



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

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November 4, 1999

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MEMORANDUM

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To: Mr. R. Austin Gilbert, Jr., Chairman, and Members,
Commission on Higher Education

From: Ms. Dianne Chinnes, Chairman *D. Chinnes*
Committee on Academic Affairs and Licensing

**Guidelines for the Commission on Higher Education's
Centers of Excellence Program
FY 2000-2001**

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 programs. State funding is provided for up to four years at a decreasing rate each year with the goal of establishing statewide resource centers that gradually will be supported totally by institutional and external funding sources. There are currently thirteen Centers of Excellence, although only five still receive State funding. (A list of Centers is attached to the enclosed Guidelines.)

A summary of the criteria contained in the Guidelines is provided below:

- ◆ Proposals must demonstrate an institutional commitment not only to develop state-of-the-art resource centers for teacher education programs but also to model the program's characteristics within its own curriculum. Too often in the past, exemplary programs have been developed, but the institution does not implement the program within its own curriculum. This situation makes it difficult indeed for a Center to promote the model program throughout the State.
- ◆ Each Center should also demonstrate a commitment to offering a sustained, high-quality professional development program in its area of expertise. This component

of the Guidelines has been expanded so as to align the program the focus of the Educational Oversight Committee on improving the quality of teaching in the State's classrooms.

- ◆ While it is possible for an institution to propose a Center that does not address one of the priorities listed in the Guidelines, institutions are not encouraged to do so. Priorities that are listed in the Guidelines have been carefully developed with K-12 education policy makers so that teacher education reform occurs concurrently with K-12 education reform. In the past some centers have had less than optimal impact because their areas of emphasis did not meet compelling needs of K-12 education stakeholders. This lack of "fit" between K-12 needs and Centers of Excellence priorities defeats the purpose of the program which is to improve K-12 education through improved teacher education programs.
- ◆ Collaboration with other education stakeholders, including school districts, other higher education institutions, other Centers of Excellence, professional education associations, parent groups, and the private sector is stressed throughout the Guidelines.
- ◆ Institutions must demonstrate a funding commitment to a proposed center for at least six years, two years beyond the four-year State funding period. As the intent of the Centers of Excellence Program is to create long-lasting, institutionalized resource centers for the State; thus, cessation of institutional support after the center has only had four years to develop and establish an external resource base defeats one of the program's primary goals.
- ◆ Proposals for new centers must include a plan for achievement that addresses four goals. These include: developing and modeling exemplary teacher preparation and professional development programs; developing an influential constituency for the Center; achieving a position of leadership in the State within four years; and developing a research agenda. By asking for this information in the proposal, Center personnel and Commission staff can review progress on a semi-annual basis.
- ◆ Staff should be selected for the proposed center who not only have the expertise to carry out the academic goals of the center but also have the capability to promote the center's non-programmatic goals. For the center to have long-lasting and broad statewide impact, the center director or other staff members must be able to promote the center to constituencies in the State that have an interest in maintaining the center when State funding has ended.
- ◆ Proposals must demonstrate institutional commitment to the center not only through resource commitment but also through a commitment to utilize models

developed by the center in its ongoing academic programs, and a commitment by non-center faculty and administrators to support the center's work.

The attached Guidelines are very similar to the ones used last year. However, the Guidelines have been revised to stress the importance of the professional development component of the center's activities. Changes are identified in the text by lines in the right margin.

Included in the Guidelines are copies of national standards for high-quality professional development. Institutions will be expected to provide professional development that meet these standards. This change aligns these Guidelines with the work of the Education Oversight Committee which is promoting more effective professional development. Rather than focusing on pre-service education, the Guidelines have been expanded to include additional school personnel, i.e., school guidance counselors and principals. The priority areas have been revised to include recruitment and training of school principals, preparing teachers to work with parents, preparing special educators to work with young children, and developing innovative reading training programs.

These Guidelines were distributed to the Advisory Committee on Academic Programs at their regularly scheduled Fall meeting on October 12, 1999, for review and comment prior to submission to the Committee on Academic Affairs.

Recommendation

The Committee recommends that the Commission approve the attached Guidelines for FY 2000-2001.

