

**R. Wes Hayes, Jr.**  
*Chairman*

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*President & Executive Director*



## Centers of Excellence Competitive Grant Program, FY 2023-24

### Background

The purpose of the EIA Centers of Excellence grant program is to enable eligible institutions, or consortia of such institutions, to serve as resource centers 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.

During FY 2022-23, six funded EIA Centers of Excellence conducted activities to address teacher shortage; provide leadership training and professional development for in-service teachers; recruit, retain, and induct teachers, including minority teachers; and research teacher working conditions. Outcomes included continued implementation of an alternative educator certification program, a leadership coaching model, professional training workshops in mathematical literacy, and educator mentorship in Pee Dee Region. In addition, the centers conducted comprehensive research on the impact of teacher recruitment, preparation, and retention policies and practices on teacher effectiveness in South Carolina.

### Proposed Two New Centers of Excellence for FY2024

To respond to the need for leadership training and to improve Pre-K-12 students' learning outcomes, staff propose funding two new centers on a three-year term pending fund availability in FY25 and FY26. The new Centers will focus on the following areas:

- **Science of Reading**, which will equip pre-service teachers with fundamental reading principles, strategies, and methods to teach Pre-K-3 students, including English language learners and learners with special needs. Proposals that focus on connecting fundamental reading skills to teaching practice to improve Pre-K-3 students' learning outcomes will receive priority.
- **Growing Teachers into Leaders** by providing an individualized practical coaching model and training in the science of reading and fundamental reading principles to improve students' learning outcomes. Proposals that have a well-established candidate pool including historically underrepresented educators will receive priority.



### Funding Requested for FY 2023-24

To support the continuing work of currently funded centers and fund two new Centers, the CHE requested the S.C. General Assembly appropriate \$1,137,526:

- \$112,500 for the Center of Alternative Pathways for Educator Certification ([APEC](#)) at Columbia College to support their work to replicate the APEC model across the state.
- \$129,580 for the Center of Excellence for [Mathematical Literacy](#) at the Citadel.
- \$129,969 for the Centers of Excellence for Leading Education Administrator Development for Excellent Rural Schools ([LEADERS](#)) at Clemson University
- \$129,767.78 for the Center of Excellence for Teacher Retention and Induction in the Pee Dee ([TRIP](#)) at Francis Marion University.
- \$230,000 for two new centers of Excellence; and
- \$55,702 for CHE Administration expenses.

Currently, a proviso appropriates an additional \$350,000 to Francis Marion University for the Center of Excellence for Preparing Teachers of Children of Poverty.

For FY 2023-24, staff proposes funding the EIA Centers of Excellence at the same funding level, which includes funds for administration.

### Funding for a Replicated Center of Excellence

APEC, which has received funding since 2018, has successfully proven its effectiveness in teacher recruitment and retention. In October 2023, APEC presented its program and outcomes to the Education Oversight Committee (EOC); and the EOC suggested replication of the model. The replicated Center of Excellence will address the issue of teacher shortage in the Pee Dee Region. APEC has been working closely with Coker University to develop the program proposal.

The Center of Excellence program has accumulated carryforward funds from returned unused funds over the years. As of June 30, 2023, the carryforward balance is \$886,962.32. For FY 2023-2024, the staff proposes using \$120,000 of the carryforward funds to fund a replicated APEC at Coker University as the startup fund for the first year. The replicated model will be on a three-year term pending the program proposal approval by the South Carolina Department of Education.

### CAAL Recommendations

At the August 24 CAAL meeting, Commissioners approved the Centers of Excellence budget request for recurring funds of \$1,137,526 and utilizing \$120,000 from carryforward funds to fund one replicated APEC

center. In addition, CAAL approved the Request for Proposal Guidelines that emphasized two new Center subject areas: Science of Reading and Growing Teachers into Leaders.

