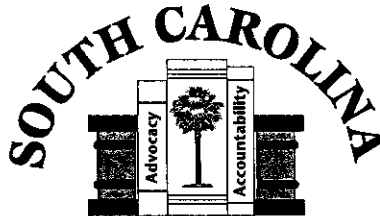


Att XI



CHE
09/05/02
Agenda item 3.02.K

**Commission on
Higher Education**

Rayburn Barton
Executive Director

September 5, 2002

MEMORANDUM

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

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

[Handwritten signature]

**Consideration of Centers of Excellence Appropriations Request
FY 2003-04**

Background

The Educational Improvement Act of 1984 provided 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 training. This year the Commission is issuing revised *Guidelines* that will have a different focus for the program. The revised program will focus on teacher training linked to the State's low-performing schools and districts. The program's goals will be to improve teacher quality and raise student achievement at the target schools and districts. State funding will now be provided for up to five years with the goal of establishing statewide resource centers that will have a positive impact on the State's most needy schools and children. There are currently fifteen Centers of Excellence, although only four are receiving funding during the current fiscal year (FY 2002-03).

Program *Guidelines* stipulate that each Center submit budgets for the first five years of funding. Reporting requirements in the *Guidelines* further stipulate that each year there is a formal request for funding.

Budget Summary for Funding Request for FY 2003-04

This report outlines the appropriation request for FY 2003-04 that will be made to the General Assembly through the Commission's annual report to the Education Improvement Act Subcommittee of the Education Oversight Committee.

In FY 2001-02, the Commission did not conduct a Centers of Excellence grant competition because the General Assembly did not fund the appropriation increase requested by the Commission and without an increase we were unable to have a competition. As a result, during FY 2002-03 the program will have two centers in the fourth and final year of state funding, one center in the third year of state funding, and one center in its first year of funding.

Noted in the table below is an itemized list of the Commission's total appropriation request. We are seeking a \$150,000 increase in funding for the program for FY 2003-04. This request for an appropriation increase is to allow the Commission to award three new Centers that will focus on assisting the State's low-performing schools and districts.

Center and Institution	Amount to be Requested in FY 2003-04
Center of Excellence in Early Childhood Professional Development Winthrop University	\$67,225 (fourth year of funding)
Center of Excellence for the Education and Equity of African-American Students	\$114,963 (second year of funding)
New Centers (three) to be awarded in FY 2003-04	\$456,038
CHE Expenses (brochures, review panel, meetings)	\$12,000
Total Request	\$650,226

Recommendation

The staff suggests that the Committee on Academic Affairs and Licensing commend favorably to the Commission an appropriation's request of \$650,226 for FY 2003-04 to fund the Centers of Excellence Program. The Committee will consider this item at its meeting on September 4 and will make its recommendation to the Commission on September 5.

cc: S.C. Centers of Excellence Brochure (not included in electronic mail-out)



**Commission on
Higher Education**

CHE
09/05/02
Agenda item 3.02.L

Rayburn Barton
Executive Director

September 5, 2002

MEMORANDUM

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

From: Ms. Dianne Chinnes, Chairman, Committee on Academic Affairs and Licensing *DC/gmm*

Consideration of Guidelines for Centers of Excellence Competitive Grants Program, FY 2003-04

Background

The Education Improvement Act of 1984 provides for the establishment of a contract program with public and 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 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 fifteen Centers of Excellence, although only four receive State funding. (A list of Centers is attached to the enclosed *Guidelines*.)

For FY 2003-04, the *Guidelines* have been substantially changed to reflect the needs identified by the Education Oversight Committee and its Education Improvement Act Subcommittee. These committees have noted the dire need for assistance from higher education institutions directed towards low performing schools and districts. Towards this goal, the *Guidelines* have been modified to focus professional development and teacher education activities on low performing schools/districts and the improvement of student achievement. This differs from previous *Guidelines* that focused primarily on pre-service education with professional development having a secondary position. The new *Guidelines* focus on the needs of low performing schools and how institutions of higher education can assist these schools in raising student academic achievement.

Research has shown that the single most important factor in student achievement is teacher quality. The new *Guidelines* will allow institutions of higher education to assist the State in its endeavors to improve the quality of education at the State's low performing schools and districts.

Outlined below are the major changes to the program's requirements included in the attached *Guidelines*:

- Proposals must demonstrate the institutional commitment to the project in terms of a campus-wide effort focused on low performing districts or schools, development of a state-of-the-art resource center, and modeling of the activities in its own teacher education program.
- Each center must demonstrate a commitment to offering a sustained, high-quality professional development program for teachers tied to state content and assessment standards that is focused on low performing schools and districts. The proposed activities must be based on proven instructional practice for raising the academic achievement of students.
- The proposal must clearly identify the low performing districts and schools that will be the focus of the proposed activities. The targeted districts and schools must be included in the proposal planning process.
- The proposal must demonstrate how the project will assist both in-service and pre-service teachers in working effectively with students in low performing schools and with diverse needs.
- The proposal's professional development activities must be aligned with the S.C. Professional Development Standards.
- Proposals should include other Centers of Excellence in the delivery of services and programs.
- Collaboration with other education stakeholders, including other school districts and/or schools, other institutions of higher education, professional education associations, parents and parent groups, and the private sector, is strongly encouraged.
- Institutions must demonstrate a funding commitment to a proposed center for at least six years, one year beyond the five-year State funding period. Because the intent of the Centers of Excellence Program is to create long-

lasting, institutionalized resource centers for the state, the partners should seek institutional or external support to continue the targeted programs.

- The *Guidelines* indicate that the Commission is seeking innovative proposals that will not only support state efforts in raising academic achievement levels but will also enhance the teacher training programs at the host institution.