Attachment

/jb

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

REQUEST FOR PROPOSALS

PROJECT YEAR 2000-2001

**Administered by:
S.C. Commission on Higher Education**

Proposal Deadline: March 15, 2000

**For further information please contact:
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GUIDELINES FOR SUBMISSION OF PROPOSALS CENTERS OF EXCELLENCE EDUCATION IMPROVEMENT ACT OF 1984 2000-2001 PROJECT YEAR

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 programs. 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. Center activities **must initially focus on pre-service preparation programs** but should also encompass high-quality professional development programs, ~~as the Center matures.~~ Typical activities include:

- developing and modeling state-of-the-art pre-service preparation programs for other institutions of higher education to emulate;
- developing innovative school-based pilot projects;
- conducting statewide school-based and campus-based faculty development activities;
- conducting research and evaluation activities;
- serving as a state (and/or regional and national) clearinghouse for information dissemination;
- providing demonstration, outreach, and technical assistance programs for schools and institutions of higher education as requested.

ELIGIBLE INSTITUTIONS

Any public or private college 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. Although collaborative proposals involving more than one institution are welcome, 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.

CHARACTERISTICS OF A CENTER OF EXCELLENCE

1. Purpose

A Center must focus on the development and modeling of state-of-the-art teacher education programs at the host institution as well as serve as a catalyst for changing teacher education programs at other institutions of higher education which prepare teachers. Centers should also enhance the institution's professional development programs as an integral part of its mission. State-of-the-art practices include but are not limited to:

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

The Center's activities must directly support one or more existing educational programs at the institution. There should be clearly defined benefits ~~to for both~~ K-12 and higher education in the State.

2. Achievement of Excellence

A proposed Center must demonstrate a substantial likelihood of achieving a reputation for statewide excellence within the four-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. Size and Scope of Effort

A Center should have a sharply defined focus of related research and educational activity. Center activity should be planned at a sufficiently high level to expedite growth toward excellence, and this high level of activity should be reflected in the annual budget.

4. Institutional Commitment

A Center must be funded in part by the institution and demonstrate a capacity to attract external support to sustain its work when the Centers of Excellence Program ~~support-state-funding is~~ discontinued. The institution should demonstrate its commitment to the proposed Center's goals and objectives through: financial support; support of administrators and faculty; ~~and through changes that will be made to ongoing academic programs at the institution as a result of the Center's work;~~ support of a strong professional development program for K-12 school personnel.

5. Collaboration with Related Centers/Related State Department of Education Initiatives/Major Education Stakeholders

A Center must design its programs and activities as follows:

- 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, local school districts, professional associations, parents, and the private sector; and,
- to be consistent with ongoing related curriculum, assessment, teacher preparation, or professional development activities at the South Carolina State Department of Education, The Educational Accountability Act of 1998, and the State's NCATE partnership.

FUNDING

Commission funding (\$115,000-\$135,000 per year) is to be matched by institutional and/or external funding allotments as described below. EIA funding for a Center is for four years, contingent on the availability of funds and annual reviews. Approval of a proposal by the Commission on Higher Education will be for four years of the project, contingent on the availability of funds. Each fiscal year **begins August 1 and ends July 31**. Upon completion of each year, an annual program and financial report is required to be submitted to the Commission for review prior to release of the next-year funds.

The Commission seeks to support programs of significance which require substantial levels of funding. It also seeks to assure the long-term stability of programs, which can only occur through institutional/external support. Consequently, the proposal should demonstrate:

- a match of institutional/external support at the rate of one dollar for every two dollars of Commission support for the first year of Center funding;
- an institutional commitment to continue funding support for the Center, at least at the same level as in Year 4, for at least two years after State funding has ceased;
- an increasing commitment of institutional resources to the proposed Center as follows:

Year 1	Year 2	Year 3	Year 4
100% Commission funding + institutional/ external funding	90% of Year 1 Commission funding + institutional/ external funding	75% of Year 1 Commission funding + institutional/ external funding	50% of Year 1 Commission funding + institutional/ external funding

The institution's commitment should increase in at least the same proportion as the decrease in State funding. In addition, it is expected that the Center will have ~~located~~ obtained external support to begin no later than the fourth year of activities.

