances Marion University proposal titled: Center of Excellence for College and Career Readiness. The proposed Center will serve as a statewide professional development and resource center for P-20 educators in South Carolina. It will partner with school districts, technical colleges, economic development centers, and four-year colleges & universities to prepare students for post-secondary success. The Center will provide resources, programs, and support to existing P-20 initiatives and stakeholders, and will develop new activities and materials in consultation with P-20 educators. The Center will also develop a research plan and conduct research to further understanding of how to best prepare South Carolina's students for the challenges they face beyond high school. The Center will have a statewide focus from the beginning with the continuation of the Course Alignment Project and statewide meetings with P-20 initiatives. There will be a more concentrated focus with Florence School Districts One and Four, which will expand to other districts in subsequent years.

In addition to the South Carolina Course Alignment Project, the Center will work to create a directory of P-20 initiatives in South Carolina. The Center in its first year will survey P-20 initiatives across the state and will host a P-20 Forum. The Forum will afford an opportunity for educators and others to talk and collaborate with one another about College and career readiness in the state.

Business and Industry will play a key role, as the Center will connect with them to learn and collaborate on efforts. The North Eastern Strategic Alliance and the South Carolina Advanced Technological Education Center of excellence at Florence-Darling Technical College will be partners. A survey of state business and industry to learn more about the knowledge and skills that employees need to be successful in post-secondary programs and careers will be undertaken.

The goals, objectives, and activities for the Center will be built around David Conley's Four Key's for the promotion of college and career readiness. Conley in his research noted that college and career readiness share many elements and that there are certain skills including study skills time management, persistence, and ownership of learning that are essential to students' success after high school.

David Conley's Four Keys are 1) Cognitive Strategies, 2) Content Knowledge, 3) Learning Skills and Techniques, and 4) Transition Knowledge and Skills.

Center Goals and Objectives

Goal One: The Center will serve as a state-of-the-art resource center for P-20 Initiatives, and will form relationships with existing P-20 initiatives in South Carolina to create a statewide definition of "college and career readiness."

Objectives

- a. Create a directory of P-20 initiatives in South Carolina
- b. Provide opportunities for leaders of P-20 initiatives to collaborate.
- c. Coordinate the work of P-20 initiatives.
- d. Disseminate information on college and career readiness preparation to stakeholders throughout the state.

Goal Two: The Center will develop and implement best practices for promoting College and career readiness in the four key areas as presented by David Conley's research.

Objectives

- a. Develop consensus definition of college and career readiness for South Carolina.
- b. Provide opportunities for 8th. Grade students to learn more about the strategies, content, knowledge, learning skills, and transition knowledge and skills necessary for post-secondary success.
- c. Compile and disseminate statewide assignments and activities in math, science, and English based on the four keys.
- d. Provide detailed specifications of the content and skills necessary for college and career readiness to both secondary and post-secondary faculty.
- e. Provide high quality professional development for teachers and school Districts.

Goal Three: The Center will contribute to the creation of a college and career readiness culture in the state of South Carolina.

Objectives

- a. Improve high school graduation rates.
- b. Increase the college enrollment rate
- c. Increase the proportion of South Carolina High School graduates who go on immediately to some form of postsecondary education without the need for remediation.
- d. Provide opportunities for interaction among high school and college faculty focused on issues related to college and career readiness.
- e. Facilitate the continuation of cross-level class visits to educate high school students and teachers, as well as college instructors about the transition from high school to college.

Center Activities

The Center will conduct a number of activities to carry out meeting the goals and objectives. Some of the more prominent are as follows:

1. Statewide P-20 Initiatives Survey and Forum

Recognizing the responsibility for preparing students for post-secondary Success does not reside solely in the late high school years but is shared by multiple levels in the system the Center will bring together P-20 initiatives in several ways. First, the Center will compile a statewide directory of programs focused on college and career readiness. One of the first projects will be to locate and survey programs to collect contact and program information (using survey monkey).

Using the information gleaned via the survey, the Center will invite P-20 initiatives to attend a P-20 Initiatives Forum in the summer of 2015. The focus will be to share survey results and facilitate meaningful dialogue exploring opportunities for collaboration.

2. Identify and prepare Readiness Consultants (RCs)

In year one selected teachers from Florence District One and Florence District Four, (middle and high school) will participate in semester long course meetings once a week, with the focus being on intervention strategies to motivate students to concentrate on high school and post-secondary success. Participants will explore the research of David Conley, understanding the research about readiness, and applying the state standards in the development of problem-based and experiential learning assignments that will help middle and high school students be better prepared for post-secondary education. Teachers who complete the course will become READINESS CONSULTANTS (RCs) and expected to share their knowledge about college and career readiness with colleagues at their home institutions. In this manner, the RC teachers will be in a trainer role with their colleagues.

3. Eighth Grade Academy

An 8th Grade Academy will be held beginning in the summer of 2015. Ten RC's will use their knowledge from the RC class to help design and lead the academy to be held on the camps of Frances Marion University. This first year academy for rising 9th graders will serve a total of thirty students from Florence District One and Florence District Four. Students who have the potential to succeed in college but have risk factors that may prevent them from succeeding will be selected in consultation with school guidance counselors. Studies have shown that students who fall off track during the freshmen year have low odds of earning a high school diploma, thus the emphasis on rising 9th graders.

In the four day academy, students will participate in a variety of activities such as completing college readiness and career inventories, meeting with business and industry leaders, presentations and meeting with successful students from their own schools, and information about "college knowledge". A special feature of the academy is that each student and teacher involved in the academy will receive an iPad Mini tablet. The Center of Excellence in Mobile Learning will provide professional help in the form of one-day workshop on how to use the tablet. The Center will also provide help in identifying how to best utilize the iPad and teaching teachers and students how to operate it. The last evening of the Academy will be a celebration where students will have the opportunity share with parents what they learned during the Academy.

Digital contact will be maintained by the Center with Academy graduates and invite them to participate in the I Mentor program and to return the following year to share their experiences to a new group of rising 9th graders.

