



# South Carolina Commission on Higher Education

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ACAP  
9/14/2017  
Agenda Item 6a

September 14, 2017

## MEMORANDUM

**To:** Members, Advisory Committee on Academic Programs  
**From:** John Lane, DMA, Director of Academic Affairs

### Consideration of Revised Guidelines for EIA Centers of (Teacher Education) Excellence Competitive Grants Program Fiscal Year 2018-19

#### Background

The *Education Improvement Act of 1984* provides for the establishment of a contract program with public or private colleges in South Carolina to foster the development of "Centers of Excellence" to strengthen particular areas of need related to teacher education. State funding is provided for up to five years at a decreasing rate each year with the goal of establishing statewide resource centers that address the needs of high need schools and districts. There are currently four active Centers receiving state funding.

Since 2002, the *Guidelines* have required that a Center must focus its activities on low performing schools and districts. The target schools and districts are those that have an overall rating of Below Average or Unsatisfactory and a Poverty Index of 25 percent or greater. A summary of the requirements contained in the FY 2018-19 *Guidelines* is provided below:

- Proposals must demonstrate an institutional commitment to work with low performing schools and districts to assist them in increasing teacher effectiveness and raising student academic achievement. The Commission is seeking proposals that involve faculty and students from across the entire campus in a concerted effort of assistance.
- Each Center should also demonstrate a commitment to offering sustained, high-quality teacher training programs in its area of expertise. This component of the *Guidelines* has been re-structured so as to be aligned with the Education Oversight Committee's (EOC) 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." For FY 2018-19, the priority will be effective teacher training that

focuses on the Knowledge, Skills, and Characteristics of the *Profile of the South Carolina Graduate* that will improve instruction and achievement at all grade levels in low performing schools.

- A proposed Center must offer activities and strategies that are tied to South Carolina College and Career Ready Standards.
- Collaboration on the proposal's design must occur with a low performing school or district. Priority points will be given to Centers that work with an entire school district in a high-poverty area of the state. In addition, the proposal may work with other education stakeholders, including other schools and districts, other higher education institutions, other Centers of Excellence, the South Carolina Department of Education, the Education Oversight Committee, professional education associations, parent groups, and the private sector.
- The Center must have a well-defined plan for assessing the impact on P-12 student achievement. This plan should be tied to raising the academic achievement levels of the students at the target school(s) and district(s).
- Institutions must demonstrate a funding commitment to a proposed center for at least six years, one year beyond the five-year State funding period, either through institutional or external support. The intent of the Centers of Excellence Program is to create long-lasting, institutionalized resource centers for the State that will impact P-12 schools.
- The Center must demonstrate that it is using innovative practices that are based on sound research and have been shown to be successful in effective teaching.

Funding for the two new centers in FY 2018-19 at the current level is contingent upon recommendation from the Education Oversight Committee and appropriations from the General Assembly for this program.

These *Guidelines* will be posted on the Commission's web site for access by institutions upon approval by the Commission.

### **Recommendation**

The staff suggests that the Committee commend favorably to the Committee on Academic Affairs and Licensing approval of the attached *Guidelines for Centers of Excellence (Teacher Education)* for FY 2018-19.

**Attachment:** Draft *Guidelines for Centers of Excellence (Teacher Education)* for FY 2018-19.

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

South Carolina  
Commission on  
Higher Education

South  
Carolina  
Centers of  
**Excellence**

**REQUEST FOR  
PROPOSALS**

**FISCAL YEAR  
2018-19**

***Effective Teacher  
Training that  
Focuses on the  
Knowledge, Skills,  
and Characteristics  
of the Profile of the  
South Carolina  
Graduate***

Administered by:  
S.C. Commission on Higher  
Education  
1122 Lady Street, Suite 300  
Columbia, SC 29201

**Intent to Submit Form Due:**  
January 17, 2018

**Technical Assistance Training**  
January 30, 2018

**Proposal Deadline:**  
March 29, 2018

**Review Panel Meeting:**  
April 12, 2018

For further information please  
contact:

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Phone: 803-737-1929  
FAX: 803-737-2297

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

**GUIDELINES FOR SUBMISSION OF PROPOSALS  
CENTERS OF EXCELLENCE  
EDUCATION IMPROVEMENT ACT OF 1984  
FY 2018-19**

**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. 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 focus of the Centers of Excellence Program is to 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; and
- providing demonstration, outreach, and technical assistance programs for low performing schools and districts and institutions of higher education as requested.

**ELIGIBLE INSTITUTIONS**

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

Institutions which currently receive State funding for a Center of Excellence may apply for a second Center. However, simultaneous **State funding is limited to a maximum of two Centers for each institution.** There is no required period of absence of funding upon completion of State

funding for an existing Center prior to submission of a proposal for a new Center of Excellence with a different focus. Institutions that do not comply with the Commission's programmatic and budgetary reporting requirements are not eligible to submit a proposal for the year following the non-compliance.

