CHE
05/26/11
Agenda Item 8.02.D

May 26, 2011

MEMORANDUM

To: Mr. Ken Wingate, Chair, and Members, S.C. Commission on Higher Education

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

Consideration of Revised Guidelines for EIA Centers of (Teacher Education) Excellence Competitive Grants Program Fiscal Year 2012-13

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" in 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 2012-13 Guidelines include a list of low performing schools and districts derived from the Education Accountability Act Report Card data for 2010. 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 2012-13 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 2012-13, the priority areas are aligned with the EOC’s focus on developing innovative professional development programs for effective teaching that will improve instruction and achievement at all grade levels in low performing schools. Current topics of interest are common core standards; teacher performance; English Language Learners; technology; data driven instruction; college readiness; improving instruction and achievement in school through the arts; and the STEM disciplines. 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 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 2012-13 at the current level of funding is contingent upon recommendation from the Education Oversight Committee and level 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 2011-12. These Guidelines will be posted on the Commission’s web site for access by institutions upon approval by the Commission.
Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the attached Guidelines for Centers of Excellence (Teacher Education) for FY 2012-13.

Attachment: Draft Guidelines for Centers of Excellence (RFP) FY 2012-13 (Teacher Education)
REQUEST FOR PROPOSALS

FISCAL YEAR 2012-13

Focus on Effective Teaching

Administered by:
S.C. Commission on Higher Education
1333 Main Street, Suite 200
Columbia, SC 29201

Intent to Submit Form Due:
October 24, 2011

Technical Assistance Training
November 4, 2011

Proposal Deadline:
January 27, 2012

Review Panel Meeting:
February 24, 2012

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 2012-13

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 2012-13 should submit an “Intent to Submit Proposal” form due at the Commission on or before October 24, 2011.** This in no way commits the institution but assists staff in preparation for the review process. The form is attached in Appendix 3. There will be a required Technical Assistance Workshop on November 4, 2011 for all project directors who submit an Intent to Submit form.

**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 2009. 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/CtrEx_All_Schools.pdf](http://www.che.sc.gov/AcademicAffairs/CentExc/CtrEx_All_Schools.pdf) (or [http://ed.sc.gov/topics/researchandstats/schoolreportcard/2009/data/](http://ed.sc.gov/topics/researchandstats/schoolreportcard/2009/data/)). The goal of the program is to increase higher education’s involvement in working more closely with low-performing schools through professional development, teacher education programs, and other units within the institution. State-of-the-art practices include but are not limited to:

- innovative practices that enable school personnel to improve student achievement;
- effective, sustained, high quality professional development;
- collaboration with major education stakeholders, including local school districts and schools, other higher education institutions and Centers of Excellence, professional associations, parent groups, and the private sector;
- field-based teacher education programs, including professional development schools that are aligned with in-service teacher professional development;
- technology-based instructional techniques;
- innovative practices for teaching children with diverse backgrounds and diverse learning styles;
• 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


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
Developing innovative professional development programs for effective teaching that will improve instruction and achievement at all grade levels in low performing schools. Current topics of interest are common core standards; 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; and the STEM disciplines. 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 February 24, 2012.

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, Georgia or Times Roman), 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;
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 participants and on 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;
- 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,
- 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).

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 June 30), 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); 1333 Main Street, Suite 200; Columbia, SC 29201. They must be received (not postmarked) at the Commission by no later than 5:00 p.m. on January 27, 2012. 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 (updated list available August 2011. Current FY 2011-12 can be found at http://www.che.sc.gov/AcademicAffairs/CentExc/CtrEx_All_Schools.pdf
Appendix 5: Review Rating Sheet

Revised 2/11
<p>| 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 Officer__________________________ Date __________ Executive |</p>
<table>
<thead>
<tr>
<th>Institution</th>
<th>Center Name</th>
<th>Program/Activity</th>
<th>Begin Date</th>
<th>Target End Date</th>
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**CENTERS OF EXCELLENCE PROGRAM**  
**EDUCATION IMPROVEMENT ACT OF 1984**  
**PROPOSED PROJECT TIMELINE**  
**FY 2012-13 AND FY 2013-14**
## BUDGET REQUEST
### CENTERS OF EXCELLENCE
#### EDUCATION IMPROVEMENT ACT OF 1984