The Readiness Consultant course (RCs) will be offered in spring semesters and the 8th Grade Academy will become a residential program; the Center will compile a “Collection of Readiness Resources” for South Carolina schools that will include plans for professional development for teachers as well as classroom activities, assignments, and resources that promote Keys to College and Career Readiness.

4. Statewide College Readiness Conference

The Center will hold a biennial conference on “Strategies for College and Career Readiness” beginning in the spring of 2017. P-20 educators, experts, and the Center Director will report on research lead discussions, and develop together materials and activities that can be used across grade levels throughout the disciplines. RCs will also give a presentation about their course and the 8th Grade academy. Attendees will be asked to share and activities with each other and back home in their institutions and schools.

5. IMentor Project

During the first two years the Center will collect videos, photos, narratives of successful activities, events to compile digital resources for students and teachers. A feature of the IMentor project is that it will focus on student experiences. A questionnaire will be developed and distributed to high school students to identify their experiences in college and career readiness. Students will be interviewed and short video clips developed of first hand experiences.

A virtual classroom component of the I Mentor will highlight the alignment work of teachers in both high school and college. These videos will be of classroom teachers commenting on focusing on aligning high school and college classrooms, describing strategies/activities that they have found to be helpful. These IMentor teacher videos will be available for professional development activities.

6. Write Stuff 9th Grade Portfolio Project

With the help of the Center for Collage Readiness in Minnesota, myeFolio software designers and course alignment project participants, a 9th Grade Portfolio Project will design, produce, implement, and facilitate it as “The Write Stuff.” South Carolina 9th. Graders will be invited to submit portfolios of their writing to Write Stuff. Portfolios will be assessed by middle school, high school and post-secondary who have attended a one-day professional development workshop to orient them to the SC CAP College Readiness Standards and the common “readiness rubric” that will be used to assess the portfolios. Individual students will be given feedback about their meeting the readiness standards and participating area high schools will be provided reports about how future 10th graders are prepared for postsecondary success. Portfolios that exhibit the strongest student paper will be selected to become part of the “Best of The Write Stuff” book with suggestions for helping students become college ready.

7. Math and Science Content Initiatives

While the focus initially will be on The Write Stuff Portfolio Program, the Center plans to facilitate work of mathematics and science instructors from middle schools, high schools, technical college, and four year, colleges and universities to develop similar initiatives. Three Initiative Teams, with an appointed team leader, will meet at least twice a year to develop initiatives that address relevant content areas. Each team is expected to focus on the 11th and 12th grades.

8. Cross Level Regional Meetings

The Center will continue to plan and facilitate meetings fostering existing collaborations and create new one related to the SC Course Alignment Project and to plan class visits and opportunities for others to be involved. Regional meetings will be held in Upstate, the Midlands, and the Pee Dee/Grand Strand, and the Lowcountry.

The Center will work with the University of South Carolina to assist with recruitment of new participants via the Center for Science Education and the Center for Teaching Excellence to work with local district partners.

9. College and Career Readiness Nights

These sessions will be directed to 11th and 12th grade students and their parents and designed to introduce and reinforce Conley's Four Key areas for the promotion of college and career readiness with an emphasis on the key transition knowledge and skills necessary for post-secondary success. These sessions will not just present practical data, but provide opportunities for ask questions and become involved in meaningful discussions. The first nights will be held with the two School Districts who are partners with the Center. It is planned to develop materials from these initial meetings that can be shared through a website.

10. Business and Industry Survey and Meetings

The Center has met with and secured the support of two organizations in the Pee Dee linked to business and industry. The North Eastern Strategic Alliance (NESAs) and the South Carolina Advanced Technological Education Center of Excellence (SCATE) at Florence-Darlington Technical College have agreed to partner with the Center. Each group has agreed to be a partner to make contacts with business and industries. A survey of businesses and industry will be undertaken to as a "needs assessment" of the "soft skill" for non-cognitive or meta-cognitive skills required by businesses for their employees.

Evaluation Plan

The Center will work with the Educational Policy Improvement Center and the external evaluator to develop a comprehensive evaluation plan. The plan will measure process and success of the objectives and goals of the Center. Both formative and summative assessments will be made.

The Center has proposed using a mixed methods approach to conducting research with the agenda focusing on three parts.

1. Needs Assessment
2. Keys for College Readiness
3. Assessing the Write Stuff

Institutional Commitment

Frances Marion University has made a significant financial commitment to the viability and success of the Center. Release for the Center's Co-Directors. Impressive was the President stating that the University is committed to funding the Center beyond seven years as presented in the as reflected in the budget provide. He reported that sustainability of the Center is a high priority and that the University has already raised over \$300,000 from private partners to support the Center. He enthusiastically emphasized that the Center will be sustained into the future through institutional and external support.

Partnerships

The institution has an impressive list of partners for the work of the Center. Foremost is involvement in the South Carolina Course Alignment Project. Administrators from the two primary school districts, Florence District one and Florence District Four, both spoke of their involvement in preparing the proposal and their support. Additional partnerships are as follows:

1. Anderson University: Center of Excellence in Mobile Learning
2. Clemson University
3. University of South Carolina—Center of Teaching Excellence
4. University of South Carolina—Center for Science Education
5. Florence-Darlington Technical College
6. Greenville Technical College
6. Tri-County Technical College
7. Central Carolina Technical College
8. Trident Technical College
9. North Eastern Strategic Alliance
10. Frances Marion College of Liberal Arts
11. Frances Marion School of Education

SUMMARY

The Panel felt the objectives and activities outlined offer potential for not only the area served by Frances Marion University but for the State of South Carolina. There was great support expressed as stated in the proposal. The unbridled enthusiasm from President Fred Carter for the project and the sustainability of the Center beyond the seven years with assistance from the private sector was very compelling.

An interesting aspect of the proposal was the explanation of how the Center would train teachers and then use the as “trainers of teachers” in the project. Research was cited supporting such a concept to provide professional development of teachers.