**Attachment 1:** Centers of Excellence Award Allocations



EIA Centers of Excellence  
 Projected Budget for  
 FY2023-2024

	Institution	Project Director	FY 2023-24 Projected Awards	Project Award Year
Center of Alternative Pathways for Educator Certification (APEC)	Columbia College	Marla Sanders Tracy West	\$112,500	Year 6
Center for Mathematical Literacy	The Citadel	Jennifer Albert Britnie Kane	\$129,580	Year 3
Center for Teacher Retention and Induction in the Pee Dee (TRIP)	Francis Marion University	Kimberly McCuiston Lindsay Simmons	\$129,767.78	Year 3
Centers for Leading Education Administrator Development for Excellent Rural Schools (LEADERS)	Clemson University	Hans Klar	\$129,969	Year 3
New Center for Science of Reading	TBD		\$115,000	Year 1
New Center for Growing Teachers to Leaders	TBD		\$115,000	Year 1
Center of Excellence in Teacher Children of Poverty (Proviso)	Francis Marion University	Tammy Pawloski	\$350,000	
		Award Subtotal	\$1,081,816.78	
		Administration	\$55,709.22	
		<b>TOTAL</b>	<b>\$1,137,526</b>	
Replicated APEC Center at Coker University		<b>Carryforward Fund</b>	<b>\$120,000</b>	



**South Carolina**  
Commission on Higher Education  
Access | Affordability | Excellence

## Centers of Excellence Education Improvement Act of 1984

August 14, 2023



### **REQUEST FOR PROPOSALS FISCAL YEAR 2023-24**

*Effective teacher training that focuses on the knowledge, skills, and characteristics of the profile of the South Carolina graduate.*

Administered by:  
South Carolina Commission on  
Higher Education  
1122 Lady Street, Suite 400  
Columbia, SC 29201

**Intent to Submit Form Due:**  
September 15, 2023

**Technical Assistance Workshop**  
September 19, 2023

**Proposal Deadline:**  
October 24, 2023

For further information, please contact:

Dr. Lishu Yin

Phone: 803- 856-0512

E-mail: [lyin@che.sc.gov](mailto:lyin@che.sc.gov)

# FY 2023-24 GUIDELINES FOR SUBMISSION OF PROPOSALS, CENTERS OF EXCELLENCE EDUCATION IMPROVEMENT ACT OF 1984

## 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 P-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. 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 focus of the Centers of Excellence Program is to concentrate on assisting rural<sup>1</sup>/underperforming<sup>2</sup> schools and districts.** The South Carolina Commission on Higher Education (CHE) 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 underperforming schools and with diverse needs;
- 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; and
- providing demonstration, outreach, and technical assistance programs for low performing schools and districts and institutions of higher education as requested.

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<sup>1</sup> Definition of Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster(<https://nces.ed.gov/ccd/schoolsearch/>).

<sup>2</sup> Underperforming refers to a school's rating that is "below average" or "unsatisfactory" based on the [South Carolina School Report Card](#).

## ELIGIBLE INSTITUTIONS

Any public or private college/university in the state authorized by the State Board of Education to offer one or more-degree programs at graduate or undergraduate levels for the preparation of teachers is eligible to apply. **To assist in the outreach to the state's rural schools and/or underperforming schools**, the Center should engage faculty and students from across the university as appropriate for the specific Center focus. Although collaborative proposals involving more than one institution are welcome and encouraged, one institution must be designated as the fiscal agent.

Institutions which currently receive state funding for a Center of Excellence may apply for a second Center with a different focus. However, simultaneous **state funding is limited to a maximum of two Centers for each institution**. Institutions that do not comply with the CHE'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 2023-24 should submit an "Intent to Submit Proposal" form to the CHE on or before **September 15, 2023**. This Intent to Submit in no way commits the institution to submit a proposal but assists staff in preparation for the review process. **A mandatory Technical Assistance Workshop will be held on September 19, 2023, for all project directors who submit the Intent to Submit form**. Institutions must attend the technical assistance workshop in order to submit a full proposal on or before **October 24, 2023**.

