



CHE
 9/4/2003
 Agenda Item 3.02.H

John E. Smalls
 Interim Executive Director

September 4, 2003

MEMORANDUM

To: Mr. Dalton B. Floyd, Jr., Chairman, and Members, Commission on Higher Education

From : Dr. Vermelle J. Johnson, Chair, and Members, Committee on Academic Affairs and Licensing

Consideration of
Guidelines for the Commission on Higher Education's
Centers of Excellence Competitive Grants Program (Teacher Education)
Project Year 2004-05

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 seventeen Centers of Excellence, although only four still receive State funding. (A list of Centers is attached to the enclosed *Guidelines*.)

The *Guidelines* were substantially changed for the FY 2003-04 proposal competition. The Education Oversight Committee and its Education Improvement Act Subcommittee had indicated the need for higher education institutions to become more actively involved with low performing schools and districts. The *Guidelines* were changed to address this need and require that a Center must focus its activities on low

performing schools and districts. The Commission's web site provides a list of low performing schools and districts derived from the Education Accountability Act Report Card data for 2002. The target schools and districts are those that have an overall rating of Average or below and a Poverty Index of 25 percent or greater. A summary of the requirements contained in the *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 focus on improving the quality of teaching in the State's 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. 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 are proven to be successful in improving student achievement.

The attached *Guidelines* are similar to the ones used for FY 2003-04 and include the same priority areas. These *Guidelines* will be posted on the Commission's web site for access by institutions.

Recommendation

The staff suggests that the Committee on Academic Affairs and Licensing commend these *Guidelines* favorably to the Commission.

The Committee will make its recommendation to the Commission on September 4.

Attachment: Guidelines for the Centers of Excellence (Teacher Education)

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

REQUEST FOR PROPOSALS

PROJECT YEAR 2004-05

**Administered by:
S.C. Commission on Higher Education
1333 Main Street, Suite 200
Columbia, SC 29201
Proposal Deadline: March 15, 2004**



Guidelines available at: [Http://www.che400.state.sc.us/web/affairs](http://www.che400.state.sc.us/web/affairs)

**For further information please contact:
Dr. Nancy Healy or Dr. Gail M. Morrison
Phone: 803-737-2260
FAX: 803-737-2297
E-mail: nhealy@che.sc.gov
E-mail: gmorrison@che.sc.gov**

GUIDELINES FOR SUBMISSION OF PROPOSALS CENTERS OF EXCELLENCE EDUCATION IMPROVEMENT ACT OF 1984 2004-05 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. 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 modelling 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 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, 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. 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 2004-05 should submit an "Intent to Submit Proposal" form due at the Commission on or before December 15, 2003. This in no way commits the institution but assists staff in preparation for the review process. The form is attached.

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 2002. Target schools and districts are those that have an EAA absolute rating of average and a poverty index of > 25%. A list of these schools can be found at <http://www.che.sc.gov/web/affairs.htm#Grants>. 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;
- 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 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. Size and Scope of Effort

A Center should have a sharply defined focus of educational activities and research related to the needs of low-performing schools, to include practicing teachers, recruitment and mentoring of teachers, and raising student achievement. 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 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. 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.

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

A Center must design its programs and activities as follows:

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

FUNDING

Commission funding (\$135,000-\$150,000 per year) is to be matched by institutional and/or external funding allotments. EIA funding for a Center is for five years, contingent on the availability of funds and annual reviews and attendance of director at required meetings as well as submission of required accountability and budgetary information by designated deadlines. Each fiscal year **begins August 1 and ends July 31**. Upon completion of each year, an annual program evaluation 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 that will significantly impact K-16 education and therefore require substantial levels of funding. It also seeks assurance of the long-term stability of programs to maximize the impact on K-16 education. The proposal must demonstrate a match of institutional/external support. External support could come from the K-12 partners using state Retraining Grant funds. The school partners may also be eligible for funds from the S.C. Department of Education's Technical Assistance Program. The match should reflect the extent of the activities to be undertaken. Funding for a center will occur on the following funding scale:

YEAR 1	YEAR 2	YEAR 3 - 5
100% Commission funding + Institutional/External funding	90% of Year 1 Commission Funding + Institutional/External funding	75% of Year 1 Commission Funding + Institutional/External funding

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

PRIORITIES FOR FUNDING

Proposals are solicited to address one or more of the priority areas listed below. All proposals must focus activities on a low-performing school(s) or district(s) as defined by the Education Accountability Act's Report Card ratings (<http://www.che.sc.gov/web/affairs.htm#Grant>). The priorities listed below address the needs identified by the Education Oversight Committee and other South Carolina education stakeholders.

1. Priority will be given to proposals which effectively address one or more of the following areas of need:
 - developing teacher training and professional development programs that use proven instructional practices and activities that focus on raising the academic achievement of students at low-performing schools and among students with diverse needs. This training must be tied to state content and assessment standards.
 - assisting teachers at low performing schools in the use of classroom-based assessments that are linked to providing intervention and assistance to enable students to meet state academic standards.
 - developing innovative models for Professional Development Schools (PDS) at low performing schools. The PDS should incorporate and integrate the standards of the National Council for the Accreditation of Teacher Education's PDS Standards. The PDS should also focus on increasing the number of teachers appropriately prepared to work effectively with students in low-performing schools and with diverse needs.
 - developing innovative strategies/services to engage arts and sciences students and faculty with low performing schools and districts.
 - developing innovative school leadership training and support, especially at the middle grade level. To prepare administrators to have a comprehensive understanding of school and classroom practices that contribute to student achievement, know how to work with teachers and others (especially teamed approaches) to develop and implement continuous student improvement, and know how to provide necessary support for staff to carry out sound school, curriculum, and instructional practices,
 - preparing teachers and schools to work and communicate actively and effectively with parents, parent support groups (PTOs, School Improvement Councils, etc.), and community members to assist in supporting the learning environment of all students.
 - developing **innovative** reading training programs that will improve instruction at the middle school through high school levels at low performing schools. 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. Teacher education and arts and sciences students should be included in providing services to the low-performing schools.
 - developing innovative after school and weekend support programs for low-achieving and at-risk students. Such programs should include teacher education and arts and sciences students in providing services to the target population.

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 South Carolina Professional Development Standards (<http://www.myschools.com/tracks/educators/profstan.htm>).
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 which would facilitate dissemination and replication of successful strategies, programs, or incentives.
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.;
 - 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;
 - Demonstrated ability to offer high-quality professional development for K-12 school personnel as. Professional development should meet the Commission's *Guidelines for Graduate Courses Offered for Professional Development of School Personnel* ([http://www.che.sc.gov/web/Academic/Guidelines for Graduate Courses Development.doc](http://www.che.sc.gov/web/Academic/Guidelines%20for%20Graduate%20Courses%20Development.doc)).
7. 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.

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. **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

3. **Narrative** The narrative of the proposal, not to exceed 30 double-spaced pages, 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) 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 will support the Center's work over the period of funding;
 - (3) Achieving a position of leadership in the State within five years such that the Center is a state resource in its area of expertise;
 - (4) Developing a **detailed** research agenda that will enable higher education faculty and K-12 personnel statewide to improve classroom effectiveness and student achievement. Specifically, the plan should provide examples of ongoing research questions that will be examined as a function of the Center's activities, how the research will be implemented, and how the research findings will be used to improve academic programs (pre-service and in-service).
 - c. **Evaluation Plan:** Cite specific evaluation measures that will be used annually to assess the effectiveness of the Center in accomplishing the **Plan for Achievement**. The evaluation plan must address program objectives, performance indicators, benchmarks to monitor progress toward goals, and outcome measures to assess the effect of the activities on participants and on student achievement. The plan should include:
 - the types of data to be collected;
 - when data will be collected;
 - methods and procedures 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.
 - 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 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 to the Center. Abbreviated vita for the director and any other faculty 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.
 - 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.
 - 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.
 - j. **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**).
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:** Provide 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 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. **No institutional overhead is allowed.**

The following budget information must be provided:

- a. Years One through Five

The **attached** Summary Budget Form must be completed for each of the five years showing the major line items of expenditure, requested Commission funding, and proposed institutional/external 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. These budgets will correspond to programs and activities specified in the Project Time Line.