The attached *Guidelines* include priority areas that are substantially different from previous years. These priority areas are summarized below and reflect the changes in the focus of the program:

- 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 school leadership training and support, especially at the middle grade level, that prepare administrators to have a comprehensive understanding of school and classroom practices that contribute to student achievement, to know how to work with teachers and others (especially teamed approaches), to develop and implement strategies that ensure continuous student improvement, and to 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 pre-school through middle 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.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend these *Guidelines* favorably to the Commission for FY 2003-04. The Committee will consider this item at its meeting on September 4 and will make its recommendation to the Commission on September 5.

Attachment: Centers of Excellence *Guidelines*

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

REQUEST FOR PROPOSALS

PROJECT YEAR 2003-04

**Administered by:
S.C. Commission on Higher Education
1333 Main Street, Suite 200
Columbia, SC 29201
Proposal Deadline: March 15, 2002**



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@che400.state.sc.us
E-mail: Gmorrison@che400.state.sc.us**

GUIDELINES FOR SUBMISSION OF PROPOSALS CENTERS OF EXCELLENCE EDUCATION IMPROVEMENT ACT OF 1984 2003-04 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 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 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 2003-04 should submit an "Intent to Submit Proposal" form due at the Commission on or before December 15, 2002. 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 (Appendix 1). 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, including professional development schools;
- 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;
- technology-based instructional techniques;
- innovative practices for teaching children with diverse backgrounds and diverse learning styles;
- ; and
- 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 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, inclusion of the project in the institution's service learning program, etc.

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 a low-performing school(s) and /or district 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
- 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, Teacher Quality Act of 2000, and the State's NCATE partnership.

FUNDING

Commission funding (\$125,000-\$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 should demonstrate a match of institutional/external support. External support could come from the K-12 partners using 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	Years 3 through 5		
100% Commission Commission + institutional/	90% of Year 1 + institutional/ + institutional/ external funding	75% of Year 1 funding external funding	funding funding	Commission 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.

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 (Appendix 1). The priorities listed below address the needs identified by the Education Oversight Committee. The Commission **does not fund** proposals for centers that duplicate the focus of current or prior centers (see attached list of centers). The General Assembly enacted performance indicators for public higher education institutions, which will be used to measure achievement and several of these indicators relate to the priorities of the Centers of Excellence Program.

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 pre-school through middle 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 (Appendix 2).
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 submission. The proposal narrative must briefly describe the collaboration and the previous planning activities between the institution and the major education stakeholders.
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*, and
 - Extent to which proposal involves other Centers of Excellence in activities with the low performing school/district.
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:

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 should include, at minimum, the following information:

- a. **The Center's Purpose/Focus:** The proposal should describe the Center's area of focus and how the Center will benefit both the institution and the targeted K-12 school/district.
- b. **Plan for Achievement:** The plan should 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); and
- c. **Institutional Strengths:** The proposal should cite accomplishments of existing academic, research, or professional development programs to demonstrate a likelihood of the Center achieving success 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. Evidence should also be presented 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.
- 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, 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 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 institutionalizing funding for Center activities.

- 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/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)?
- f. **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 K12 partners must be included.
- g. **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.
- 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 South Carolina Centers of Excellence funded through the Education Improvement Act is attached. Please note that the Commission **does not fund** proposals for centers that duplicate the focus of current or prior centers.
- i. **Collaborative Planning:** The narrative should briefly describe the collaborative planning activities that have occurred between the institution and the partner district(s)/school(s).
- j. **Evaluation Plan:** The proposal must cite specific evaluation measures, that will be used annually to assess the effectiveness of the Center in accomplishing the **Plan for Achievement** described above. This must be a detailed plan that will not only gather evaluative data but also specify how the data will be used for program growth and development.
- k.
- 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 fifth 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.

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 should correspond with 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.

d.

NOTE: In the event that the Commission's NSF Mathematics and Science Partnership proposal is funded, the Center will be required to work collaboratively with the NSF-funded activities.

PROPOSAL SUBMISSION, METHOD OF SELECTION AND OTHER PROCEDURES

Proposals must be submitted in 12 unbound copies and one disk/CDROM (PC compatible; Word 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, 2003**

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 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 08/02

Intent to Submit Proposal
Cover Page

Guidelines for

**South Carolina
Technology Grant Program
(TGP)
FY 2002-2003**

Entry Deadline:
October 15, 2002
5 P.M.

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Program Authority, Allowable Activities, and Goals

Section 59-150-355 of the South Carolina Code of Laws (1976), as amended by the South Carolina General Assembly in 2002 with HB 4879, provides for the appropriation of funds for the University Technology Grant Program (TGP) from the South Carolina Lottery. This amendment states that “Grants must be awarded to institutions with grant proposals supporting the development of technology and/or technology infrastructure” in the ten four-year teaching universities of South Carolina. Any of the following technologically-related activities are permissible under the TGP:

- Connectivity among and within institutions
- Upgrade
- Hardware
- Software
- Management
- Maintenance
- Installation
- Training

Success in the use of these funds will be measured by outcomes significantly increasing access to automated databases and technology by students, faculty, and staff for the improvement of teaching and learning processes and student-centered administrative processes at public institutions of higher education. Examples of areas of improving teaching and learning processes include:

- Access to sophisticated information and full-text databases, new library management systems, library interconnectivity and other elements essential to a virtual library
- Distance education technologies and infrastructures
- Voice-over internet protocols (VoIP)
- Document management systems (for capturing, indexing and finding documents for use in classroom teaching)
- Classroom monitoring systems
- Establishment of “smart” classrooms
- Expansion, upgrade, establishment of laptop or computer laboratories

Examples of improving student-centered administrative processes might include the following illustrations:

- Development of “wireless” technology environments
- Technologically-based course management systems
- On-line advising systems in South Carolina’s public higher education system
- On-line admissions, registration, and/or transfer credit evaluation and systems

- On-line interinstitutional library catalogues and library borrowing

Priority for Funding and Nature of Awards

Priority

The **TGP** will accord priority status for funding to proposals in the following categories in descending order:

- From individual institutions which have well-conceived, integrated plans for the implementation of basic technology infrastructure projects designed to make significant enhancement in teaching and learning.
- From a consortium to fund the teaching sector's contribution to the multi-institutional virtual library project with the proposal designed so that it could incorporate research and two-year sector institutions (which might finance their participation in such a project from the centers of excellence and technology funds, respectively), as well as private institutions (which would contribute their own funding.)
- From institutional consortia which can show reasonable opportunities for assuring greater fiscal efficiencies and enhancements in teaching and learning processes through statewide technological systems for all participating public institutions.

