

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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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;
- 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 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. 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;
- 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 (\$100,000 - \$140,000 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 unless otherwise noted, 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 unless otherwise noted:

YEAR 1	YEAR 2	YEAR 3 - 5	YEAR 6
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 one of the areas 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. The intent is that three separate Centers of Excellence will be awarded – one for each topic listed below. Additional details regarding the expectation(s) for each Center can be found in the addendum of this document.

Center of Excellence Focus Topics for 2018-19

- Development of a Center for Excellence in Alternative Certification
- Development of a Center for Excellence in Recruitment and Retention of Minority Teachers
- Development of a Center for Excellence in Research of Teacher Education

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 appropriate faculty and personnel from other departments, as well as Education.
3. 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/>).
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 as well as 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.
 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 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 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.

As it is appropriate for the Center of Excellence you are seeking to establish, 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 Commission on Higher Education will select one or more external evaluator(s) to evaluate each Centers productivity and outcomes.

- 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. 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 will be available through the Commission on Higher Education.
 - 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:** 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. Include a timeline and narrative for how this process was accomplished.
5. **Two-Year Timeline.** Include a detailed timeline of activities and processes for the first two years of the proposed Center.
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.

Proposals will be evaluated based on clearly defined goals that are in turn based on current research and data, clearly defined processes and activities to achieve the goals, collaborative partnerships, measurable outcomes, budget and potential impact on teacher recruitment and retention in South Carolina. A Proposal Review Rubric and Rating Form will be shared at the Technical Assistance Meeting on January 30, 2018.

Revised October 2017

Addendum 1: Development of a Center for Excellence in Alternative Certification

During the 2014-15 academic year, 1021 teacher candidates were enrolled in non-higher education based alternative Educator Preparation Programs (EPP) in South Carolina. During that same year, these programs produced 289 completers. To date, South Carolina has not housed alternative programs on college campuses. However, it is a common practice with over 300 programs housed within institutions of higher education nationwide during 2014-15, producing over 25,000 teachers (USDOE, 2016)).

It is important to note that the attraction for many to alternative routes is a streamlined process for entering the profession that allows the individual to work as the teacher of record while completing certification requirements. However, teachers trained through alternative methods with limited coursework and student teaching are 25% more likely to leave their schools and the profession (Carver-Thomas and Darling-Hammond, 2017).

The goal of the Center for Excellence in Alternative Certification will be to research, design, and implement an alternative certification program at a South Carolina higher education institution(s). The goal of the program will be to train teachers for low-performing schools who have a consistent high teacher turnover rate. Through partnerships with school districts, the program will help qualified participants secure employment as a teacher while completing the certification requirements. Finally, the program should provide the appropriate support to the novice teacher along with the employing district.

The South Carolina State Board of Education (SBE) now has the authority to approve alternative programs based on changes to SC Code of Regulations 43.51. Specifically, 43.51 IV.E. states, "The SBE, pursuant to Section 59-5-60 and 59-25-110 and this Regulation, is authorized to approve additional alternative certification programs and outline the content areas in which candidates may pursue certification pursuant to rules and guidelines published by the Board." Under the auspices of SC Code of Laws, 1976, as amended, 59-26-20, the South Carolina Commission on Higher Education will continue to collaborate with the SBE and South Carolina Department of Education on educator preparation programs to help ensure quality and efficacy addressing the profession and the state's need for impactful teachers.

Carver-Thomas, D. & Darling-Hammond, L. (2017). *Teacher turnover: Why it matters and what we can do about it*. Palo Alto, CA: Learning Policy Institute.

United States Department of Education. (2016). *Title II reports national teacher preparation data* [Data file]. Retrieved from <https://title2.ed.gov/Public/Home.aspx>.

Addendum 2: Development of a Center for Excellence in Recruitment and Retention of Minority Teachers

Minority students in the nation's schools lack minority adult role models and, some believe, the minority teacher shortage is a major reason for the minority achievement gap. Over the years, various programs have attempted to increase the number of minority teachers in the pipeline but few programs have addressed the high attrition rates for minority teachers. The gap has grown as the number of minority students has increased even as slightly more minority teachers have entered the system. (Ingersoll, May, & Collins, 2017).