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

c. Years Three through Five.

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

PROPOSAL SUBMISSION, METHOD OF SELECTION AND OTHER PROCEDURES

Proposals must be submitted in 12 copies (not spiral bound) and one disk/CD-ROM (Word or text format), 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, 2004**. 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. 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 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. Site visits and survey instruments will be part of the Commission's review process.
5. No center will be awarded State funds for more than five consecutive years.

Appendix 1: Required Forms
List of Centers
Intent to Submit Form

Revised 08/03

COVER PAGE
SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
CENTERS OF EXCELLENCE PROGRAM
EDUCATION IMPROVEMENT ACT OF 1984
PROJECT YEAR 2004-05

Institution			
Center Name			
Project Director/Title	Address		
	Phone		
	Fax		
Institutional Contact	E-mail		
	Address		
	Phone		
Fiscal Officer/Title	Address		
	Phone		
Proposed Funding	Year One	Five Year Total	School or District Partners
State Funds Requested			
Institutional Funds			
Other Funds			
Total			
Institutional Approval Chief Executive Officer _____			
Date _____			

**CENTERS OF EXCELLENCE PROGRAM
EDUCATION IMPROVEMENT ACT OF 1984
PROPOSED PROJECT TIMELINE
FY 2004-05 AND FY 2005-06**

Institution		
Center Name		
Program/Activity	Begin Date	Target End Date

**CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
FY 2004-05 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
FY 2005-06 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 2006-07 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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GENTERS OF EXCELLENCE

**EDUCATION IMPROVEMENT ACT OF 1984
FY 2007-08 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
FY 2008-09 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 2004-05**

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

Total Project Costs		
Reporting Official	Date	

**CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
BUDGET BY PROGRAMS
FY 2005-06**

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

Total Project Costs		
Reporting Official	Date	

**Collaborative Planning Efforts and K-16 Agreement
(Two Page Document)**

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

**Partnership Agreement
South Carolina Commission on Higher Education
Center of Excellence**

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

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

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

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

Lead Contact Name _____

Signature _____

Date _____

Links to pertinent web sites:

Guidelines Centers of Excellence Program

<http://www.che.sc.gov/web/affairs.htm#Grant>

High Need LEAs (allowable districts and schools for minimum partnership requirements)

<http://www.cge.sc.gov/web/affairs.htm#Grant>

S.C. Professional Development Standards

<http://www.myschools.com/tracks/educators/profstan.htm> or
<http://www.che.sc.gov/web/affairs.htm#Grant>

Guidelines for Graduate Courses Offered for Professional Development of School Personnel

<http://www.che.sc.gov/web/Academic/Guidelines> for Graduate Courses Development.
doc.