## CHARACTERISTICS OF A CENTER OF EXCELLENCE

### 1. Purpose

A Center must focus on developing and modeling 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 rural and/or underperforming schools or priority schools. Target schools and districts are those that have a rating of "below average" or "unsatisfactory" and a poverty index of > 75%. The goal of the program is to increase higher education's involvement in working more closely with underperforming 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;
- collaboration with major education stakeholders, including local school districts and schools, other higher education institutions and Centers of Excellence, professional associations, parent groups, and the private sector;
- field-based teacher education programs, including professional development schools that are aligned with in-service teacher professional development;
- technology-based instructional techniques;
- innovative practices for teaching children with diverse backgrounds and diverse learning styles; 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 P-12 and higher education in the state and these should be directly linked to the training of high-quality teachers and raising student academic achievement. The Center should demonstrate how the activities will support the improvement of underperforming school partners and be tied to State content and assessment standards. The Center should address the Profile of the South Carolina Graduate.

## **2. Achievement of Excellence**

A proposed Center must demonstrate a substantial likelihood of achieving success with its P-12 partners and developing a reputation for statewide excellence within the three-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 targeted specific achievements.

## **3. Institutional Commitment**

A Center must be funded in part by the lead institution to demonstrate its commitment to the proposed Center's goals and objectives and its commitment to working with rural and/or underperforming P-12 schools and districts. The awarded funding will be managed by CHE staff and the Centers shall submit projected and actual expenditure documents to the CHE for funding throughout the project year within the allocated award amount.



The proposal must demonstrate a match of institutional/external support from higher education and/or business partners. Support can be in-kind, release time, financial commitment, change to academic programs, or inclusion of the project in the institution's service-learning program, among others. Matching funds from district partners, if available, are encouraged.

#### **4. Center Director's Commitment**

The Center Director (s) must be committed to attending the mandatory director's meeting twice a year (one in February and one in summer) and supporting the Center of Excellence statewide activities during the award term.

If the Center Director leaves the institution during the award term, the grant can be managed by the co-director. If there is no co-director, the funds can be transferrable within the institution for the remaining fiscal year. The institution must provide supporting documents and justification for the CHE's review and approval. If the grant has not finished its award term, the CHE reserves the right to rescind the remaining funds from the institution.

#### **4. Collaboration with Related Centers, State Department of Education Initiatives, or Major Education Stakeholders**

A Center **must** design its programs and activities as follows:

- in collaboration with rural school(s)/district(s) and/or underperforming 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 affected by the Center's programs, including other institutions of higher education, other local school districts, professional associations, business and industry, parents, and the private sector; and
- be consistent with ongoing related curriculum, assessment, teacher preparation, or professional development activities at the South Carolina Department of Education, The Educational Accountability Act, the Education Oversight Committee, the Profile of the South Carolina

Graduate, and other state education initiatives.

## **FUNDING**

During FY2023-24, CHE will sponsor two grant programs on a three-year term. The award amount will be up to \$115,000 per fiscal year and may be extended after the grant term based on the evaluation finding; impact on improvement of teacher quality, student learning outcomes, teacher retention/recruitment; possibilities of replication of the practices; and funding availability. Upon completion of the program each year, the annual expenditures are required to be submitted to the Commission for review.

## **PRIORITIES FOR FUNDING**

Proposals must address one of the areas listed in #1 below. All proposals must focus activities on rural school(s) or district(s) and/or an underperforming school(s) or district(s) as defined by the Education Accountability Act's Report Card ratings (<https://ed.sc.gov/data/report-cards/sc-school-report-card/>). The priorities listed below reflect the Education Oversight Committee (EOC) 2020 Vision that "all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities." To meet this goal, the state must produce effective teachers.