The Panel was also impressed with the planning to not only work with 11th & 12th grade students, but to also look at middle school students. Studies have reported that 9th grade students face many of the same challenges as first year college students do. Students who have problems in the 9th grade have lower odds of earning a high school diploma.

Other strengths of the proposal were having the Center Co-Director participate in the Smarter Balance initiative and the use of Center leadership that comes out of an academic area. It was expressed that the proposed Center can be a catalyst to bring the thinking and planning of P-20

educators and the private sector together for state wide efforts to provide college and career readiness for students.

Recommendations for Frances Marion University

Although the Panel has recommended the Frances Marion proposal for funding, they suggest the following to enhance the work of the Center.

1. Revise the proposal to address data collection, the research agenda/plan, create a plan to create one college and career readiness definition (with the technical colleges driving discussions of career readiness) for use statewide, and a focus on beginning collaborate efforts immediately. The research agenda/plan is a key link in this project as policy needs to be informed by good research.
2. Consider looking at some of the strengths of the other institutions for utilization by the Center. For example, Toolkits described by Winthrop. dual enrollment and AP classes, more emphasis on pre-service teacher preparation, Summer Camps as proposed by USC-Aiken, the EXCEL program, use of technology including online delivery of courses and materials.
3. Take a hard look at how to develop a culture of college and career readiness and review literature of projects/programs in other states in the process. Development of a culture takes strategic planning and time.
4. Flesh out more specifics about dual enrollment and AP courses and learn from the experiences of others who have worked with them. Review the literature, especially studies reporting how they have been used elsewhere and success and problems that they have identified.
5. Keep in mind that this Center will be expected to provide leadership to transform education in the state and it will require extensive which require substantial research. Collaboration with research institutions should be sought for in this endeavor.

NOTE: It is recommended that CHE pursue additional funds for year two to be used for sub-grants to incorporate the strengths of the proposals submitted by USC-Aiken and Winthrop College.

ADDITIONAL PROPOSALS SUBMITTED

Three additional proposals (Charleston Southern, USC-Aiken, and Winthrop) were submitted and each had some admirable features. We encourage the proposal developers to not cast aside their proposals, but work diligently to implement parts of their proposal that are feasible. A discussion of the additional proposal submitted for consideration follows.

Charleston Southern University

The stated purpose of the Center proposed is to develop and model state-of-the-art technology rich pre-service and in-service teacher training programs designed to prepare high school students to demonstrate readiness for postsecondary education and entering the 21st Century workforce. It is proposed that postsecondary faculty and P-12 faculty will work together to advance both college and career readiness. Two low-income primarily minority schools in the Innovation Zone of Charles County School District (Baptist Hill and North Charleston) were designated to participate in the Center. Partners in the Center were Trident Technical College and Dr. Lee Lewis of the Medical University of South Carolina.

Goals and Objectives

Goal 1: Provide high quality professional development to high school teachers and college professors to ensure that College and Career readiness standards, curriculum content and best practices are aligned and implemented in high schools.

Goal 2: Develop and model an exemplary teacher education program that incorporates curricular and instructional practices aimed at integrating college and career readiness in high school classrooms.

Goal 3: Provide services directly to high school students through the use of technology and face-to-face strategies to increase the percentage of South Carolina graduates who immediately after graduation enter postsecondary education without a need for remediation.

Goal 4: Develop an influential constituency that promotes the Center as a leader in the state for promoting college and career readiness.

Goal 5: Serve as an exemplary resource center for developing and disseminating research initiatives that target college and career readiness.

Goal 1 has four objectives stated with Dr. David Conley's Four Keys to College and Career Readiness will be the anchor to facilitate pre-service and in-service. They will be taught for professional development and to prepare performance based student assignments that incorporate the Four Keys for each of the courses taught by high school and college professors. Another objective is to select and prepare three high school teachers to serve as peer trainers in year three.

Goal 2 has three stated objectives that formulate a plan for readiness and content skills in coursework and professional experiences of School of Education and Arts and Sciences professors. Education courses will be redesigned to include field based activities and content to address college and career readiness.

Goal 3 has four stated objectives designed to increase opportunities for under prepared students to participate in pre-college experiences. Teams of teachers and professors will develop and implement student workshops and web-based pre-college experiences for under prepared students. Dual enrollment and AP courses will be explored and courses revised to meet their requirements. The efforts of the Center will be improve the percentage of students who are ready to enter college without need of remediation and to improve college and graduation rates.

Goal 4 has four objectives with the focus on developing an advisory council and the appointment a coordinating committee, both of which include members from the partners plus business and industry. Another objective is to develop relationships with other Centers of Excellence

Goal 5 has two objectives one being to develop and implement a research agenda and the other to disseminate information related to the Centers activities.

Activities

Two tables were provided in the proposal with one focusing on the sequence of activities for professional develop and the other sequence of activities for Teacher Education that were well done and aided their presentation. Another table was included that listed benchmarks for each of the seven years of the project. They assisted in understanding what was proposed. The following activities were duly noted.

A number of activities will be planned according to the proposal with a professional development component designed that will engage 24 teachers (English, mathematics, and science) from Baptist Hill and North Charleston) schools, and six college faculty (CSU and TTC) in a two year training program that included two summer institutes; monthly work & training sessions, web-based activities and follow-up classroom visits.

Three content-based collaborative teams will be established with 4 high school faculty from each content area and two-college faculty (CSU and TTC). They will be trained in a two-year cycle. The training will focus on David Conley's Four Keys. The six college professors working with the content-based teams will also develop a module for cross-disciplinary learning skills and techniques to be used by high school students.

Summer Institutes: A four-day summer institute will be held to acquaint teachers and college faculty with each other and to present to each group Dr. David Conley's Four Keys to College and Career Readiness.

Workshops: Monthly workshops will be held in years 1 and 2 related to course alignments and course syllabi.

Online Courses & Activities: Access will be made available to high school and college faculty via a separate online course management system.

Classroom Visitations: Project staff will observe teachers to view project strategies and activities being utilized and their effectiveness. Peer visitations will occur within and between schools.