Centers of Excellence A link to center web sites

<http://rpsec.usca.sc.edu/CentersOfExc/>

**S.C. COMMISSION ON HIGHER EDUCATION
CENTERS OF EXCELLENCE**

Center of Excellence	State Funding (First Year/Last Year)
<p>Center of Excellence in Mathematics and Science Education Dr. John K. Luedeman, Director 0-101 Martin Hall Clemson University Clemson, SC 29634 (864) 656-5222 Fax: 656-5230 lued@clemson.edu</p>	1987-88/1990-91
<p>Center of Excellence in Special Education Technology Dr. Cheryl Wissick, Director College of Education University of South Carolina Columbia, SC 29208 (803) 777-9033 cwissick@sc.edu</p>	1989-90/1992-93
<p>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</p>	1990-91/1993-94
<p>Center of Excellence in Composition Dr. Gilbert Hunt, Dean School of Education Coastal Carolina University Conway, SC 29526 (843) 349-2606 Fax: 349-2990 sandyb@coastal.edu</p>	1991-92/1994-95
<p>Center of Excellence for the Assessment of Student Learning Dr. Therese M. Kuhs, Co-Director Dr. Robert Johnson, Co-Director College of Education University of South Carolina Columbia, SC 29208 (803) 777-6090 Fax: 777-0220 therese@vm.sc.edu johnsrl@vm.sc.edu</p>	1992-93/1995-96
<p>Center of Excellence in Rural Special Education Dr. Janie Hodge, Director Tillman Hall Box 340709 Clemson University Clemson, SC 29634-0709 (864) 656-5096 Fax: 656-1322 hodge@clemson.edu</p>	1993-94/1996-97

- Center of Excellence in Middle Level Initiatives** 1994-95/1997-98
 Dr. Jane White, Director
 College of Education
 University of South Carolina
 Columbia, SC 29208
 (803) 777-8191 Fax: 777-3193 splittgerber-fred@sc.edu
- Center of Excellence in Accelerating Learning** 1995-96/1998-99
 Dr. Christine Finnan, Director
 School of Education
 College of Charleston
 Charleston, SC 29424
 (843) 953-4826 Fax: (843)-953-1994 finnanc@cofc.edu
- Center of Excellence in Geographic Education** 1996-97/1999-2000
 Dr. Charles Kovacik, Director
 Department of Geography
 University of South Carolina
 Columbia, SC 29208
 (803) 777-8433 Fax: 777-4972 E-mail: kovacik@scarolina.edu
- Center of Excellence in Educational Technology** 1997-97/2000-01
 Dr. Gary J. Senn, Director
 Ruth Patrick Science Center
 USC-Aiken
 Aiken, SC 29801
 (803) 641-3558 Fax: 641-3615 senng@sc.edu
- Center of Excellence in Instructional Technology Training** 1998-99/2001-02
 Dr. Chris L. Peters, Director
 209 Tillman Hall
 Clemson University
 Clemson, SC 29634
 (864) 656-5092 Fax: 656-1322 chrisp@clemson.edu
- Centers of Excellence for the Study of Standards-Based Educational Reform** 1999-00/2002-03
 Dr. Gilbert Hunt and Dr. Lance Bedwell
 College of Education
 Coastal Carolina University
 Conway, SC 29528-6054
 (843) 349-2607 Fax: 349-2940 hunt@coastal.ed
bedwell@coastal.edu
- Center of Excellence: SC Earth Physics Project** 1999-00/2002-03
 Dr. Tom Owens
 Department of Geological Sciences
 University of South Carolina
 Columbia, SC 29208
 (803) 777-4530 Fax: 777-0906 owens@sc.edu

Center of Excellence in Early Childhood Professional Development

2000-01/2003-04

Dr. Wilhelmenia Rembert and Dr. Elsbeth Brown
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Rock Hill, SC 29733
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Center of Excellence for the Education and Equity of African-American Students

2002-03/2006-07

Dr. Gloria Boutte
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Center of Excellence for Engineering and Computing Education

2003-04/2007-08

Dr. Jed S. Lyons
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Center of Excellence for the Advancement of Rural, Under-Performing Schools (CEARUPS)

2003-04/2007-08

Dr. Jeff Priest, Head
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Aiken, SC 29801
(803) 641-3269 Fax: 641-3698 jeffp@usca.edu

**Intent to Submit Proposal for
Centers of Excellence Program
FY 2004-05**

Name _____

Institution _____

Academic Department _____

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

Please return form by December 15, 2002 to:

Dr. Nancy Healy
Centers of Excellence Program
SC Commission on Higher Education
1333 Main St. Suite 200
Columbia, SC 29201