PRIORITIES FOR FUNDING

Proposals are solicited to address one or more of the priority areas listed below. These priorities, developed in collaboration with State Department of Education and Legislative staff members, have been identified as statewide needs consistent with reform efforts for K-12 education. Proposals may address other areas, but must provide justification for why the area addressed is a statewide need consistent with K-12 reform initiatives. The General Assembly enacted performance indicators for public higher education institutions, which will be used to measure achievement. Several of these indicators relate to the priorities of the Centers of Excellence Program: cooperation and collaboration among the institutions and public education, improved teacher education, and employment of students in their field and employer satisfaction.

1. Priority will be given to proposals, which effectively address one or more of the following areas of need:

- preparing teachers to teach in either: 1) low socio-economic; 2) poor performing; 3) or rural schools of the state (to work with children from diverse backgrounds and with diverse learning styles);
- ~~preparing teachers to use effectively the academic achievement standards; increasing student achievement requires K-12 teachers to acquire the content and skills needed to align curriculum with the achievement and assessment standards (note: proposals may address all academic achievement standards generically or focus specifically on one except for Geography and Writing as there are existing Centers of Excellence in these areas);~~
- preparing teachers for all grade levels to be able to use an integrated curriculum approach to teaching (i.e., to integrate contextually the content from other subjects; to make connections between disciplines and between disciplines and the real world; curriculum-imbedded instruction);
- preparing teachers to educate students for the work place of the 21st century in keeping with the State School-to-Work legislation; preparing teachers who can effectively use applied teaching strategies in educating students affected by this legislation;
- preparing guidance counselors who can effectively integrate career development and planning in order to meet the needs of all students.
- preparing teachers to use technology-imbedded instruction to enhance their teaching, student learning, and management of classroom responsibilities; (This Center must serve a different geographic areas than the Center of Educational Technology at USC-Aiken and the Center of Instructional Technology at Clemson University. It is the goal of this priority to establish regional training centers to support the State's commitment to K-16 technology.)
- preparing special education teachers who can serve in **all** areas of the State (this should not focus on rural areas as there is a Center for Rural Special Education).
- preparing teachers who can effectively teach in the rapidly expanding area of business education.
- developing innovative models for Professional Development Schools (PDS) at the **high school level**; such schools should incorporate and integrate the standards of the National Council for the Accreditation of Teacher Education's PDS Standards Project and the Southern Regional Education Board's "high Schools that Work" project.
- develop innovative recruitment and training models to enhance the instructional leadership and management capabilities of school principals, especially at the middle grade level. This should focus on increasing the number of candidates in the pipeline as well as training administrators to assist schools in meeting state accountability standards.
- preparing teachers to work and communicate effectively with parents, parent support groups (PTOs, School Improvement Councils, etc.), and community members.
- preparing special educators to work with young children (birth through eight years) and their families. These educators would be able to assist special needs children to successful transition into pre-K and elementary level school programs.
- develop innovative reading training programs that will improve instruction at the pre-school through middle school levels. Such training programs should be designed to assist teachers

in working with parents to support student learning and provide additional opportunities that expand beyond classroom instruction.

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.
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 national professional development standards (Attached).
43. Priority will be given to proposals that have been developed collaboratively with major education stakeholders. Representatives from K-12 school districts **must be involved** in this collaborative effort. Involving other higher education institutions, the private sector, and other members of the community will enhance the submission. The proposal narrative should briefly describe the collaboration and the previous planning activities between the institution and the major education stakeholders.
- 5.4. Priority will also be given to proposals that draw upon the higher education institution's demonstrated strength and experience in relevant program areas, as shown by:
 - 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.;
 - Quality of the program as indicated by accreditation reviews, Commission evaluations, quality of students, success of graduates, etc.;
 - Previous collaborative efforts with major education stakeholders in related program areas; and
 - Demonstrated ability to offer high-quality professional development for K-12 school personnel.
5. Finally, priority will be based on the likelihood that the program, if funded, will have a lasting impact on education in the State.