In view of the widespread need for immediate support of technological development across the teaching universities, the terms of the award will not exceed one year. However, any unspent funds at the end of that year may be carried over for expenditure in the following fiscal year in accordance with the budgets of the funded proposals.

Size and Number of Awards

Grant proposals submitted should total at least \$100,000. Recognizing that significant expenditures are necessary to promote substantive and systemic change in teaching and learning, the **average award is anticipated to range from \$500,000 to \$800,000**. No more than two (2) awards per institution in the FY 2002-2003 year will be made. However, this limitation does not preclude an institution from being party to any successful consortial proposal.

Institutional Eligibility Requirements

All ten public four-year teaching universities in South Carolina are eligible for funding under this program. Awards will be made to institutions rather than to individual faculty members. Statewide consortial projects are encouraged but basic projects will receive priority for funding. In the case of a consortial proposal, only one public institution or state agency may be named as the fiduciary agent.

More Information: Web Site

For more information about legislative authorization for this grant and on-line access to a web-based application packet for the **TGP**, consult the Commission's web site at www.che400.state.sc.us. Click on "Academic Affairs and Licensing" and then click on "**Technology Grant Program (TGP) Information.**"

Guidelines for Preparation of Proposals

Award Requirements for FY 2002-2003

The **TGP** seeks to promote the quality and breadth of technology available to the students, faculty, and staff of public higher education institutions and to citizens of South Carolina through the state's public teaching universities. Areas listed above under "Program Authority, Allowable Activities and Goals" are illustrative, but not exhaustive, of those expected to be addressed in grant proposals which will receive favorable consideration through the review process.

Successful grant proposals should contain significant amounts of funding for faculty, staff, and/or student training. The review process will favorably consider any project for funding if it offers through technology a substantial promise to contribute toward better quality in and access to teaching and learning and evidence of avoidance of unnecessary costs.

Letter of Intent and Nominations for Reviewers

A letter of intent will be due 30 days before the proposals themselves are due. The forms for the letter of intent are found at the end of this document.

Five potential reviewers with state, regional, or national prominence and experience who are experts in the technology area appropriate to the proposal may be nominated from each institution or consortium for each proposal they intend to submit. In nominating persons as reviewers, care must be taken to avoid any possible conflict of interest, e.g., co-publisher in the last five years, dissertation advisor, business or financial partner, potential vendor, and any others with whom the institution or project director may have had a business or purchasing arrangement. Potential reviewers will be disqualified if they have been contacted by the institution or consortium applying for the grant. Names, complete addresses, telephone numbers, and e-mail addresses of potential reviewers should be provided on the form provided and submitted with the Letter of Intent. At the end of that form, applicants may list the names(s) of any individual(s) whom they would prefer not to review their proposal.

Internal Institutional Review Process for Proposals

To assure the quality of proposals received for this competition and to assure that proposals are in keeping with institutional development priorities, all proposals sent to the Commission must first have undergone an internal institutional review process. The internal institutional review processes will:

- Identify the strongest proposals internally for achieving consortial or institutional priorities.
- Limit the institution to transmit to the Commission not more than two (2) institutional proposals.
- Assure that all proposals sent to the Commission have been reviewed and approved by, at a minimum, the Project Director, the Chief Academic Officer, and the sponsored program officer of the institution.

External Review Process of Proposals

An institution must submit its proposals by October 15, 2002, at 5 p.m. for consideration of the external review.

Proposals will be evaluated by a review panel appointed by the Division of Academic Affairs and Licensing of the Commission on Higher Education. Nominations for the review panel are solicited in the proposal application process. *Nominees should be persons with expertise in the field without professional or family ties to the ten four-year public teaching universities in South Carolina. These persons may include nonresidents of South Carolina and employees of South Carolina state agencies with expertise in the field (e.g., the Research and Planning division of the Office of the State Chief Information Officer), but should not include representatives from South Carolina's public or private institutions of higher education. Technological experts in the private sector in South Carolina without a direct interest in the sales, installation, or maintenance of technological systems are also eligible for service as external reviewers.* The Commission expects to notify recipients of their awards in early January, 2003.

Proposal Selection Criteria

All proposals meeting the test of eligibility will be reviewed by the review panel using the following general categories for evaluation:

- ❖ Institutional and systemic need.
- ❖ Likelihood that the proposal can be accomplished, based on the soundness of the proposed approach, and adequacy and appropriateness of available resources.

- ❖ Merit of the proposal, based on the likelihood that the project's outcomes will lead to better teaching, better learning, and/or better service for students, faculty, staff, and South Carolina residents.

Specific criteria to be considered for selection of proposals for funding are listed below. Each criterion will be weighted equally. The maximum score for each criterion is 10.

1. Relevance of proposal to the institution's mission and to strengthen its basic grid of technology.
2. Strength and breadth of institutional support for the proposal, including commitment of resources and support from relevant units and personnel, e.g., vice president for academic affairs, technology officer, etc.
3. Feasibility of the proposal for effective utilization by faculty, students, and staff members through inclusion of appropriate levels of training.
4. Effectiveness of the proposal for contributing to statewide goals in higher education as described in the *CHE Higher Education Strategic Plan: 2002*.
5. Possibilities of the proposal for seamless interfacing with other public institutions' (or, at least, one other institution's) higher education technology infrastructure for providing economies of scale and/or qualitative improvements in technology for teaching and learning.
6. Demonstration of evaluation component for the project after implementation.
7. Supportive data to show either substantial cost avoidance or savings through the use of the proposed technological innovation as compared with current and alternative future scenarios.
8. Potential of the project to reach and serve populations which have been either historically unserved or underserved.
9. Potential of the project to improve quality in teaching, learning, and service through better access to and use of higher education information resources.
10. Potential of the project to make South Carolina competitive with other states in providing access to knowledge bases for students and/or in increasing recent graduates' employment in high-tech fields within South Carolina.