**Project Year:**

<table>
<thead>
<tr>
<th>INSTITUTION:</th>
<th>Proposed Budget</th>
<th>Institutional Funds</th>
<th>Other Funds (school districts, grants, private, etc.)</th>
<th>CHE use</th>
</tr>
</thead>
</table>

### PROJECT DIRECTOR(s):

1. **Key Personnel (Faculty/Administration) LIST NAMES & Role**
   - **A. Salaries**
     - 1
     - 2
     - 3
     - 4
   - **Total Key Personnel Salaries**
     - 0
     - 0
     - 0
     - 0
   - **B. Fringe Benefits TOTAL**
     - 1
     - 2
     - 3
     - 4
   - **Total Key Personnel Fringes**
     - 0
     - 0
     - 0
     - 0
   - **TOTAL KEY PERSONNEL COSTS**
     - 0
     - 0
     - 0
     - 0

2. **Support Personnel (LIST NAMES)**
   - **A. Salaries**
     - 1
     - 2
     - 3
     - 4
   - **Total Support Personnel Salaries**
     - 0
     - 0
     - 0
     - 0
   - **B. Fringe Benefits**
     - 1
     - 2
     - 3
     - 4
   - **Total Support Personnel Fringes**
     - 0
     - 0
     - 0
     - 0
   - **Total SUPPORT PERSONNEL COSTS**
     - 0
     - 0
     - 0
     - 0
   - **TOTAL PERSONNEL COSTS**
     - 0
     - 0
     - 0
     - 0

3. **Participant Support (District/School participants)**
   - a. Books
   - b. Supplies and Materials
   - c. Travel and Subsistence
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<th>Item</th>
<th>Cost 1</th>
<th>Cost 2</th>
<th>Cost 3</th>
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<tbody>
<tr>
<td>Total Participant Costs</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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).

(Name of Organization) agrees to make the following contributions or 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 ______________

EIA Centers of Excellence 2012-13 18
Links to pertinent web sites:

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

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

S.C. Professional Development Standards

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

Redefining College Readiness

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

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

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

South Carolina DOE Standards and Learning
http://ed.sc.gov/agency/Standards-and-Learning/
<table>
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<tr>
<th>Centers of Excellence</th>
<th>EIA State Funding (First Year/Last Year)</th>
<th>Status</th>
</tr>
</thead>
</table>
| **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/](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](http://www.cas.sc.edu/cege/index.htm) | 1996-97/1999-2000 | Active |
<table>
<thead>
<tr>
<th><strong>Centers of Excellence</strong></th>
<th><strong>EIA State Funding (First Year/Last Year)</strong></th>
<th><strong>Status</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Center of Excellence in Educational Technology</strong>&lt;br&gt;Dr. Gary J. Senn, Director&lt;br&gt;Ruth Patrick Science Center&lt;br&gt;USC-Aiken&lt;br&gt;Aiken, SC 29801&lt;br&gt;(803) 641-3558 Fax: 641-3615 <a href="mailto:senng@sc.edu">senng@sc.edu</a>&lt;br&gt;Website: <a href="http://rpsec.usca.edu/CenterfOfExc/CEET.html">http://rpsec.usca.edu/CenterfOfExc/CEET.html</a></td>
<td>1997-97/2000-01</td>
<td>Active</td>
</tr>
<tr>
<td><strong>Center of Excellence in Instructional Technology Training</strong>&lt;br&gt;Dr. Chris L. Peters, Director&lt;br&gt;209 Tillman Hall&lt;br&gt;Clemson University&lt;br&gt;Clemson, SC 29634&lt;br&gt;(864) 656-5092; 656-5093 Fax: 656-1322 <a href="mailto:chrisp@clemson.edu">chrisp@clemson.edu</a>&lt;br&gt;Website: <a href="http://itcenter.clemson.edu">http://itcenter.clemson.edu</a></td>
<td>1998-99/2001-02</td>
<td>Active</td>
</tr>
<tr>
<td><strong>Center of Excellence for the Study of Standards-Based Educational Reform</strong>&lt;br&gt;Dr. Gilbert Hunt and Dr. Lance Bedwell (retired)&lt;br&gt;School of Education and Graduate Studies&lt;br&gt;Coastal Carolina University&lt;br-Conway, SC 29528-6054&lt;br&gt;(843) 349-2607 Fax: 349-2940 <a href="mailto:hunt@coastal.edu">hunt@coastal.edu</a>&lt;br&gt;<a href="mailto:bedwell@coastal.edu">bedwell@coastal.edu</a></td>
<td>1999-00/2002-03</td>
<td>Discontinued</td>
</tr>
<tr>
<td><strong>Center of Excellence: SC Earth Physics Project</strong>&lt;br&gt;Dr. Tom Owens&lt;br&gt;Department of Geological Sciences&lt;br&gt;University of South Carolina&lt;br&gt;Columbia, SC 29208&lt;br&gt;(803) 777-4530 Fax: 777-0906 <a href="mailto:owens@sc.edu">owens@sc.edu</a>&lt;br&gt;Website: <a href="http://www.seis.sc.edu/scepp/index.html">http://www.seis.sc.edu/scepp/index.html</a></td>
<td>1999-00/2002-03</td>
<td>Active</td>
</tr>
<tr>
<td><strong>Center of Excellence in Early Childhood Professional Development and</strong>&lt;br&gt;College of Education&lt;br&gt;Winthrop University&lt;br&gt;Rock Hill, SC 29733&lt;br&gt;(803) 323-2151 Fax: 323-4639 <a href="mailto:rembertw@winthrop.edu">rembertw@winthrop.edu</a>&lt;br&gt;<a href="mailto:elsbeth@hotmail.com">elsbeth@hotmail.com</a></td>
<td>2000-01/2003-04</td>
<td>InActive</td>
</tr>
<tr>
<td><strong>Center of Excellence for the Education and Equity of African-American Students</strong>&lt;br&gt;Dr. Gloria Boutte&lt;br&gt;Department of Education&lt;br&gt;Benedict College&lt;br&gt;Columbia, SC 29204&lt;br&gt;(803) 758-4483 Fax: 256-1785 <a href="mailto:boutteg@benedict.edu">boutteg@benedict.edu</a>&lt;br&gt;Web site: <a href="http://www.benedict.edu/divisions/comdev/ceeeaas/bc_ceeeaas.html">http://www.benedict.edu/divisions/comdev/ceeeaas/bc_ceeeaas.html</a></td>
<td>2002-03/2006-07</td>
<td>Active</td>
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<tr>
<td>Centers of Excellence</td>
<td>EIA State Funding (First Year/Last Year)</td>
<td>Status</td>
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<tr>
<td>-----------------------</td>
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</tbody>
</table>
| **Center of Excellence for Engineering and Computing**  
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  
| **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](http://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](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/](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 | 2006-07/2010-11 | Active |
<table>
<thead>
<tr>
<th>Centers of Excellence</th>
<th>EIA State Funding (First Year/Last Year)</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Charleston 9 College Way Charleston, SC 29424 (864) 953-7433 Fax: (864) 953-5407 <a href="mailto:provostm@cofc.edu">provostm@cofc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching (CE-MIST)</td>
<td>2008-09/2012-13</td>
<td>Active</td>
</tr>
<tr>
<td>Dr. Gary Senn USC-Aiken 471 University Parkway Aiken, SC 29801 (803) 641-3558 Fax: 641-3615 <a href="mailto:senng@sc.edu">senng@sc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center of Excellence for Inquiry in Mathematics and Science (CEIMS)</td>
<td>2008-09/2012-13</td>
<td>Active</td>
</tr>
<tr>
<td>Dr. Bob Horton Clemson University 409B Tillman Hall, Clemson University Clemson, SC 29634-0705 Phone: (864) 656-5127; Fax: (864) 656-1322 <a href="mailto:BHORTON@clemson.edu">BHORTON@clemson.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Center of Excellence for Teacher Retention (RETAIN: Retain and Empower Teachers through Action, Innovation, and Networking)</td>
<td>2010-11/2014-15</td>
<td>Active</td>
</tr>
<tr>
<td>Dr. Cindy Johnson-Taylor Newberry College 2100 College Street Newberry, SC 29108 Phone (803) 321-5206; Fax: (803) 753-0880 <a href="mailto:Cindy.Johnson-Taylor@newberry.edu">Cindy.Johnson-Taylor@newberry.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Center for FY 2011-12</td>
<td>2011-12/2015-16</td>
<td>Active</td>
</tr>
</tbody>
</table>
Appendix 3