EXCEL: The present Excellence in College Entrance Preparation and Leadership will be revised and expanded to meet the needs of 40 high students monthly. A four-day institute at Charleston

Southern University will plan and conduct the institute activities. Students will complete a learning style assessment and a Personalized Action Plan (PAP) will be reviewed by Center staff.

STAR: Students will complete 20-hour online module called STAR (Self-monitoring, Time management, Accountability and Relationships) that focuses on college readiness behaviors and skills

Weaknesses of the Proposal

1. There was a lack of focus on career readiness as most of the activities and discussion focused on professional development and college readiness.
2. The proposal did not show a clear understanding of the South Carolina Course Alignment Project or a clear plan for continuing that project.
3. There was concern about the partnership with the Technical College as it seemed to be focused on the articulation agreement and not on a true partnership.
4. There is concern about the capacity of the Center to carry out the activities described. The director being only 25% time is a real concern and it would appear she would carry most of the load herself.
5. The evaluation and research sections of the proposal are weak.
6. There is a concern whether the Center at Charleston Southern University could expand beyond Charleston and serve the state.
7. The role of Dr. Lewis (MUSC) was ambiguous as to what his role is in the Center. Without a detailed plan for his involvement and what he will contribute we don't know how he fits into the overall scheme of the Center. Also, no budget item is scheduled for Dr. Lewis and without compensation it might be difficult to hold him to responsibilities.
8. There is a small mention of developing a culture for college and career readiness, which is imperative for the Center to do.
9. The proposal did not have a true statewide focus.
10. Technology is highlighted in several places and especially online learning. There is a learning curve to teach and be a student online. Training for faculty and students was not part of the proposal.
11. The section relating to dual enrollment and AP courses was not clear as to what the plan is for implementation.
12. The panel suggests that a grant writer be employed to team with the University and its partners to write a stronger proposal.

University of South Carolina-Aiken Proposal

The purpose of the proposal was stated to serve the state of South Carolina as a leader in policy reform initiatives and act as a primary resource center for college and career readiness education. The center will also provide high quality professional development for in-service teachers to develop skills and cognitive strategies to prepare college bound and career ready students. The center will work to build college and career education into existing teacher education programs so future teachers are prepared with the required strategies and skills. The ultimate goal for the center is to create a productive workforce that is able to use information and creativity in solving the issues and challenges of the future in South Carolina.

The target population will be students and teachers from the Allendale County School District and one high school from the Orangeburg Consolidated School District V. Specifically, North Middle High School and Allendale Fairfax High School will be targeted during the first year. Pre-service teachers, higher education faculty and business partners will also be served.

The expected outcomes were expressed that the Center will be a leader in college and career readiness research and resources throughout the State. This will position the Center to influence policy and drive initiatives for educational reform.

Major Areas of the Center

- **Integrated Curriculum:** Develop curriculum that is integrated within each content area with cognitive strategies and learning skills. Model Curricula and lessons will be developed for use by classroom teachers. A website will be developed housing information making it easily accessible for teacher and administrators.
- **Course Alignment Project:** The center will further the work of the South Carolina Course Alignment Project by enlisting more teachers to teach using the paired course teaching model and to develop more courses including social studies content courses to the project.
- **Educational Policy:** The center will work with partners to improve educational policy and practices to ensure that every student leaves high school and is ready to succeed in either the post-secondary academic or business sectors.
- **Pre-Service and In-Service Teachers:** Equip pre-service and in-service teachers with the necessary tools by workshops, graduate courses, and professional development opportunities. The goal being to prepare them to learn about the strategies and learning skills necessary to prepare for life beyond high school.
- **Students:** The center will work with students the two partner high schools to they be competitive and successful in their postsecondary education and ultimately in the global marketplace. Students will be offered opportunities to attend courses during the summer for dual enrollment at Aiken Technical College.

Project Goals & Objectives

Six Goals were presented for the Center with accompanying objectives and activities:

- Goal 1: Develop and implement college and career readiness standards and model curricula.
- Goal 2: Establish & maintain a college & career readiness culture within P-12 schools for all.
- Goal 3: Develop and implement professional development for educators to assist them in creating a college and career readiness culture within their schools.
- Goal 4: Maintain a collaborative relationship with key stakeholders throughout the state.
- Goal 5: Achieve a position of college and career readiness leadership throughout the state.
- Goal 6: Maintain a strong research agenda.

There were 21 objectives and 41 activities identified to amplify the six goals. Some strategies were also presented for each objective to further describe the activity in detail. A summary of the proposed program follows:

1. Develop an advisory board (meet semi-annually).
2. Develop Center Website.
3. Collaborate with SC CHE and EPIC through the Course Alignment project expansion.
4. Develop and implement a statewide definition of College and Career Readiness.
5. Partner and work with TransformSC as part of their action team activities.
6. Provide effective and relevant professional development to both teachers and administrators
7. Establish Professional Learning Communities within the partnership schools.
8. Develop a research agenda.
9. Provide workshops for teachers and administrators regarding working with children of poverty.
10. Offer graduate credit courses.
11. Plan and implement strategies to create a college bound and career ready culture within the partnership schools.
12. Provide opportunities for students and teachers to visit local businesses.
13. Implement the statewide expansion of the South Carolina Course Alignment Project.
14. Create the Student Advisement and Support programs at the partnership schools.
15. Develop an evaluation tool for college and career readiness skills.
16. Provide summer camps/workshops to juniors and seniors planning to attend either 2-year or 4-year institutions.
17. Develop and implement statewide College and Career readiness standards.
18. Plan and implement community “In the Know” nights/online workshops.
19. Host an annual statewide conference focused on College and Career readiness skills.

Evaluation Plan

A well-developed evaluation plan has been developed addressing each of the six goals, the many objectives, and activities that were identified above. Summative and formative evaluation methodology will be conducted.