Proposals will be ranked and funded in order (with those proposals evaluated by the review panel as meeting one of the priorities described on page 4 of these *Guidelines* being given preference for funding) until all funds are awarded.

Eligible Expenses

Funds awarded under the **TGP** may be used for support of any of the following activities in order to develop technology or enhance technological infrastructure:

- Project design and evaluation (including the use of expert consultants)
- Travel for purposes of training
- Software packages
- Equipment or equipment systems developed using component parts

- Assistance to provide release time for the Project Director, or release time or summer salary for the Project Director, faculty members, or staff members.
- Training costs which are needed for faculty, staff, or students to develop or implement new technology systems or technology-delivered courses or programs. Such training costs include supplies necessary for the training and expert consultants.

Under the **TGP** no funding is allowable for indirect costs at institutions.

Accountability Requirements

Institutions will be required to submit final narrative and financial reports three months after conclusion of the project. The narrative section of the final report must include a summary of the project's original objectives and an evaluation assessment to measure to what extent these were accomplished.

Typically, the receiving institution will be expected to expend all funds within the fiscal year when it was awarded. However, carry forward of unexpended funds can take place in a second, consecutive fiscal year in accordance with the proposed project budget, if approved in advance by the Commission's Division of Academic Affairs and Licensing.

Multi-year proposals are not allowable under **TGP**. However, in a future year, another grant for similar or identical or ongoing activities as for a first-round funded proposal will be eligible for consideration for additional funding.

An institution which does not complete the project within the approved time period allowed under these *Guidelines* will be required to return the full amount of allocated funds.

Contents of the Proposal

1. Cover Page. Use the form provided with this Request for Proposals.
2. Abstract. Provide a one-page (single-spaced, 12 font type, standard 1 inch margins) summary of the project's need, mechanism to develop and implement it, and amount requested from CHE to do so.
3. Narrative. In a maximum of five double-spaced pages (maximum 26 lines per page, 12 font type) include a) need to be addressed; b) audience to be directly served; c) institutional capacity for and commitment to the project (with administrators' letters of support as part of the appendix); d) project design plan; e) project evaluation plan; f) project schedule/timeline; g) key development personnel necessary.

The proposal narrative should identify briefly key personnel necessary for the project, but specific experience-based resumes (maximum of one-page) should appear only in the appendix.

4. Proposal Budget Page and Narrative. The budget page included with this Request for Proposals is to be used. In a short narrative that accompanies the budget page, explain the basis for major cost items, how they relate to the proposed activities of the project, and specific elements of the institutional contribution to the project. For each of the project personnel, indicate how salary or wages were derived as well as the fringe benefits formulae consistent with institutional policies. Consulting services internal to the institution may be included in the budget with unit costs described. Use of external consultants must be justified. Institutional policies should apply to both Supplies and Expenses items and Travel. Eligible equipment purchases may accordingly need to be included under an S & E or Other Direct Costs.

Budget Information

Proposals must include a budget in the format provided. Funds may be requested under any of the categories listed so long as the item and amount are necessary, reasonable, and allocable to the proposed project. All dollar figures must be rounded to the nearest hundred. ***Indirect costs are not allowed, but may be identified as an institutional contribution to the project.*** Information on budget preparation is provided below. In addition to the budget form, up to two pages of budget justification and explanation may be included.

Salaries and Wages: Requested salaries must be consistent with the institution's regular practices.

- **Senior personnel:** Salaries for faculty release time for up to two months of salary are allowable; extra compensation/supplemental salary is not allowable. Show amount of time and effort of all senior personnel being paid by the grant.
- **Other personnel:** Includes postdoctoral associates, graduate and undergraduate students, technicians, other professionals. In the budget justification section, include an explanation of the role in the project of each person listed. Show amount of time each is being paid by the grant.

Fringe Benefits: Fringe benefit amounts and rates of personnel paid on the grant must be consistent with the institution's regular practice.

Equipment: For purposes of these proposals equipment is defined as an item of property that has an acquisition cost of \$5,000 or more and an expected service life of more than one year. Allowable items also include component parts of a system of equipment which together have an acquisition cost of \$5000 or more and an expected

service life of more than one year. Items of needed equipment must be listed individually with description and estimated cost, including tax, and adequately justified.

Travel: Travel and its relationship to the proposed activities must be justified as explicitly related to training. Only travel for training purposes and within the continental US is allowable.

Participant Support Costs: Costs in this category will be unusual, but if appropriate, include costs of transportation, per diem, stipends, and other related costs. Discuss the relevance to the project in the Budget Justification section.

Other Direct Costs: Other costs necessary to carry out the project may include supplies and materials, consultants, subcontracts, service fees, and computer costs. For the costs in each line item provide a clear explanation in relationship to the project. The following line items require additional information:

- **Consultants:** Information on each consultant must include the expertise, organization affiliation, daily compensation rate, number of days of expected service, and travel expenses. Include in the appendix a letter from the proposed consultant agreeing to the conditions of the work.

Subcontracts: Subcontractors must be identified in the proposal in order to receive the necessary CHE prior approval. Each subcontract must contain a complete budget and scope of work signed by an official authorized to commit the organization. Collaborative work with another institution may be reflected as a subcontract.

Facilities and Equipment: Describe briefly the resources that are directly available to the Project Director and relevant to the proposed project. Identify other facilities or equipment that may be used in the performance of the project. All relevant state regulations regarding vendors, purchases, and leasing must be followed by the institution or consortium submitting a proposal. This section will assist the reviewers in assessing the adequacy of resources needed to conduct the project.