1. During FY 2023-24, guided by the Education Oversight Committee's six goals, in consultation with the South Carolina Department of Education, the Commission on Higher Education has specifically requested that proposals focus on science of reading and leadership training, the intent is that two separate Centers of Excellence will be awarded related to topics listed below:

- *Development of a Center of Excellence for Science of Reading to equip the pre-service teachers with the proven fundamental reading principles, strategies, and methods to teach Pre-K - 3 students including English language learners and learners with special needs. Priority will be given to proposals that focus on connecting the fundamental reading skills to teaching practice to improve Pre-K - 3 students' learning outcomes.*

- *Development of a Center of Excellence for Growing Teachers into Leaders through individualized practical coaching model and training in science of reading and fundamental reading principles to improve students learning outcomes. Priority will be given to proposals that have a well-established candidate pool including historically underrepresented educators.*
2. Priority will be given to proposals in which representatives from the targeted rural schools/districts and underperforming school(s) or district(s) **are involved** in the development of the collaborative effort.
  3. Priority will be given to proposals that demonstrate the institution's commitment to develop state-of-the-art programs, evidenced by a commitment to change ongoing academic programs at the institution as a result of the Center's work. Innovative programs should include appropriate faculty and personnel from other departments in addition to Education.
  4. Priority will be given to proposals that demonstrate a commitment to a program focused on the Center's area of expertise and aligned with South Carolina College and Career Ready Standards (<https://ed.sc.gov/instruction/standards-learning/>).
  5. Priority will be given to partnerships between multiple institutions across all sectors. Additional consideration, which will enhance the proposal's competitiveness for funding, will be given to partnerships involving the private sector, other schools and/or districts, business and industry, and members of the community. **The proposal narrative must describe the collaboration and the previous planning activities between the institution and the major stakeholders.** A discussion of the clearly defined roles of all of the project's partners (P-20) must be included.
  6. Priority will be given to proposals which have a clear evaluation and assessment protocol with leading indicators of progress, which would facilitate dissemination and replication of successful strategies, programs, or incentives, and show student improvement.
  7. Priority will also be given to proposals that draw upon **the higher education institution's demonstrated faculty strength and experience** as well as the ability to research and modify plans and deliverables based on data 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, P-12 service, consultations, and other experience;

- Institutional support for the program as indicated by letters of support from chief academic officers, deans, and department heads; budget, faculty time, facilities, and equipment allocations; special programmatic initiatives, etc.;
  - Previous successful collaborative efforts with major education stakeholders in related program areas;
8. Finally, priority will be based on the likelihood that the program, if funded, will have a lasting impact on P-20 education in the State.

## EVALUATION

CHE might conduct independent evaluation of selected grant programs during the award term.

## IMPORTANT DATES

Intent to Submit Form Due:	September 15, 2023
Technical Assistance Workshop:	2:00 - 4:00 p.m., September 19, 2023
Full Proposal Deadline:	October 24, 2023

## PROPOSAL DEVELOPMENT

**Specifications:** Must use the full-proposal template provided. Must comply with the 6<sup>th</sup> edition APA citation guidelines.

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

1. **Title Page** (form provided)
2. **Table of Contents**
3. **Abstract** to include (limit one page double-spaced, 1-inch margins, 11 pt. Calibri font):
  - purpose of the project;
  - activities to be implemented;
  - target population to be served;

- expected outcomes; and
- school and/or district partners including information about the school rating, poverty index, and/or eligibility for rural schools.

4. **Narrative.** The narrative of the proposal shall not exceed 20 double-spaced pages (1-inch margins, 11 pt. Calibri font) must provide detailed information about the proposed Center and include, at minimum, the following information:

- The Center's Purpose/Focus:** Describe the Center's focus and how the Center will benefit both the institution and the targeted P-12 school/district as well as impact P-20 education in the state. This section must include evidence of the demonstrated need to be addressed.
- Literature Review.** Provide the theoretical ground for the proposed work.
- Goals and Objectives:**

The Education Oversight Committee set six goals for EIA programs: 1) Improving Teacher Quality, 2) Increasing School Readiness and Early Learning Success, 3) Supporting Struggling Students, 4) Emphasizing Learning in Content Areas, 5) Improving Connections across K-12 Education, Career and Post-Secondary, and 6) Measuring and Evaluation Progress of Student Performance.