Center Staffing

The project director is an assistant professor within the School of Education at the University of South Carolina-Aiken. She brings 14 years of teaching experience in high school science and special education. She received her Ed.D in Educational Administration in 2013, and joined the faculty at the University of South Carolina-Aiken in 2013. She will be assigned to the Center for 80% of her time workload. Dr. Gary Senn, associate professor at USCA and Director of the Ruth Patrick Science Education Center will serve as assistant project director, devoting 20% of his workload to the Center. Other staff identified for the Center includes Dr. Cheryl Wissick, Dr. Bill Jackson, Dr. Tom Reid, Dr. Heather Peterson, and Dr. Lynne Rhodes. They are faculty members at USCA in various content areas. The amount of time they will be devoting to the Center has not identified in the proposal or in the budget. A separate budget was attached for Aiken Technical College. A budget item for a project coordinator with a 100% of their time assigned to the Center as listed, but no information was provided as to whom this person would be. Two other individuals, one with English, and the other with math) backgrounds were in the budget for 3 weeks. No vitae were provided for any of the individuals.

Partnerships

Partner Schools: Strong partnerships were presented with the two-partner schools (Allendale Fairfax High School and North Middle High School) have committed to work with the Center to improve College and Career readiness.

TransformSC is the education initiative of New Carolina, a non-profit organization working to transform the landscape of South Carolina and position the state as a leader in the 21st. century global marketplace. It brings together business leaders; policy makers, educators, parents and students who seek to transform K-12 public education throughout the state. They are aligned with the proposed Center. TransformSC brings business leaders from over 100 companies around South Carolina.

Bridgestone America: Aiken PSR Plant and MOX Services of the Shaw, Aareva and MOX consortium at the Savannah River site have signed partnerships with the proposed Center.

Weaknesses of the Proposal

Note: There were a lot of good planning ideas and activities. The Panel would encourage USCA to implement those they have the capability to do now.

1. There is a concern regarding the capacity of the Center to carry out the myriad of goals, objectives and activities proposed. The director would be a new faculty member at USC-Aiken and she will be devoting 80% of her time to the project. Dr. Senn will be assistant director devoting 20% of his time. Five other faculty from content areas were identified but there was no indication of how much time they will commit to the Center. With a

new faculty member to USC-Aiken questions arise about whether she can do all the things that need to be done and how it might impact her tenure track.

2. It was not clear how the pre-professional teacher preparation curriculum would be changed and what experiences they might have to enhance the curriculum for both college and career readiness.
3. There were no vitae for the Aiken Technical College coordinator and faculty.
4. What about the students who don't go on to college? Most activities centered more on college bound students. What plans are there to work on the dropout problem?
5. The use of technology, especially computers and the use of online courses was presented a number of times. There is a learning curve for online courses for both the instructor and the students. How will this be dealt with to train faculty and students and ensure that participants are competent in this regard? Do students have computers available at home for example?
6. An objective was stated to increase opportunities for earning college credit (dual enrollment) at both 2-year technical colleges and 4-year colleges during high school. AP courses and International Baccalaureate courses were also alluded to. A worthy objective but there will need to be a lot of planning, collaboration and instruction to implement it successfully.
7. Sustainability of a project once funding ceases is always a concern and objective three in goal five addresses this issue. It stated that the Director and key personnel would receive internal funding for their salaries after state funding ends. What about Technical College personnel and support people? Are there any plans in existence in collaboration with business/industry to assist funding?
8. A literature review is interjected as an objective for goal six. Although this is right on target, little information was provided on how this will be accomplished. It will take resources and staff time (or hire someone) to do it. This is a vital objective and will need careful planning.
9. Goal two states, "establish and maintain a college and career readiness culture within P-12 schools for all students within South Carolina." Why only P-12 schools? The culture needs to be maintained in all areas.

Winthrop University Proposal

The purpose of the proposed Center of Excellence for College and Career Readiness is to create a college going and career ready culture in middle and high schools throughout South Carolina. It proposes to develop and evaluate tools, models, and change strategies. Ultimately, it will link and coordinate P-20 initiatives in the state. The partnership is with Chester County Schools (Chester Middle school and Chester High school) and Lancaster County Schools (South Middle School and Lancaster High School) with plans for expansion to other schools in the region and state. Postsecondary partners with the Center include USC Columbia, USC Lancaster and York Technical College. Catawba Regional Education Center will collaborate with the Center providing access to business/industry partners.

A primary expected outcome would be that partnering middle and high schools would acquire a strong college and career focus for all students. Curriculum products will illustrate commitment to fully preparing students for College through integration of College Readiness Standards, Dr. David Conley's Four Keys, and providing more options for students. Furthermore, there is an expectation that increases will occur in college applications and enrollment that remediation for entering college students will decrease, and program completion rates in 2-year and 4-year colleges will increase

Goals and Objectives

Goal 1: Implement college and career readiness standards.

Objective 1: Adopt a statewide definition of college and career readiness and implementation plans to improve student preparation.

Objective 2: Articulate specific content and skills necessary for colleges and post-college readiness.

Objective 3: Integrate Conley's Four Keys to college and career readiness into middle, secondary, and post-secondary curriculum, processes and procedures

Goal 2: Create a college going and career readiness culture in middle and high schools to better prepare students for success in college and employment.

Objective 1: Increase high school to post-secondary admission rates.

Objective 2: Increase post-secondary retention and graduation rates.

Objective 3: Decrease need for post-secondary remediation.

Goal 3: Serve as state-of-the-art resource center for P-20 initiatives.

Objective 1: Establish a P-20 Council in collaboration with state agencies and organizations.

Objective 2: Establish a state system for data gathering and analysis related to P-20 initiatives.

Objective 3: Build centralized system of sharing research resources, and models to foster college and careers.

Activities

Twenty activities were identified and aligned with the goals and objectives of the Center. Key activities of the Center were stated as follows:

- Continue & expand the South Carolina Course Alignment Project in English, math, science and language arts.
- Promote a college and career culture focused culture in schools/districts.
- Implement EPIC “Partnership Workshops” to develop customized college and career readiness “toolkits.”
- Create grade 8-12 seminars based on Conley’s Four Keys.
- Promote high school senior engagement to maintain rigor and focus on college preparedness.
- Review college admissions, assessment, and retention processes to promote access.
- Expand opportunities to earn college credits in high school.
- Offer college and career readiness events for students and parents.
- Infuse college readiness standards and Four Keys into CERA ProTeam and Teacher Cadet programs.
- Infuse the standards and keys into teacher/leader/counselor preparation programs.