Note: Institutions will waive indirect costs for these projects.

5. Appendix. All information necessary for the review of the proposal should be contained in the sections noted above. Other information, such as the one-page summary of the expertise/experience of particular personnel related to the project or the contractor's commitment letter may be included in the Appendix, but should not be used to circumvent page limitations for the proposal. It may be appropriate to supply one or two letters of support for the project, but the total material appended may not exceed five pages.

GENERAL INFORMATION

- ❖ **Final Project Report:** Within 90 days after the expiration of the grant, the Project Director is required to submit a brief (1-3 pages) project report. Include a section that shows how the funded project under the TGP has been used to achieve the goals for building infrastructure and enhancing capacity through technology in order to increase access and quality in teaching and learning as described in the proposal. **Additional instructions and report due dates will be issued after the CHE award letter.**
- ❖ **Final Expenditure Report:** The institution is asked to submit to CHE a final expenditure report at the same time as the narrative evaluation (i.e., within 90 days of the expiration of the grant.)
- ❖ Any inventions, patents, and/or copyrights developed under this program will remain the property of the institution or consortium to which the grant has been awarded.
- ❖ It is the responsibility of the institution or the consortium to ensure that institutional requirements have been observed both for the safety of humans involved in the project and for the absence of biohazards in the project's design and implementation.

Submission Guidelines

Except for any letter or form with a signature, the body of the proposal must be submitted via the Internet as a Word document. The cover letter must be signed and dated by the Project Director, the Chief Academic Officer of the institution, and the official from the Sponsored Programs office of the institution authorized to commit the institution to the grant competition. (For consortial proposals, the institution/agency acting as fiduciary agent must provide this cover page.) Letters and forms requiring a signature may be sent through the U.S. or state inter-agency mail services.

All signed cover pages, any signed letters, and the body of the proposal must be received not later than 5 p.m. (as noted on the CHE's Internet log) on October 15, 2002, for the 2002-2003 funds available.

CHECKLIST FORM FOR PROPOSAL SUBMISSION

A complete proposal submitted under the South Carolina Technology Grant Program (TGP) program consists of 1) a hard-copy sent by U.S. or interagency mail of the cover page with the required signatures and (for consortial proposals) signed letters from all participating institutional/system CEOs; and 2) a WORD copy of all other parts of the completed proposal delivered by e-mail in the order below. **This Checklist should be checked in all parts and precede the WORD document.**

_____ Cover Page (with required signatures; WORD document will contain typed names and titles only for the required personnel who sign)

_____ Table of Contents

_____ Project Summary (1 page)

_____ Project Description (maximum 5 pages)

_____ Biographical Sketches (1-2 paragraphs of relevant information per senior personnel working on this project.)

_____ Summary Budget (form provided)

_____ Appendices (all consortial proposals must include a letter of support from every CEO of institution or system participating.)

_____ (Copy of this Checklist page)

DEADLINE to be received at the CHE offices:

October 15, 2002 by 5:00 pm

Mail or hand deliver signature page to:

**South Carolina Technology Grant Program (TGP)
SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
DIVISION OF ACADEMIC AFFAIRS AND LICENSING
1333 MAIN STREET, SUIT 200
COLUMBIA, SC 29201
And**

**E-Mail WORD COPY to: Dr. R. Lynn Kelley
lkelly@che400.state.sc.us**

PROPOSAL COVER PAGE

SOUTH CAROLINA TECHNOLOGY GRANT PROGRAM (TGP) PROPOSAL

<u>CHE PROPOSAL NUMBER:</u> (To be assigned by CHE)	<u>AMOUNT REQUESTED:</u> (Round to nearest hundred dollars)
<u>SPECIFIC PROJECT FOCUS:</u> -	
<u>PROJECT START DATE:</u>	<u>PROJECT END DATE:</u>
<u>NAME OF INSTITUTION or CONSORTIUM:</u> -	<u>DEPARTMENT:</u>
<u>TITLE OF PROPOSED PROJECT:</u> -	
<u>PROJECT DIRECTOR:</u> (Name and Title)	<u>SIGNATURE</u>
<u>ADDRESS:</u> - -	
<u>CO-PROJECT DIRECTORS:</u> (Name and Title)	<u>SIGNATURE</u>
1.	
2.	
3.	
<u>AUTHORIZING SIGNATURES(S)</u>	
PROJECT DIRECTOR 1.	
CHIEF ACADEMIC OFFICER 2.	

SPONSORED PROGRAMS OFFICER 3.	

Proposal: Cover Page

SUMMARY PROPOSAL BUDGET FOR TGP

NAME OF INSTITUTION

PROJECT DIRECTOR

A. SENIOR PERSONNEL: PD, Co-PDs, Faculty and Other Senior Personnel	Number of Person-months			Funds Requested	Funds Awarded
	CAL	ACAD	SUMB		
1.					
2.					
3.					
4.					
5.					
6. () OTHERS (LIST INDIVIDUALLY ON BUDGET EXPLANATION PAGE)					
7. () TOTAL SENIOR PERSONNEL (1-6)					
B. OTHER PERSONNEL (SHOW NUMBERS IN BRACKETS)					
1. () POSTDOCTORAL ASSOCIATES					
2. () OTHER PROFESSIONALS (TECHNICIAN, PROGRAMMER, ETC.)					
3. () GRADUATE STUDENTS					
4. () UNDERGRADUATE STUDENTS					
5. () SECRETARIAL - CLERICAL (IF CHARGED DIRECTLY)					
6. () OTHER					
TOTAL SALARIES AND WAGES (A + B)					
C. FRINGE BENEFITS (IF CHARGED AS DIRECT COSTS)					
TOTAL SALARIES, WAGES AND FRINGE BENEFITS (A + B + C)					
D. EQUIPMENT (LIST ITEM AND DOLLAR AMOUNT FOR EACH ITEM EXCEEDING \$5,000; FOR ALL SYSTEMS AT \$5000 OR ABOVE, LIST COMPONENT PARTS)					
E. TRAVEL: DOMESTIC only (INCL. CANADA, MEXICO AND U.S. POSSESSIONS)					
F. PARTICIPANT SUPPORT					
1. TRAVEL					
2. SUBSISTENCE					
3. OTHER					
TOTAL \$ _____					
TOTAL NUMBER OF PARTICIPANTS ()					
TOTAL PARTICIPANT COSTS					
G. OTHER DIRECT COSTS					