The center goals and objectives must be aligned with some of EOC goals, if not all of them. Goals, objectives, and effectiveness measures of the proposed Center of

Excellence must include some of the following:

- aligning with the South Carolina State Standards;
- forming relationships and collaborating with existing initiatives in the State and, to the extent possible, serving as a central place to coordinate and facilitate the work of such initiatives;
- implementing a plan to improve pre-service preparation and in-service professional development; and
- addressing the identified knowledge, skills, and characteristics in the Profile of the South Carolina Graduate.
- All Centers' goals must be aligned with all or some of the goals set for Centers of Excellence:

- Goal 1 - Centers of Excellence focuses on teacher effectiveness in low performing schools and districts to enhance teacher practice and student achievement.
- Goal 2 - Centers of Excellence develop and model state-of-the art pre-service and in-service programs.
- Goal 3 - Centers of Excellence impact teacher education programs including pre-service students and higher education faculty.
- Goal 4 - Centers of Excellence provide high quality professional development to teachers in schools, districts, and the state.
- Goal 5 - Centers of Excellence undertakes research design to determine effective practice and content.
- Goal 6 - Centers of Excellence disseminate information on model program and activates to P-20 personnel.
- Goal 7 - Centers of Excellence have clear evaluation and assessment protocol which facilitates dissemination and replication.

d. **Activities:** Include a detailed description of the activities to be implemented and how these will meet the Center’s goals and objectives. Discuss how these activities will meet the needs of teacher education and student achievement. Discuss how the proposed activities to be implemented include sufficient effective approaches to address objectives related to the specific Center focus. In addition, the activities must include well-defined, measurable benchmarks of expected progress at the end of each year of funding from the state and should address the following goals:

- (1) Collaborating with Education Faculty in developing and modeling exemplary teacher training programs that (i) are collaborative, (ii) field-based, (iii) use state-of-the-art technology, and (iv) use proven strategies.
- (2) Developing an influential constituency for the Center composed of stakeholders who will work with the Center and support the Center over the period of funding;
- (3) Achieving a position of leadership in the State within three years such that the Center is the primary resource in its area of expertise;

e. **Research:** Developing a detailed research agenda for the project time that will enable higher education faculty and P-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 statewide (pre-service and in-service).

- f. **Evaluation Plan:** Cite specific evaluation measures that will be used annually to assess the effectiveness of the Center's activities. 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 teacher participants and the impact on P-12 student achievement.

In addition, the evaluation plan should explain the design for data collection and a clear description of

- types of data to be collected (both quantitative and qualitative should be included) and the objectives to be measured (not just pre- and post- surveys);
- when data will be collected;
- pre- and post-data related to impact on student growth
- discuss the methods and procedures to be used to evaluate the effectiveness of the proposed project objectives;
- discuss how information from the data will be used to monitor success and, if necessary, make changes in program design;
- provide accountability information about the project's success;
- show impact on P-12 student achievement;
- provide results on outcome data;
- include an assessment of how the activities have contributed to teacher practice,
- include an assessment of the impact of the project on student (P-20) achievement; and
- show the extent to which the project influenced changes in teacher knowledge and instructional practices in the classroom or how the professional development has impacted school climate and/or administrative actions.

- g. **Institutional Strengths:** Cite accomplishments of existing academic, research, or professional development programs to demonstrate a likelihood of the Center achieving success within a reasonable period. Evidence must be provided to justify the Center's suitability to the institutions, in terms of either the institutions' 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 P-12 community and other education stakeholders, especially as it relates to low performing schools or addressing student achievement.

- h. **Center Staffing:** State who the Center director(s) will be, summarize his/her qualifications, and stipulate the director's time commitment to Center activities. Also describe other faculty and/or support staff, teachers, and administrators involved in the Center's program and their qualifications, projected time commitment, and responsibilities to the Center. Abbreviated curricula vita (2 pages) for the director and any other key personnel associated with the Center's activities should be attached to the proposal. Provide evidence indicating that the director and/or other Center staff members will be able to promote non-programmatic as well as programmatic aspects of the Center, including developing internal and external constituencies and institutionalizing funding for Center activities. Qualifications, time commitment, and responsibilities must be included for any graduate assistants. The Center director must be a tenured faculty member at the institution. A Center co-director, who is either tenure-track or tenured, is strongly encouraged.