It was stated that professional development for school and college personnel would be essential to success of the Center. It is the intention of the Center to establish a state level P-20 Council and regional P-20 networks to support expansion of College and Career readiness and other P-20 initiatives along with a data system and a website to share research and resources.

Evaluation

A seven-year longitudinal quasi-experimental design will be utilized to assess the impact of the Center initiatives on college and career readiness. Data will be collected for formative evaluation assessing the type quality and quantity of activities and summative evaluation will be used to determine progress toward outcomes. A mixed-methods approach will be used with both quantitative and qualitative data sources. It was stressed that the Center would work with the external evaluator to establish appropriate and specific baselines and targets.

Research Agenda

An impressive agenda was outlined in the proposal with a focus on five categories:

1. Student Decisions
2. School Culture
3. Courses
4. Educator Expectations
5. College Strategies

Strategic questions were developed for each of the five above categories to guide data collection, with implementation strategies and how the findings will be used to improve the programs.

Center Staff

Dr. Cliff Calloway, Professor of Chemistry and Dr. Gayle Sawyer, Professor of Educational Leadership will serve as Co-Directors with each giving 5.0 FTE to the Center. Dr. Leigh D'Amico, Office of Program Evaluation, University of South Carolina- Columbia will be contracted to be the lead researcher. Additionally, the College of Education Associate Dean (Dr. Lisa Johnson) and the Associate Dean of the College of Arts & Sciences (Dr. Beth Costner) will devote 10% of their time on the project. Support staff will include Graduate Assistants and an Administrative Assistant/Budget Analysis person.

Proposal Concerns

1. The proposal is primarily focusing on the college bound student with minor attention to career readiness.
2. There was some confusion about who the leaders of the Center were as they were not the major spokespersons in much of the proposal presentation and discussion.
3. There is a concern about the capacity of the Center to meet the stated goals, objectives and activities. Information about both pre-service teacher education and professional development was skimpy. Specific ideas and plans to focus on how courses might be changed to meet goals of college and career readiness would have helped.
4. Dual enrollment for college credit was touched on lightly and it would have been helpful if there was more attention given how it would be implemented and improved where it is used.
5. York Technical College was identified as a partner, yet little information was given to how what its involvement would be as a partner.
6. Where was business/industry involved in your proposal? Specific plans of how partnering with them would enhance career readiness.
7. Sustainability is always a concern for funded programs. What happens when funding is no longer provided? Have conversations/meetings been held with business/industry for their commitment to helping to support the Center even after funding stopped?
8. There was not a strong plan for a statewide focus.

ATTACHMENTS TO THE REPORT

Attachment One	List of Panel Members
Attachment Two	Proposal Rubric/Rating Form
Attachment Three	March 21, 2014 Panel Meeting Schedule

Attachment One
List of Panel Members

**Centers of Excellence FY 2014 -1 5
Review Panel
March 21, 2014**

<p>Dr. Ronald Joekel – Chair Professor Educational Administration & Higher Education University of Nebraska 124 TEAC Lincoln, NE 68588 0360 Phone: 402-472-0971 Fax: 402-472-4300 rjoekel2@unl.edu</p>	<p>Dr. Calvin Williams Director, Center of Excellence in Mathematics and Science Education Clemson University O-323 Martin Hall Clemson, SC 29634 864-656-5241 calvinw@ces.clemson.edu</p>	<p>Melanie Barton Executive Director Education Oversight Committee PO Box 11867 Room 227 Blatt Bldg. Columbia, SC 29211 803-734-6148 mbarton@eoc.sc.gov</p>
<p>Dr. Danny Merck Principal Daniel High School 137 Karen Circle Norris, SC 29667-9703 864-397-1000 dannymerck@pickens.k12.sc.us</p>	<p>Dr. Brianna Timmerman Director Office of Instructional Practices and Evaluations SC Department of Education 1429 Senate St Suite 603-B Columbia, SC 29201 Tel: 803-734-8046 BTimmerman@ed.sc.gov</p>	<p>Glenda LaRue Director The STEM Center of Excellence The Citadel 171 Moultrie Street Charleston, SC 29409 843-953-7121 glarue@citadel.edu</p>
<p>Dr. John K. Luedeman Professor Emeritus of Mathematical Sciences and Teacher Education Clemson University 110 Shorecrest Drive Seneca, SC 29672 864 882-6735 (H) 864 650-4599 (C) luedem_j@bellsouth.net</p>	<p>Dr. Lisa Waller Assistant Professor Director, RETAIN Center of Excellence Newberry College Department of Teacher Education 2100 College Street Newberry, SC 29108 803.321.5207 O 803.917.7151 C Lisa.Waller@newberry.edu</p>	<p>Mr. Gerrick Hampton Assistant Director Scholarships and Grants Student Services SC CHE 1122 Lady Street, Suite 300 Columbia, SC 29201 803-734-4397 ghampton@che.sc.gov</p>

<p style="text-align: center;"><u>Staff Support:</u></p> <p style="text-align: center;">Dr. Paula Gregg Associate Director P-20 Initiatives Academic Affairs Commission on Higher Education 1122 Lady Street, Suite 300 Columbia, SC 803-737-2246 pgregg@che.sc.gov</p>	<p style="text-align: center;"><u>Staff Support:</u></p> <p style="text-align: center;">Ms. Trena Houp Associate Director Programs and Planning Academic Affairs Commission on Higher Education 1122 Lady Street, Suite 300 Columbia, SC 803-737-4853 thoup@che.sc.gov</p>	<p style="text-align: center;"><u>Staff Support:</u></p> <p style="text-align: center;">Ms. Laura Belcher Program Coordinator Programs and Planning Academic Affairs Commission on Higher Education 1122 Lady Street, Suite 300 Columbia, SC 803-737-4854 lbelcher@che.sc.gov</p>
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Attachment Two