Institutions interested in submitting a proposal for FY 2018-19 should submit an "Intent to Submit Proposal" form to the Commission on or before January 17, 2018. This Intent to Submit in no way commits the institution to submit a proposal, but assists staff in preparation for the review process. **A required Technical Assistance Workshop will be held on January 30, 2018, 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 March 29, 2018.

## **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 low-performing schools as identified under the Education Accountability Act's annual report cards for 2014. Target schools and districts are those that have an EAA absolute rating of average or lower and a poverty index of > 25%. A list of these schools can be found at <https://ed.sc.gov/data/report-cards/state-report-cards/2014/>. The goal of the program is to increase higher education's involvement in working more closely with low-performing schools through professional development, teacher education programs, and other units within the institution. State-of-the-art practices include but are not limited to:

- innovative practices that enable school personnel to improve student achievement;
- effective, sustained, high quality professional development;
- collaboration with major education stakeholders, including local school districts and schools, other higher education institutions and Centers of Excellence, professional associations, parent groups, and the private sector;
- field-based teacher education programs, including professional development schools that are aligned with in-service teacher professional development;
- technology-based instructional techniques;
- innovative practices for teaching children with diverse backgrounds and diverse learning styles; 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 low-performing 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 five-year State funding period. Annual measurable benchmarks for evaluating progress toward the stated goals must be included in the proposal, as well as a list of specific achievements to be realized.

## **3. Institutional Commitment**

A Center must be funded in part by the lead institution to demonstrate its commitment to the proposed Center's goals and objectives and its commitment to working with low-performing P-12 schools and districts. The proposal must demonstrate a match of institutional/external support from all 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 are strongly encouraged.

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

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

- in collaboration with a low-performing school(s) and/or district(s) that will be the target of its activities;
- in collaboration with other Centers of Excellence and/or Teacher Recruitment Centers in all appropriate related activities;
- in collaboration with all parties 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**

Commission funding (\$112,500 - \$150,000 per year) is to be matched by institutional and/or external funding allotments. EIA funding for the FY 2018-19 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 of the grant period **begins July 1 and ends August 31 the following year**. Upon completion of each year, an annual program evaluation with financial report is required to be submitted to the Commission for review prior to release of the next-year funds. **Funding is contingent upon approval of funds by the General Assembly.**

The Commission seeks to support programs that will significantly impact P-20 education and therefore require substantial levels of funding. It also seeks assurance of the long-term stability of programs to maximize the impact on P-20 education. The proposal must demonstrate a match of institutional/external support. Funding for a center will occur on the following funding scale:

<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3 - 5</b>	<b>YEAR 6</b>
100% Commission funding + Institutional/External funding	90% of Year 1 Commission Funding + Institutional/External funding	75% of Year 1 Commission Funding + Institutional/External funding	No Commission Funding + Institutional/External Funding. CHE monitors project for sustainability.

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

### **PRIORITIES FOR FUNDING**

Proposals must address the area listed in #1 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 (<https://ed.sc.gov/data/report-cards/state-report-cards/2014/>). 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. The Education Oversight Committee has specifically requested that proposals focus on Effective Teacher Training.

<p><b>Potential</b> Center of Excellence Focus Topics for 2018-19</p> <ul style="list-style-type: none"> <li>• Development of a Center for Excellence in Alternative Certification</li> <li>• Development of a Center for Excellence in Teacher Leadership</li> <li>• TBD</li> </ul>
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2. 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 faculty from Arts & Sciences, as well as Education.

3. Priority will be given to proposals that demonstrate a commitment to a professional development program focused on the Center's area of expertise and aligned with South Carolina College and Career Ready Standards (<https://ed.sc.gov/instruction/standards-learning/>).
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.
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 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, 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;
  - Demonstrated ability to offer high-quality professional development for P-12 school personnel.
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.
9. Each proposal will be reviewed by a review panel consisting of an external chair and members of higher education, P-12 institutions, and other education state agencies. The project director, institutional administration, and other members of the partnership are expected to present the proposal to the review panel and answer questions from the panel on **April 12, 2018.**

#### **IMPORTANT DATES**

Intent to Submit Form Due: January 17, 2018

Technical Assistance Training: January 30, 2018

Proposal Deadline: March 29, 2018

Review Panel Meeting: April 12, 2018

## 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. **Table of Contents**
3. **Abstract** to include (limit one page double-spaced; **required**):
  - purpose of the project;
  - activities to be implemented;
  - target population to be served;
  - expected outcomes; and
  - school and/or district partners
4. **Narrative.** The narrative of the proposal, not to exceed 30 double-spaced pages (1-inch margins, 12 pt. font), must provide detailed information about the proposed Center and include, at minimum, the following information:
  - a. **The Center's Purpose/Focus:** Describe the Center's 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.
  - b. **Goals and Objectives:** Goals, objectives, and effectiveness measures of the proposed Center of Excellence **must include, but not be limited to**, the following:
    - alignment to 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
    - address the identified knowledge, skills and characteristics in the Profile of the South Carolina Graduate.
  - c. **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. In addition, the activities must include well-defined, measurable benchmarks of expected progress at the end of each of the five years and should address the following goals:
    - (1) Collaborating with Education Faculty in developing and modeling exemplary teacher training programs that (i) are collaborative, (ii) field-based, (iii) use state-of-the-art technology, and (iv) use proven strategies.