Intent to Submit Proposal for Centers of Excellence Program FY 2012-13

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 October 24, 2011 to:

Centers of Excellence Program (Teacher Education)
Intent to Submit
Dr. Paula Gregg
SC Commission on Higher Education
1333 Main St. Suite 200
Columbia, SC 29201
p Gregg@che.sc.gov
803-737-2297 (fax)

There will be a required Technical Assistance Workshop for all “Intent to Submit” proposals received on November 4, 2011.
Please use one Proposal Review Rubric/Rating Form for each proposal.

Proposal Title:  

Submitting Institution:  

Project Director:  

SECTION I: General Characteristics of a Center –  

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

<table>
<thead>
<tr>
<th>Does the proposal include the following?</th>
<th>Number of Points Possible</th>
<th>Number of Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The area to be targeted has been identified in the Guidelines as a priority area for funding.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Programs and activities are designed in collaboration with a K-12 partner(s) that has been identified in the Guidelines as low-performing.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The activities are well planned and meaningful.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The outcomes are realistic and likely to be obtained.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The evaluation plan is based on measurable criteria and addresses the effectiveness of the center. An external evaluator is included.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The budgets, both grants and external match, are justified.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Programs and activities are designed in collaboration with other Centers of Excellence and/or Teacher Recruitment Centers in all appropriate related activities.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
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</table>

SECTION III: Specific Criteria of a Center

<table>
<thead>
<tr>
<th>Does the proposal include discussion of the following?</th>
<th>Number of Points Possible</th>
<th>Number of Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Involves substantial public school-college cooperation/collaboration.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
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</table>
### Does the proposal include discussion of the following?  

<table>
<thead>
<tr>
<th>Does the proposal include discussion of the following?</th>
<th>Number of Points Possible</th>
<th>Number of Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Describes expected benefits to pre-service teacher education.</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Describes the proposed Center Director’s qualifications as well as other faculty/support staff who will work with the Center.</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Proposed professional development activities are in alignment with S.C. Professional Development Standards.</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The proposal has a clear plan for achievement which will lead to success of the proposed goals and objectives.</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The proposed program is consistent with ongoing curriculum, assessment, teacher preparation, or professional development activities in the State.</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The partnering school(s) have a high poverty index and a report card rating of below average or unsatisfactory.</td>
<td>10</td>
<td>10</td>
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</tbody>
</table>

**TOTAL NUMBER OF POINTS** 160

### Additional comments/recommendations:

<table>
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<tr>
<th>Proposal Element</th>
<th>Possible Ratings</th>
<th>Rating given</th>
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</thead>
<tbody>
<tr>
<td>What is the potential of this proposal to substantially improve the quality of performance of the participants it serves and help students achieve?</td>
<td>Superior / Excellent / Good / Fair / Poor</td>
<td></td>
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</table>
(To be completed after reviewing all proposals.)

<table>
<thead>
<tr>
<th>How would you rate this proposal overall as compared to the others you have reviewed?</th>
<th>Superior / Excellent / Good / Fair / Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Would you recommend funding this proposal?</th>
<th>Yes</th>
<th>Yes, with reservations</th>
<th>Probably not</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ADDITIONAL COMMENTS

Reviewer _____________________________