During the 2015-16 academic year in South Carolina, 34.4% of the student population was African-American while only 14.9% of the teacher population was of the same ethnicity. Other minority groups including American Indian, Asian, and Hispanic made up 2.6% of the student population and 14% of the teacher population (South Carolina Department of Education, 2017). Low-income black students who have at least one black teacher in elementary school are more likely to graduate high school and consider attending college. Having that one teacher in elementary school decreased the black student's probability of dropping out of school by 29% (Strauss, 2017). In addition, educators and researcher recognize the benefits of a diverse teaching population for all students, not just students in minority populations (Anderson, 2015).

The Learning Policy Institute outlines five strategies states could implement for building and sustaining a high-quality teacher workforce (Podolsky, Kini, Bishop & Darling-Hammond, 2016).

1. Improve teacher preparation and reduce costs to enter the profession.
2. Strengthen hiring practices and personnel management
3. Provide quality mentoring and induction for beginning teachers
4. Improve teachers' working conditions
5. Increase teacher compensation

The goal of the Center for Excellence in Recruitment and Retention of Minority Teacher will be to research, design and implement the best strategies for recruiting high quality minority teachers. In addition, the Center will research, design, and implement the best strategies for retaining minority teachers in South Carolina. This should be accomplished with partners in the designated low-performing schools and districts.

Anderson, M. (2015, August 6). Why schools need more teachers of color – for whit students. *The Atlantic*. Retrieved from <https://www.theatlantic.com/education/archive/2015/08/teachers-of-color-white-students/400553/>.

Ingersoll, R., May, H., & Collins, G. (2017). *Minority teacher recruitment, employment, and retention: 1987 to 2013*. Palo Alto, CA: Learning Policy Institute.

Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). *Solving the Teacher Shortage: How to Attract and Retain Excellent Educators*. Palo Alto, CA: Learning Policy Institute.

South Carolina Department of Education (2017). Quick facts: Education in South Carolina. [Data file]. Retrieved from <https://ed.sc.gov/data/other/quick-facts-about-south-carolina-education/2017-sc-education-quick-facts/>.

Strauss, V. (2017, April 9). Study: Black students from poor families are more likely to graduate from high school if they have at least one Black teacher. *The Washington Post*. Retrieved from https://www.washingtonpost.com/news/answer-sheet/wp/2017/04/09/study-black-students-from-poor-families-are-more-likely-to-graduate-high-school-if-they-have-at-least-one-black-teacher/?utm_term=.32c00c6a131d.

Addendum 3: Development of a Center for Excellence in Research of Teacher Education

In the past 15 months, the Learning Policy Institute out of California (www.learningpolicyinstitute.org) has produced numerous reports related to teacher training, teacher effectiveness, the teacher shortage and teacher retention. For example, the following reports offer data and research related to the specific topic on a national scale.

Title	Date Released
Does Teaching Experience Increase Teacher Effectiveness? A Review of the Research	June 3, 2016
The Teacher Residency: An Innovative Model for Preparing Teachers	September 15, 2016
Solving the Teacher Shortage: How to Attract and Retain Excellent Educators	September 15, 2016
A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.	September 15, 2016
Effective Teacher Professional Development	June 5, 2017
Teacher Turnover: Why It Matters and What We Can Do About IT	August 16, 2017
Minority Teacher Recruitment, Employment, and Retention: 1987-2013	August 28, 2017

During the same time period, the Southern Regional Education Board's (SREB) Teacher Education Commission has offered data and research related more to our region. For example, the following reports, briefs, and presentations are available through www.sreb.org.

Title	Date Released
Teacher Education: Expanding the Intersection of Evidence and Policy	June 8, 2016
Data as an Ally in Program Improvement	December 12, 2016
Our Responsibility, Our Promise	December 12, 2016
High Quality Practice: Why It's Important and How We Can Ensure More of It	June 23, 2017
State Policy on Data to Inform Teacher Preparation	June 23, 2017
Raising the Quality of Beginning Teaching: It's A Window of Opportunity for Us	June 26, 2017
More Than The Numbers: Teacher Preparation Data Systems: State Policy and Recommendations	September 2017

While this data is valuable to inform policy and decisions in South Carolina, the goal of the Center for Excellence in Research of Teacher Education will be to develop similar research for South Carolina with the intent of finding solutions to bring more teacher candidates into the pipeline and to increase teacher retention for all school districts in South Carolina, especially those currently considered low-performing or as having a high teacher turnover rate. This Center should partner with current state agencies (Center for Educator Recruitment, Retention, and Advancement, the South Carolina Department of Education, the Commission on Higher Education, etc.) to build a foundational data set that will inform the Center's research. Through local research and partnerships with school districts, this Center of Excellence will identify key issues in South Carolina related to recruitment and retention and offer detailed data for what is working, why it is working, and additional data-based solutions for our most challenging areas of teacher effectiveness.