- (2) Developing an influential constituency for the Center composed of stakeholders who will work with the Center and support the Center over the period of funding;
- (3) Achieving a position of leadership in the State within five years such that the Center is the primary resource in its area of expertise;
- d. Developing a **detailed** research agenda 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).
- e. **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 on the impact on P-12 student achievement.

The 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, make changes in program design, if necessary;
- 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.

**The proposal must identify an external evaluator (outside of the institution, partnering school districts, and the project) for evaluating the Center's activities.**

- vitae of the external evaluator;
- proposed contract from evaluator specifying the work to be completed
- f. **Institutional Strengths:** Cite accomplishments of existing academic, research, or professional development programs to demonstrate a likelihood of the Center's achieving success within a reasonable period of time. Evidence must be provided to justify the Center's suitability to the 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.

- g. **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 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 a tenure-track or tenured faculty member, 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. For full access to the document, see <http://www.admin.sc.gov/humanresources>.

- h. **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)?
- i. **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 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 [fharvey@che.sc.gov](mailto:fharvey@che.sc.gov). Letters submitted electronically must clearly identify the project they support. Provide evidence of institutional support beyond the five years of State funding.
- j. **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.
- k. **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.
- l. **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 is attached. Provide evidence of collaboration with other Centers of Excellence in the planning of and implementation of the proposed Center. Evidence should also be provided of communication with the South Carolina Department of Education (SCDE) and the Education Oversight Committee (EOC).

- m. **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.
  - n. **Collaborative Planning:** Briefly describe the collaborative planning activities that have occurred between the institutions, the partner district(s)/school(s), and business/industry. Provide information on possible collaboration with other Centers of Excellence.
5. **Two-Year Timeline.** Include the attached Two-Year Timeline to provide an outline of Center programs and approximate dates for beginning (and concluding, if appropriate) those programs.
  6. **Budget:** Provide a proposed budget and budget justification (July 1 through August 31), in reasonable detail for the first and second years of operation and less detailed budget estimates for the third through fifth years. Budgets will indicate all anticipated expenditures for equipment, materials, salaries and benefits, and other operating expenses. Proposed salary/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. The budget should demonstrate a funding commitment of six years (one year beyond state funding) either through institutional or external support). **No institutional overhead is allowed. No Indirect Costs are allowed.** A complete justification/explanation of funding amounts must accompany the budget summary.
    - No more than 50% of the total budget should be used for salaries and/or fringes for all personnel.
    - Funds for the Centers of Excellence 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 should be no more than 15% of the total budget and must be included in the 50% maximum for salaries and fringe benefits.
    - Funds cannot be used to pay both tuition and stipends for participants during the same time period.
    - Funds should be used to supplement, not supplant.

### **Acknowledgement of Support**

An acknowledgement of the South Carolina Commission on Higher Education 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 South Carolina Commission on Higher Education under the auspices of the EIA Centers of Excellence Grant Program.

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

Proposals must be submitted as one original hard copy (signatures in blue ink) and one electronic (**Word document for proposal narrative, PDF for complete proposal with signature pages, and Excel for budget**), must be signed by the chief executive officer of the proposing institution, and must be addressed to the Commission on Higher Education; Dr. Falcia Harvey; Centers of Excellence Program (Teacher Education); 1122 Lady Street, Suite 300; Columbia, SC 29201. They must be received (not postmarked) at the Commission by not later than **5:00 p.m. on March 29, 2018**. 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 P-12 and higher education communities.
2. Each submitting institution will participate in a review that will include the opportunity to make a brief oral presentation and respond to questions from the review panel. Reviews are approximately one hour in length. The proposed project director and other representatives will be invited and encouraged to participate in the review which will be held on April 12, 2018.
3. The review panel will forward its recommendations to the Committee on Academic Affairs and Licensing for approval and to the Commission on Higher Education for information.
4. Approved Centers will be reviewed each year by Commission staff after receipt of the end-of-year project report to determine progress toward achieving established goals and to review expenditures prior to release of funds for the ensuing year.
5. No center will be awarded State funds for more than five consecutive years.
6. Funding is contingent upon the availability of funds by the General Assembly.

**Revised September 2017**