Proposal Rubric/Rating Form

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

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

Proposal Title: _____
Fiscal Agent Institution: _____
Partnering Institution(s): _____
P-12 School(s): _____
Project Director(s): _____

Program Narrative Scoring Summary

Possible Points	Points Awarded
Narrative - 185	
Priority Points - 15	
TOTAL POINTS - 200	

Overall Rating of the Program Narrative (Place an "X" on the appropriate line below)

- _____ Excellent (165-200)
- _____ Strong (130-164)
- _____ Average (90-129)
- _____ Weak (0-89)

Additional Comments/Recommendations

A. Abstract (Possible Points – 10)

1. An abstract of **1 page maximum** should begin the text of the application. (1 points)
2. The abstract should summarize **the purpose and activities** of the project, **the expected outcomes**, and **the anticipated target populations**. (7 points)
3. The abstract should list by name all **P-20 school partners and other participating organizations** included in the project. (2 points)

Not Present (0 points)	Present (1-4 Points)
1. Abstract exceeds 1 page	1. An abstract of 1 page maximum should begin the text of the application. (1 points)
3. Abstract does not summarized goals, needs, expected outcomes, and anticipated target populations	2. Abstract summarizes purpose and activities, expected outcomes, and anticipated target populations (1-7 points)
3. Abstract does not list all P-20 school partners or other participating organizations included in the project.	3. Abstract lists by name P-20 school partners and other participating organizations included in the project. (2 points)

_____ **Total Points Awarded (10 points possible)**

Component A – Reviewer’s Comments:

B. Project Description (Possible Points - 80)

1. **The Center's Purpose/Focus (5 points)**
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.
2. **Goals and Objectives (10 points)**
Describe the goals, objectives, and effectiveness measures of the proposed Center of Excellence for College and Career Readiness.
3. **Activities (30 points)**
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.
4. **Evaluation Plan (20 points)**
Cite specific evaluation measures that may be used to assess annually the effectiveness of the Center’s activities.

5. Research Agenda (15 points)

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.

Not Met (0-29 points)	Met (30-69 points)	Exceeds (70-80 points)
<p>The Center's purpose/focus on college and career readiness is not clear and limited evidence is provided to demonstrate need.</p> <p>Goals and objectives are vague.</p> <p>Activities are discussed, but information is vague and incomplete or incomplete.</p> <p>Description of evaluation of the program goals and measures is vague or incomplete. No quantitative and qualitative measures are in place.</p> <p>There is no clear research agenda. Information provided is vague or incomplete.</p>	<p>The Center's purpose/focus on college and career readiness is discussed with some evidence of demonstrated need.</p> <p>Objectives to achieve program goals are not measurable or realistic and/or are inadequate to address all needs and program goals.</p> <p>Activities are discussed but measurable benchmarks are not clear.</p> <p>There is a general description of evaluation of the program goals and measures.</p> <p>The research agenda describes the ongoing research questions that will be examined as a function of the Center's activities, with some discussion of 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.</p>	<p>The Center's purpose/focus on college and career readiness is clear, detailed, and includes strong evidence of demonstrated need.</p> <p>Goals and objectives are specific, realistic, and measurable.</p> <p>There is a specific, well-defined plan for activities that addressed the Center's goals and includes measurable benchmarks of expected progress at the end of each of the seven years.</p> <p>There is a clear evaluation plan that addresses the design for data collection, includes both quantitative and qualitative measures, discusses the methods and procedures used to evaluate the effectiveness of the project, shows impact on P-20 student achievement, provides results on outcome data, and discusses how information from the data will be used to monitor success, make changes in program design.</p> <p>The research agenda clearly describes the 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.</p>

_____ **Total Points Awarded (80 points possible)**

Component B – Reviewer’s Comments:

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C. Resources (Possible Points - 55)

1. Institutional Strengths (10 points)

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 and to demonstrate previous institutional collaboration with the P-12 community and other education stakeholders, especially as it relates to low performing schools or addressing student achievement.

2. Center Staffing (10 points)

Identify Center director, other faculty and/or support staff, teachers, administrators, and graduate students involved in the Center’s program and explain their qualifications, projected time commitment and responsibilities to the Center. 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.

3. Benefit to the Institution (5 points)

Explain why the institution is willing to commit its resources to the Center.

4. Institutional Commitment (10 points)

Demonstrate institutional and faculty support of the Center for the seven years of State funding.

5. Budget (20 points)

Budget categories should reflect the requirements of the proposed activity. There is STRONG justification for proposed expenditures.

Not Met (0-19 points)	Met (20-44 points)	Exceeds (45-55 points)
<p>There is little to no evidence about institutional strengths.</p> <p>The number of staff people carrying out activities is unclear.</p>	<p>There is discussion of institutional strengths and some indication of how project will be integrated with existing initiatives.</p> <p>The number of staff people carrying out activities is stated with some discussion of qualifications, roles, and responsibilities.</p>	<p>Strong evidence showing how existing academic, research, or professional development programs demonstrate a likelihood of the Center achieving success. There is a specific plan to coordinate the project with existing initiatives.</p> <p>The number of staff people carrying out activities is stated, roles and responsibilities are clearly defined, and Director and staff are well-qualified to lead the Center to success.</p>

Not Met (0-19 points)	Met (20-44 points)	Exceeds (45-55 points)
<p>Benefit to the institution is not clear.</p> <p>Little to no discussion of institutional commitment and faculty support.</p> <p>Proposed budget and justification provided is vague or incomplete. Little to no justification provided for key and support personnel (# of positions, time commitment, responsibilities). Funds and resources are not clearly identified as related to specific activities in the proposal narrative.</p>	<p>Benefit to the institution is stated with some evidence to show how proposed activities will impact existing programs.</p> <p>Discusses institutional commitment and faculty support.</p> <p>Reasonable proposed budget and justification provided for the first three years. Justification provided for key and support personnel (# of positions, time commitment, responsibilities). Funds and resources have been generally identified as related to activities in the proposal narrative, but plan lacks specificity in this area.</p>	<p>Benefit to the institution is clear. Strong evidence provided to show how proposed activities will impact existing programs at the institution and further strengthen the institution.</p> <p>Demonstrates strong institutional commitment and faculty support.</p> <p>Detailed proposed budget and justification provided for the first three years. Strong justification provided for key and support personnel (# of positions, time commitment, responsibilities). Funds and resources have been clearly identified as related to specific activities in the proposal narrative.</p>

_____ **Total Points Awarded (55 points possible)**

Component C – Reviewer’s Comments:

D. Planning and Collaboration (Possible Points - 40)

1. Discussion of Partnerships (10 points)

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

2. Benefit to P-12 Districts/Schools (10 points)

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.