1. MATERIALS AND SUPPLIES		
2. PROJECT DESIGN AND EVALUATION		
3. CONSULTANT SERVICES		
4. COMPUTER SERVICES		
5. SUBCONTRACTS		
6. OTHER		
TOTAL OTHER DIRECT COSTS		
H. TOTAL DIRECT COSTS (A THROUGH G)	\$	\$
I. CONTRIBUTED INDIRECT COSTS. (RATE X BASE) N.B.: Indirect costs are not allowable under TGP, but may be reported here.		
J. TOTAL DIRECT AND INDIRECT COSTS (H + I)	\$	\$

LETTER OF INTENT FORMS:

LETTER OF INTENT - COVER SHEET for TGP

South Carolina Commission on Higher Education

CHE PROPOSAL NUMBER:

(To be assigned by CHE)

AMOUNT REQUESTED:

(Round to nearest hundred dollars)

SPECIFIC PROJECT FOCUS:**PROJECT START DATE:****PROJECT END DATE:****NAME OF INSTITUTION or CONSORTIUM:****DEPARTMENT:****TITLE OF PROPOSED PROJECT:****PROJECT DIRECTOR:**

NAME

TITLE

SIGNATURE

ADDRESS:**E-MAIL ADDRESS:****PHONE:****CO-PROJECT DIRECTOR(S)**

NAME

TITLE

SIGNATURE

Signature of Authorizing Individual

Title

The signature of the authorizing individual is required. This signature indicates that the proposed project has been approved internally by the Chief Academic Officer, and the Director of the Office of Sponsored Programs as one consistent with the mission and objectives of the institution and congruent with the goal of implementation of and greater use of technology for teaching and learning.

*LETTER OF INTENT –
PROJECT SUMMARY
FORM for SOUTH
CAROLINA
TECHNOLOGY GRANT
PROGRAM (TGP)*

NAME OF INSTITUTION or CONSORTIUM: _____

DEPARTMENT: _____

TITLE OF PROPOSED PROJECT: _____

SUMMARY:

LETTER OF INTENT - LIST OF SUGGESTED REVIEWERS

List the names and addresses of five potential reviewers to be filed with the Letter of Intent. **Do not contact them or they will be disqualified.** These referrals must be persons with either a regional or national reputation for their knowledge and experience in the appropriate area of technology. Only one person nominated per institution will be eligible to serve as a reviewer. Potential reviewers may reside or work within or outside the State of South Carolina and may be public or private sector employees. However, **any conflict-of-interest must be avoided. This would include close family relationships, co-publishers in the last five years, dissertation advisors, a business or financial partner, and potential vendors.** Institutional representatives may in some cases wish to discuss the appropriateness of inclusion with the staff of the Commission on Higher Education's Division of Academic Affairs and Licensing prior to submission of the Letter of Intent. Please include complete address, telephone numbers, and e-mail addresses if available. If there are any individuals that the institution or consortium prefers not to have as a reviewer of this proposal, please list them at the end of this form on the lines provided.

1) Name: _____

Institution: _____

Address: _____

Phone #: _____

E-Mail: _____

4) Name: _____

Institution: _____

Address: _____

Phone #: _____

E-Mail: _____

2) Name: _____

Institution: _____

Address: _____

Phone #: _____

E-Mail: _____

5) Name: _____

Institution: _____

Address: _____

Phone #: _____

E-Mail: _____

3) 3) Name: _____

Institution: _____

Address: _____

LETTER OF INTENT -LIST OF SUGGESTED REVIEWERS (pg. 2)

**Reviewers for this proposal should
have expertise in the area(s) of :**

**Individuals you prefer NOT review this
proposal (please list name and institution):**

1.

2.

3.

4.

5.

Proposed Project Time Line
Proposal Summary Budget Forms
Proposal Budget Program Pages
List of Related Centers
SC Professional Development Standards

*Guidelines for Graduate Courses Offered for Professional Development of School
Personnel*

**Intent to Submit Proposal for
Centers of Excellence Program
FY 2003-04**

Name_____

Institution_____

Academic Department_____

Please provide a brief description of the area of focus of the proposed Center:

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

COVER PAGE
SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
CENTERS OF EXCELLENCE PROGRAM
EDUCATION IMPROVEMENT ACT OF 1984
PROJECT YEAR 2003-04

Institution		
Center Name		
Institutional Contact	Address	
	Phone	
Project Director/Title	Address	
	Phone	
	E-mail	
	FAX	
Fiscal Officer/Title	Address	
	Phone	
Proposed Funding		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 2003-04 AND FY 2004-05**

Institution

Center Name

Program/Activity

Begin Date

Target End Date

**CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
FY 2003-04 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
FY 2004-05 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 2005-06 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 2006-07 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 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
BUDGET BY PROGRAMS
FY 2003-04**

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 2004-05**

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

Total Project Costs		
Reporting Official	Date	

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

Center of Excellence	State Funding (First Year/Last Year)
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	1987-88/1990-91
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	1989-90/1992-93
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
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	1991-92/1994-95
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	1992-93/1995-96
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	1993-94/1996-97