PROPOSAL DEVELOPMENT

In addition to other data that the proposing institution deems relevant, proposals should include information organized according to the following sections:

1. **Title Page** (form provided)
2. **Abstract** to include (limit one page single-spaced; required):
 - purpose of the project
 - activities to be implemented
 - target population to be served
 - expected outcomes

3. **Narrative** The narrative of the proposal, not to exceed 30 double-spaced pages, must provide detailed information on the proposed Center and should include, at minimum, the following information:

a. **The Center's Purpose/Focus:** The proposal should describe the Center's area of specialization and how the Center will benefit both higher education and K-12 in the State.

b. **Plan for Achievement:** The plan should include well-defined, measurable benchmarks of expected progress at the end of each of the four years and should address the following goals:

(1) Developing and modeling exemplary teacher-school personnel preparation and campus-based and school-based faculty development programs that (a) are collaborative, (b) field-based, (c) use state-of-the-art technology, and ~~(d) include instruction on the assessment of student learning;~~

(2) Developing an influential constituency for the Center composed of stakeholders who will work with the Center and will support the Center's continuance when State funding ends;

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

(4) Developing a detailed research agenda that will enable higher education faculty and K-12 faculty-personnel statewide to improve their 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) at the institution and in the State; and

(5) Establishing a plan for long-range funding that involves the institution in obtaining internal and external funding.

c. **Institutional Strengths:** The proposal should cite accomplishments of existing academic, ~~or research,~~ or professional development programs to demonstrate a likelihood of the Center's achieving excellence within a reasonable period of time. Evidence should be presented 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. Where appropriate, proposals should also address:

- accreditation or special recognition by disciplinary associations;
- evidence of strong faculty and staff (e.g., degrees, scholarship, creativity, K-12 service, professional recognition, teaching);
- evidence of substantial student impact as revealed by program size and student outcomes;
- evidence derived from review by external peers;
- evidence of a clear record of research activity;
- evidence of previous institutional collaboration with the K-12 community and other education stakeholders; and
- evidence of the program's receiving budgetary consideration sufficient to indicate its high priority.

d. **Center Staffing:** The proposal should state who the Center director will be, summarize his/her qualifications, and stipulate the director's time commitment to Center activities (typically .5 to 1.0 FTE). The proposal should also describe other faculty and/or support staff involved in the Center's program and their projected time commitment to the Center. Abbreviated vita for the director and any other faculty associated with the Center's activities

should accompany the proposal. Evidence should be provided 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 an external funding base.

- e. **Benefit to the Institution:** The proposal should 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/service 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?
 - f. **Institutional Commitment:** Demonstrate institutional and faculty support of the Center not only throughout but beyond the four 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.
 - g. **Benefit to Statewide Undergraduate/Graduate Instruction:** Describe the expected benefit to pre-service teacher education and to professional development programs for school-based and campus-based faculty at institutions throughout the State.
 - h. **Identification of Similar and Related Centers:** The proposal should 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 related State Centers funded through the Education Improvement Act is attached.
 - i. **Collaborative Planning:** The narrative should briefly describe the collaborative planning activities, which have occurred between the institution and the major education stakeholders (including K-12).
 - j. **Evaluation Plan:** The proposal must cite specific evaluation measures, which will be used annually to assess the effectiveness of the Center in accomplishing the **Plan for Achievement** described above.
 - k. **Funding Plan:** The proposal should include a funding plan for the first six years of the Center's operations. (Six years of annual reports to the Commission will be required if the proposal is funded.) This plan should include the information requested below for three time spans:
 - (1) The funding plan for year one will indicate institutional matching of requested State appropriations by raising new external funds and/or reallocating existing internal resources, at the rate of not less than one dollar for every two dollars of requested State appropriations. Both the matching funds and the requested appropriations for a Center of Excellence **must be in addition** to the base funding support of existing academic units which serve as the foundation for the proposed Center of Excellence. The base support includes institutional fees, **indirect cost recoveries**, or other institutional revenues, as well as restricted and unrestricted gifts and grant and contract funding associated with and assigned to or intended for these academic units, including funds obligated for future years.
 - (2) The funding plan for years two through four should demonstrate increasing institutional support beyond the amount of the original institutional match to replace State funding at the end of the four-year funding period as well as plans for obtaining outside funding.
 - (3) The funding plan should show continued institutional support for two years beyond the duration of Commission funding (years five and six) while external support is secured for the Center.
4. **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.

5. **Budget:** A proposed budget (August 1 through July 31), in reasonable detail for the first and second years of operation and less detailed budget estimates for the third through sixth years, should be included. 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. Proposals for Centers based upon existing academic units should include both a description of the projected base support and the improvements to be funded with Centers of Excellence money.

No institutional overhead is allowed. The required institutional match must not include the amount of indirect cost recoveries that would have been attained if indirect costs were allowed.