The Center for Excellence in Research of Teacher Education will be funding for four years, with the first year being funded at a higher rate of \$220,000 to \$240,000.

COVER PAGE
 SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
 CENTERS OF EXCELLENCE PROGRAM
 EDUCATION IMPROVEMENT ACT OF 1984
 PROJECT YEAR 2018-19

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

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

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

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

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

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

Project Director/Key Contact Name _____

Signature _____ Date _____

Dean/Superintendent Name _____

Signature _____ Date _____

**Intent to Submit Proposal for
Centers of Excellence Program
FY 2018-19**

Project Director Name _____

Project Director Email _____

Project Director Phone _____

Institution _____

Academic Department _____

Proposed Center of Excellence Name _____

Please provide a brief description of the area of focus of the proposed Center. Include the name of potential project partners.

Please return form by through email or fax January 17, 2018 to:

Centers of Excellence Program (Teacher Education)
Dr. Falicia Harvey
SC Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201
fharvey@che.sc.gov
803-737-2297 (fax)

A required Technical Assistance Workshop for all “Intent to Submit” proposals received will be held on January 30, 2018.

BUDGET REQUEST				
CENTERS OF EXCELLENCE				
EDUCATION IMPROVEMENT ACT OF 1984				
Project Year: Complete a Budget Request for 2018-19 and 2019-2020				
INSTITUTION:	Proposed Budget	Institutional Funds	Other Funds (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR(s):				
1. Key Personnel(Faculty/Administration) LIST NAMES & Role				
A. Salaries				
1				
2				
3				
4				
Total Key Personnel Salaries	0	0	0	
B. Fringe Benefits TOTAL				
1				
2				
3				
4				
Total Key Personnel Fringes	0	0	0	
TOTAL KEY PERSONNEL COSTS	0	0	0	
2. Support Personnel (LIST NAMES)				
A. Salaries				
1				
2				
3				
4				
Total Support Personnel Salaries	0	0	0	
B. Fringe Benefits				
1				
2				
3				
4				
Total Support Personnel Fringes	0	0	0	
Total SUPPORT PERSONNEL COSTS	0	0	0	
TOTAL PERSONNEL COSTS	0	0	0	
3. Programmatic/Participant Support (District/School participants)				

BUDGET REQUEST				
CENTERS OF EXCELLENCE				
EDUCATION IMPROVEMENT ACT OF 1984				
Project Year: Complete a Budget Request for 2018-19 and 2019-2020				
INSTITUTION:	Proposed Budget	Institutional Funds	Other Funds (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR(s):				
a. Books				
b. Supplies and Materials				
c. Travel and Subsistence				
d. Room and Board				
e. Refreshments				
f. Tuition				
g. Stipends				
h. Technology/Equipment				
i. Other - PLEASE SPECIFY				
Total Participant Costs	0	0	0	
4. Supplies and Materials (Institution) LIST MAJOR ITEMS				
a.				
b.				
c.				
d.				
Total Supply Costs	0	0	0	
5. Equipment/Technology (greater than \$5,000 per item)				
a.				
b.				
Total Equipment Costs	0	0	0	
6. Additional Costs - PLEASE SPECIFY (includes contractual services)				
a.				
b.				
c.				
d.				
Total Additional Costs	0	0	0	
7. Travel and Subsistence (Institution)				
a. State Employee				
b. Non-State Employee				
Total Travel	0	0	0	

<p style="text-align: center;">BUDGET REQUEST</p> <p style="text-align: center;">CENTERS OF EXCELLENCE</p> <p style="text-align: center;">EDUCATION IMPROVEMENT ACT OF 1984</p> <p style="text-align: center;">Project Year: Complete a Budget Request for 2018-19 and 2019-2020</p>				
INSTITUTION:	Proposed Budget	Institutional Funds	Other Funds (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR(s):				
TOTAL PROJECT COSTS	\$ -	\$ -	\$ -	
Project Director(s)			Typed Name & Title Signature Date	
Institutional Authority			Typed Name & Title Signature Date	