3. Discussion of Similar and Related Centers (5 points)

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. Provide evidence of communication with the South Carolina Department of Education (SCDE) and the Education Oversight Committee (EOC).

4. Current Initiatives/Programs (5 points)

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.

5. Collaborative Planning (10 points)

Briefly describe the collaborative planning activities that have occurred between the institutions, the partner district(s)/school(s), and business/industry. Provide information on possible collaboration with other Centers of Excellence.

Not Met (0-14 points)	Met (15-29 points)	Exceeds (30-40 points)
Partnership mentioned, but required partnerships may be lacking. Roles, responsibilities, and contributions of each partner are incomplete or not defined.	Partnership discussed. Roles, responsibilities, and contributions of each partner are included.	Partnership discussed in detail. Roles, responsibilities, and contributions of each partner is clearly stated and defined.
Little to no connect to expected benefit to P-12 schools and research base.	Expected benefit to P-12 schools is described with some connection to research base.	Strong correlation from research base to support expected improvement in low performing districts and schools.
Little to no description of similar Centers. Little evidence provided to show collaboration with other Centers or communication with other state agencies.	Description of similar Centers is included with some evidence of collaboration with other Centers. Some evidence provided of communication with other state agencies.	Detailed description of similar Centers is provided. Strong evidence of collaboration with other Centers. Evidence provided of communication with other state agencies.
Little to no discussion of current initiatives at the institution.	Discusses current initiatives at the institution. Some data is provided to show results.	Discusses current initiatives at the institution as well as statewide and nationally. Data provided to show results.
P-20 faculty and administrators, business leaders, and state agency personnel were not involved in project planning and proposal preparation.	P-20 faculty, administrators, business leaders, or state agency personnel were involved in project planning and proposal preparation.	P-20 faculty and administrators, business leaders, and state agency personnel were involved in project planning and proposal preparation.
There is no indication that all partners will participate in planning and active, long-term involvement. Formal agreement between all principal partners is not present or insufficient.	There is some indication that each partner will participate in planning and active, long-term involvement. A formal agreement between some principal partners is present.	Each partners' participation in planning and active, long-term involvement is explicitly stated in a formal agreement.

_____ Total Points Awarded (40 points possible)

Component D – Reviewer’s Comments:

E. Priority (Possible Points - 15)

1. Partnerships (5 points)

Partnership exceeds the minimum of a 2-year and a 4-year post-secondary institution to include a 2-year, 4-year comprehensive, 4-year research, businesses/industries, and other state agencies.

2. P-12 Districts/Schools (5 points)

P-12 schools with an absolute rating of below average or unsatisfactory, especially during the first 2 years of the project.

3. Participation in the SC Course Alignment Project (5 points)

Inclusion of key personnel with active involvement in the SC Course Alignment Project

Not Met (0 points)	Met (1-9 points)	Exceeds (10-15 points)
Partnership meets minimum requirement of a 2-year and a 4-year higher education institution	Partnership of a 2-year, a 4-year comprehensive, and a 4-year research higher education institution	Partnership of a 2-year, a 4-year comprehensive, a 4-year research higher education institution, and business/industry or other state agencies
Absolute rating of Average scores or above for partnering schools	Absolute ratings of average, below average, and unsatisfactory scores for partnering schools	Absolute ratings of below average and unsatisfactory scores for partnering schools
No evidence of past participation of key personnel in the SC Course Alignment Project	Key personnel actively involved in the SC Course Alignment Project. Some evidence of planning with SC CAP participants in the proposal	Key personnel and K-12 faculty actively involved in the SC Course Alignment Project. Evidence of SC CAP participants contributing in the planning of the proposal and the implementation of the grant activities

Attachment Three

March 21, 2014 Meeting Schedule



South Carolina Commission on Higher Education

Brig Gen John L. Finan, USAF (Ret.), Chair
Dr. Bettie Rose Horne, Vice Chair
Ms. Natasha M. Hanna
Ms. Elizabeth Jackson
Ms. Dianne C. Kuhl
Ms. Leah B. Moody
Vice Admiral Charles Munns, USN (ret.)
Mr. Kim F. Phillips
Mr. Y. W. Scarborough, III
Dr. Jennifer B. Settlemyer
Mr. Hood Temple

Dr. Richard C. Sutton
Executive Director

EIA CENTERS OF EXCELLENCE PROPOSAL REVIEW PANEL March 21, 2014 9:00 am – 5:00 pm CHE Conference Room

- 9:00 – 9:30 a.m. Organizational Session (Panelists only)
- *9:35 - 10:35 **USC-Aiken** Proposal Presentation
- *10:40 – 11:40 **Charleston Southern University** Proposal Presentation
- *11:45 – 12:45 Lunch for Review Panel
- *12:50 – 1:50 **Winthrop University** Proposal Presentation
- *1:55 – 2:55 **Francis Marion** Proposal Presentation
- *3:00 – 5:00 Panel discusses each proposal
Panel determines the 2014-15 Center of Excellence
recommendation
- 5:00 pm Meeting adjourns

* Institutional representative will be invited to present individually

Thank you for sharing your expertise, your contribution to the discussion and your thoughtful decision.