Center of Excellence in Middle Level InitiativesDr. Jane White, Director

College of Education

University of South Carolina

Columbia, SC 29208

(803) 777-8191 Fax: 777-3193 splittgerber-fred@sc.edu

1994-95/1997-98

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

Center of Excellence in Geographic Education

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

1996-97/1999-2000

Center of Excellence in Educational Technology

Dr. Gary J. Senn, Director

Ruth Patrick Science Center

USC-Aiken

Aiken, SC 29801

(803) 641-3558 Fax: 641-3615 senng@sc.edu

1997-97/2000-01

Center of Excellence in Instructional Technology Training

Dr. Chris L. Peters, Director

209 Tillman Hall

Clemson University

Clemson, SC 29634

(864) 656-5092 Fax: 656-1322 chrisp@clemson.edu

1998-99/2001-02

Center of Excellence for the Study of Standards-Based Educational Reform

Dr. Gilbert Hunt and Dr. Lance Bedwell

School of Education and Graduate Studies

Coastal Carolina University

Conway, SC 29528-6054

(843) 349-2607 Fax: 349-2940 hunt@coastal.edubedwell@coastal.edu

1999-00/2002-03

1999-00/2002-03

Center of Excellence: SC Earth Physics Project

Dr. Tom Owens
Department of Geological Sciences
University of South Carolina
Columbia, SC 29208
(803) 777-4530 Fax: 777-0906 owens@sc.edu

2000-01/2003-04

Center of Excellence in Early Childhood Professional Development

Dr. Wilhelmenia Rembert and Dr. Elsbeth Brown
College of Education
Winthrop University
Rock Hill, SC 29733
(803) 323-2151 Fax: 323-4639 rembertw@winthrop.edu
elsbeth@hotmail.com

2002-03/2006-07

Center of Excellence for the Education and Equity of African-American Students

Dr. Gloria Boutte
Department of Education
Benedict College
Columbia, SC 29204
(803) 758-4483 Fax: 256-1785 boutteg@benedict.edu

South Carolina Department of Education

Professional Development Standards for South Carolina

What Matters Most: Teaching for America's Future, the highly regarded report of the National Commission on Teaching and America's Future, asks this nation to get serious about standards for both student and teacher performance and calls for the reinvention of teacher professional development as a means to that end...To play its central and essential role in standards-based reform, professional development for educators must be designed and based on standards representing the best available knowledge in the field. The standards point out that effective staff development not only includes high-quality training programs with intensive follow-up, but that it must also employ other growth-promoting processes such as study groups, action research, teacher networks and peer coaching. The standards also make it clear that staff development is not something that is reserved exclusively for teachers. Everyone who affects learning—from the Board of Education to classified/support staff—must continually improve their knowledge, skills and attitudes in order to ensure high levels of learning for all students.

(Standards-Based Reform Requires
Standards-Based Staff Development by
Dennis Sparks and Stephanie Hirsh,
June 1998)

Background

Section 59-24-50, Education Accountability Act of 1998, required the South Carolina Department of Education to develop or adopt programs that meet national standards for professional development and focus on the improvement of teaching and learning. Programs funded with state resources must meet these standards and must provide training, modeling, and coaching on instructional leadership and school-based improvement.

In October 1999, in response to the state legislation, the Office of Professional Development in the State Department of Education enlisted the National Staff Development Council to support the implementation of professional development standards for our State. Over 250 educators from South Carolina's school districts, the State Department of Education, and the Executive Board of the South Carolina Staff Development Council met to craft professional development standards and indicators for South Carolina.

The South Carolina Professional Development Standards are based upon national standards for professional development. The national standards for staff development were developed by the National Staff Development Council (NSDC) in collaboration with American Association of School Administrators (AASA), Association for Supervision and Curriculum Development (ASCD), National Education Association (NEA), National Association for Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), National Middle School Association (NMSA), and representation from higher education, foundations, and school district staff members from across the country. The South Carolina Professional Development Team gratefully acknowledges the framework and standards developed by the National Staff Development Council.

Organization

Effective staff development that produces results for adults and students addresses organizational culture, processes of adult learning, and content for learning. The standards are divided into three categories:

Context standards address the organization, system, and culture in which the new learning will occur and be implemented

Process standards refer to the design and delivery of staff development. They describe the processes used to acquire new knowledge and skills.

Content standards refer to the actual skills and knowledge that effective educators need to possess to produce higher levels of student learning.

The rubric contains the statement of the standard, which is a succinct statement of the expectation for professional development. It establishes the level of performance to which all organizations should aspire. Accompanying the standards are indicators that describe the ways that the standard might be implemented. The indicators provide examples of evidence that the standard has been met. These standards were designed to be used by educators across the State at all levels of the educational system—the State Department of Education, school districts, schools, and state-operated programs. These tools provide direction for planning, monitoring, and assessing professional development. While they may resemble a “checklist,” they will have the greatest impact on organizational and individual learning if the standards are accessed during:

- initial planning phases of state, districts, and school level professional development;
- review of the state test scores and mid-course corrections in school improvement;
- evaluation of individual staff development efforts;
- writing of comprehensive school plans; and
- assessment of professional development plans.

These standards provide an opportunity to assess your current practice and use the standards and indicators to improve your practice. The implementation of these standards will support the far-reaching objectives of improved teaching and learning throughout South Carolina.

These standards are available on the web at:
<http://www.state.sc.us/sde/educator/training.htm>