The following budget information must be provided.

a. Years One through Four

The **attached** Summary Budget Form must be completed for each of the four years showing the major line items of expenditure, requested Commission funding, and proposed institutional match.

b. Years One and Two Only

1) The **attached** Budget by Programs Form showing State and institutional funding according to proposed Center programs must be completed for years one and two of the Center's activities. These budgets should correspond with programs and activities specified in the Project Time Line.

2) A complete justification of funding amounts must accompany the budget summary.

c. Years Three and Four.

Only summary sheets, with broad line item expenditures, need be provided for years two through four, but these must include requested State and estimated institutional funding amounts. Neither budget by programs nor explanatory notes are required.

d. Years Five and Six.

Summary sheets, with broad line item expenditures, should be provided for the two-year cycle after State funding has ended and must include estimated institutional and external funding amounts.

PROPOSAL SUBMISSION, METHOD OF SELECTION AND OTHER PROCEDURES

Proposals must be submitted in seven unbound copies (not spiral bound or stapled), must be signed by the chief executive officer of the proposing institution, and must be addressed to the Commission on Higher Education; ATTN: Centers of Excellence Program (1333 Main Street, Suite 200, Columbia, SC 29201). They must be received at the Commission by not later than **5:00 p.m. on March 15, 1999 2000.**

The following method of selection and other procedures will be followed:

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

2. The review will include the opportunity for competing institutions to make oral presentations and respond to questions from the review panel.
3. The review panel will forward its recommendations to the Committee on Academic Affairs of the Commission, which will take formal action on behalf of the Commission.
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. Site visits and survey instruments will be part of the Commission's review process.
5. Each Center director will participate in meetings of, and other activities associated with, the Centers of Excellence Coordinating Team.
6. No center will be awarded State funds for more than four consecutive years.

Revised ~~8/98~~ 9/99

Cover Page
Proposed Project Time Line
Proposal Summary Budget Forms
Proposal Budget Program Pages
List of Related Centers

COVER PAGE
SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
CENTERS OF EXCELLENCE PROGRAM
EDUCATION IMPROVEMENT ACT OF 1984
PROJECT YEAR 1999-2000-2001

Institution	
Center Name	
Institutional Contact	Address
	Phone
Project Director/Title	Address
	Phone
	E-mail
	FAX
Fiscal Officer/Title	Address
	Phone
Proposed Funding	
State Funds Requested	
Institutional Funds	
Other Funds	
Total	
Institutional Approval Chief Executive Officer _____	
Date _____	

**CENTERS OF EXCELLENCE PROGRAM
EDUCATION IMPROVEMENT ACT OF 1984
PROPOSED PROJECT TIMELINE
FY 1999-2000-2001 AND FY 2000-2001-2002**

Institution		
Center Name		
Program/Activity	Begin Date	Target End Date

CENTERS OF EXCELLENCE EDUCATION IMPROVEMENT ACT OF 1984 FY 1999-2000-2001 SUMMARY BUDGET

Institution

Center Name

Line Item Description	Requested CHE Funds	Institutional/External Match
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Total Project Costs		
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Reporting Official	Date
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**CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
FY 2000-01-02 SUMMARY BUDGET**

Institution

Center Name

Line Item Description	Requested CHE Funds	Institutional/External Match
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Total Project Costs

Reporting Official

Date

CENTERS OF EXCELLENCE EDUCATION IMPROVEMENT ACT OF 1984 FY 2001-02-03 SUMMARY BUDGET

Institution

Center Name

Line Item Description	Requested CHE Funds	Institutional/External Match
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Total Project Costs		
Reporting Official	Date	

CENTERS OF EXCELLENCE EDUCATION IMPROVEMENT ACT OF 1984 FY 2002-03-04 SUMMARY BUDGET

Institution		
Center Name		
Line Item Description	Requested CHE Funds	Institutional/External Match

Total Project Costs		
Reporting Official	Date	

CENTERS OF EXCELLENCE EDUCATION IMPROVEMENT ACT OF 1984 BUDGET BY PROGRAMS FY 1999-2000-2001

Institution

Center Name

Program/Activity	Requested CHE Funds	Institutional/External Match
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Total Project Costs		
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Reporting Official	Date
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**CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
BUDGET BY PROGRAMS
FY 2000-01-02**

Institution		
Center Name		
Program/Activity	Requested CHE Funds	Institutional/External Match

Total Project Costs		
Reporting Official	Date	