Proposals must disclose participation of family members as it relates to the Ethics Act, the Ethics Commission opinions, and the State Ethics Commission.

- i. **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 P-12 schools (university-wide)?
- j. **Institutional Commitment:** Demonstrate institutional and faculty support of the Center for the three 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 on letterhead from the P-12, higher education, and business partners must be included in the proposal or submitted electronically to the Commission on Higher Education at [lyin@che.sc.gov](mailto:lyin@che.sc.gov). Letters submitted electronically must clearly identify the project they support. Provide evidence of institutional support beyond the end of State funding.



- k. **Discussion of Partnerships.** Discuss the partnership in detail. Describe the roles, responsibilities, and contributions of each of the post-secondary institutions, schools, businesses/industries, etc.
  - l. **Benefit to P-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.
  - m. **Discussion 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 will be available through the CHE.
  - n. **Current Initiatives/Programs:** Provide a short description of any current initiatives and/or programs at the institution(s) that will support the goals and objectives of the proposed Center. Provide data showing results of current initiatives and/or programs.
  - o. **Collaborative Planning:** Provide a detailed description of the collaborative planning efforts that have occurred between the institutions, the partner district(s)/school(s), and any other participating organization or agencies. Provide information on possible collaboration with other Centers of Excellence.
5. **Timeline:** Include a detailed timeline of activities and processes for the proposed Center.
  6. **Budget:** Provide a proposed budget and budget justification for the grant awarded year. Budgets will indicate all anticipated expenditures for equipment, materials, salaries and benefits, and other operating expenses. Proposed salary/supplement expenditures should provide sufficient detail to identify and justify the number of professional positions; the amount of time associated with each, and estimated salary/supplement for each position. No institutional overhead is allowed. No Indirect Costs are allowed. A complete justification/explanation of funding amounts must accompany the budget summary.
    - No more than 50% of the total budget shall be used for salaries and/or fringes for all personnel.
    - Funds for the Centers of Excellence may be used to pay reasonable salary (including fringe) and Graduate Assistant Differential (GAD)/tuition for graduate assistants.

- Salaries (including fringes) and GAD for graduate assistants shall be no more than 15% of the total budget and must be included in the 50% maximum for salaries and fringe benefits.
- Funds cannot be used to pay both tuition and stipends for participants during the same time period.
- Funds shall be used to supplement, not supplant.
- No more than 5% of total budget shall be used for evaluators and external consultants respectively. When selecting an evaluator or a consultant, South Carolina Procurement Procedures must be followed.

### **Acknowledgement of Support**

An acknowledgement of the CHE must appear in any publication of materials based on or developed under this project as follows:

**“The activity which is the subject of this document (journal article, report, video, etc.) was produced under a grant from the South Carolina Commission on Higher Education under the auspices of the EIA Centers of Excellence Grant Program.”**

All media announcements, public information, and promotional materials pertaining to these funded activities should acknowledge support of the CHE under the auspices of the EIA Centers of Excellence Grant Program.

### **PROPOSAL SUBMISSION, METHOD OF SELECTION AND OTHER PROCEDURES**

Proposals must be submitted as an electronic copy (Word document for proposal narrative, PDF for complete proposal with signature pages, and Excel for budget), must be signed by the President of the proposing institution, and must be addressed to the Commission on Higher Education: Dr. Lishu Yin (lyin@che.sc.gov). They must be received by 5:00 p.m. Eastern Daylight Time on **October 24, 2023**. The following method of selection and other procedures will be followed:

1. Proposals will be reviewed by representatives from State Department of Education and Commission on Higher Education staffs, a current center director, and at least one representative each from the P-12 and higher education communities.
2. The reviewers will forward recommendations to the CHE.