Professional Development Standards for South Carolina

AREA	STANDARDS	SAMPLE INDICATORS
CONTEXT Context addresses the organization, system, or culture in which new learning will be implemented.	1. Effective professional development fosters the norm of continuous improvement.	Educators constantly revisit and renew their organizational goals. Staff can articulate the kinds of learning opportunities they access throughout the year. Staff use the ADEPT* performance appraisal process to assess progress and influence continuous improvement. *ADEPT – South Carolina's comprehensive performance appraisal process for staff designed to promote excellence in teaching.
	2. Effective professional development requires strong leadership for continuous improvement.	Administrators, teacher leaders, school board members, community leaders and other advocate for quality professional development. School and district leaders participate with staff in professional development activities. Morale increases as a result of staff empowerment and effectiveness.
	3. Effective professional development is aligned with the organization's mission and strategic plan, is linked to student advisement, and is adequately funded by the budget.	Professional development resources are coordinated to ensure that the professional development activities are aligned with the school improvement plans. Professional development is adequately funded. Priorities are set. Effective professional development is perceived as essential for achieving the purposes of the organization, is valued as an integral part of the strategic plan, and is seen as a key factor in improving student learning.
	4. Effective professional development provides adequate time for staff members to learn and work together to accomplish the organization's mission and goals.	Professional development resources are coordinated to ensure that the professional development activities are aligned with the school improvement plans. Professional development is adequately funded. Priorities are set. Effective professional development is perceived as essential for achieving the purposes of the organization, is valued as an integral part of the strategic plan, and is seen as a key factor in improving student learning.
PROCESS Process standards refer to "how" we implement or deliver professional development. These standards describe the processes used to acquire new knowledge and skills.	5. Effective professional development provides decision-makers with information about organization development and systems thinking.	All stakeholders are involved in the professional development. The stakeholders (at the state, district, or school level) complete a self-study of their effectiveness each year. Barriers to effective professional development within the organization are addressed. Site-based management teams use shared decision-making processes to determine professional development priorities.

AREA	STANDARDS	SAMPLE INDICATORS
PROCESS	6. Effective professional development is based on knowledge about adult learning and models this understanding in all activities.	The learning climate is collaborative, informal, and respectful. The providers of all professional development are credible. Professional development emphasizes how the learning can be used/applied. Professional development relates the learning to the learners' goals and allows the learners to make choices linking their individual growth plans with school goals.
	7. Effective professional development provides for three phases of the change process: initiation, implementation, and institutionalization.	Appropriate assessments occur at each phase and appropriate interventions occur. All critical phases of the change process are addressed in the planning, design, implementation, and evaluation of programs. Collaboration is occurring among teachers to support change or innovation.
	8. Effective professional development priorities are established following a careful analysis of disaggregated data regarding goals for student learning.	Data are provided that link staff development initiatives and intended adult and student results. Gaps in achievement among all groups are addressed. The district strategic plan, school improvement plans, and individual improvement plans incorporate goal-setting using all available data.
	9. Effective professional development provides a framework for integrating and relating innovations to the mission of the organization.	Improvement plans include a carefully and thoughtfully designed framework for integrating the innovations to be implemented. All implementation efforts include descriptions of how each innovation relates to other ongoing programs and to the mission of the organization. Successful practices are maintained and unsuccessful practices are abandoned when decisions are made to change goals or strategies.
	10. Effective professional development programs require an ongoing evaluation process.	Evaluations are designed to assess a variety of program outcomes, including participants' reaction to the program, participants' learning, participants; use of new knowledge and skills, impact on student outcomes, and impact on the organization. Evaluation is considered an integral part of staff development program planning and implementation. Evaluation data include multiple sources of information and focus on all levels of the organization. Teachers use classroom assessments to measure immediate impact of professional development investments.

AREA	STANDARDS	SAMPLE INDICATORS
PROCESS	11. Effective professional development uses multiple approaches to improve student success.	Multiple formats are evident: action research, study groups, curriculum development, self-study, use of technology, and training. Methodology is appropriate to the intended outcomes. Training includes theory, demonstration, practice, feedback, and coaching. A variety of readiness and professional development activities occur at each school site rather than uniform activities throughout a system.
	12. Effective professional development provides the follow-up necessary to ensure improvement.	All training designs include plans for follow-up. Follow-up is monitored and supported with human and financial resources. Desired changes in on-the-job behavior improve student performance. The ability of staff members to analyze and self-correct their performance improves. Opportunities to network and share ideas and resources are promoted.
	13. Effective professional development uses the stages of group development to build effective, productive, and collegial teams.	Faculty and administration develop the skills to work collaboratively. Staff members know about and use interdisciplinary team organizations and instruction. Staff share responsibility to conduct meetings, make shared decisions, solve problems, and work collegially.
AREA	STANDARDS	SAMPLE INDICATORS
CONTENT Content standards refer to the actual skills and knowledge that educators need to possess or acquire through professional development.	14. Effective professional development increases administrators' and teachers' understanding of how to provide school environments, curriculum, and instruction that are responsive to the needs of all students.	School improvement occurs as educators see the discrepancy between the needs of children and the school's current practices. Teachers adopt research-based programs and instructional strategies that are appropriate and effective for all children. Student work is used to inform the staff about student progress and is used as a means by which to adjust instruction.
	15. Effective professional development facilitates school-wide and classroom-based management strategies that maximize student learning	Educators develop the ability to respond to the uniqueness of each child and each situation. They implement effective classroom management strategies. Students' self-esteem increases their success in the classroom. There is a comprehensive school-wide guidance plan incorporating student documentation. Data on student attendance, suspension, disciplinary referrals, and expulsions are reported and used to inform planning.

AREA	STANDARDS	SAMPLE INDICATORS
CONTENT	16. Effective professional development addresses diversity to ensure an equitable and quality education is provided to all.	Populations are identified by gender, ethnicity, socio-economic status, and special needs. Effective strategies to engage diverse learners and learning styles in the educational process are identified. Professional development incorporates diversity issues into all programs.
	17. Effective professional development prepares educators to demonstrate high expectations for student learning.	Increasing numbers of students experience a challenging core curriculum and improve their achievement. Staff participates in training about academic and professional development standards. Evidence of high expectations exists in lesson plans, unit plans, performance assessments, school improvement plans, and district strategic plans. Teachers and administrators believe students can learn at high levels.
	18. Effective professional development helps teachers and administrators engage families and communities in improving all children's academic achievement.	Active school/business partnerships support student learning. Volunteers and mentors are available to support student learning. School staff and parents/families increase communication about student academic progress, and a partnership plan for student progress is created.
	19. Effective professional development prepares teachers to use various types of performance assessment in their classroom.	Professional development on the design and use of assessments is provided. Modifications and accommodations are made to meet special needs of students. Assessment strategies are shared among teachers, schools, and districts.