Center of Excellence For Educator Preparation and Innovation

(a 501(c)(3)nonprofit organization / fiscal agent)

and EDUCATION PARTNERS -

including:

Two, rural South Carolina School Districts: Fairfield County School District Georgetown County School District

PROPOSE – *REAP*:

Rewarding Educator Achievement and Performance!

ABSOLUTE PRIORITY 1: HUMAN CAPITAL MANAGEMENT SYSTEMS (H	CMS)
OR PERFORMANCE BASED COMPENSATION SYSTEMS (PBCS)	1
ABSOLUTE PRIORITY 2: HIGH-NEED SCHOOLS (page 4 and Appendix E)	2
COMPETITIVE PREFERENCE PRIORITY 1: SUPPORTING EDUCATORS A	ND
THEIR PROFESSIONAL GROWTH (see Project Design, pages 20-36)	2
COMPETITIVE PREFERENCE PRIORITY 2: INCREASING EDUCATOR	
DIVERSITY (see Project Design and Appendix F)	2
(A) NEED FOR PROJECT	2 - 10
(B) QUALITY OF THE PROJECT DESIGN	10 - 42
(C) QUALITY OF THE MANAGEMENT PLAN	43 - 50
(D) ADEQUACY OF RESOURCES	50 - 56

<u>Absolute Priority 1</u>: Human Capital Management System (HCMS) or Performance Based Compensation System (PBCS) and Career Advancement Opportunities.

The field of education faces a conundrum. There are a number of schools where 90% or more of the teachers
have been evaluated as "highly effective," "exemplary," or "accomplished," while student achievement data
continues to remain persistently low, not creating a statistically-significant correlation between teacher
evaluations and improvements in student achievement.
The Center of Excellence for Educator Preparation and Innovation ([CEPI] – 501(c)(3) Nonprofit Applicant as
defined in 2 CFR 200.70 and fiscal agent) in partnership with Fairfield County School District and Georgetown
County School District, proposes a TSL grant called REAP: Rewarding Educator Achievement and
Performance.

Absolute Priority 2: High-Need Schools

This grant will target high priority schools in two South Carolina rural districts that are seeking opportunities for
sustainable tools for continuous improvement.
<u>Competitive Preference Priority 1</u> : Promoting Equity in Student Access to Educational Resources and
Opportunities. The Center of Excellence for Educator Preparation and Innovation prioritizes the consistent
implementation of strategies designed to ensure equal access to and equity in opportunity for all students,
families and educators.
Competitive Preference Priority 2: Diversifying the Educator Pool

(A) NEED FOR PROJECT

The Center of Excellence for Educator Preparation and Innovation (CEPI), a 501(c)(3) non-profit organization and fiscal agent, in partnership with Fairfield County School District, Georgetown County School District, and a wealth of exceptional national partners, proposes *REAP*: *Rewarding Educator Achievement and Performance!*

mpact the qu	ality of educ	cation progra	ms servii	ng high-p	overty, low-p	erforming, is	solated rural s	tudents.
i) Identifyin	g gaps/weal	knesses in se	ervices, i	ncluding	nature and 1	nagnitude o	f those gaps o	or weaknesses
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The two, rural South Carolina school districts in our partnership, struggle to overcome daily challenges that

(2) Student Needs:		

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<u>Achievement Gaps</u> – Our districts struggle to close persistent achievement gaps in English Language Arts and Mathematics between white and black students. The following chart captures the challenge for Georgetown, the larger of our two rural districts and the most diverse. The category is *Does Not Meet Expectations* on the 2022

READY state-standardized exam for Grades 3 - 8.

(3) Gaps and Weaknesses: In response to significant challenges and barriers impacting the success and future potential of students, CEPI, IOC, and partners, convened a *TSL* Planning Task Force to assess district needs and propose solutions that fill gaps and strengthen weaknesses.

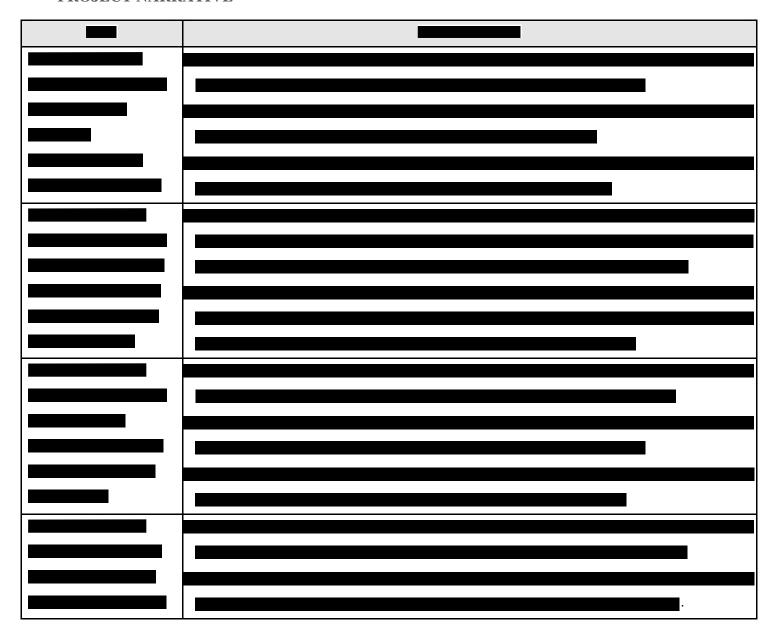
Our two, partner, rural South Carolina school districts face significant challenges. Policies and systems do not support school districts prepared to overcome the challenges of educating high-need youth impacted by chronic failure, poverty, low education attainment and underprepared educators. *TSL* funding will provide resources to implement positive reforms that build local capacity to raise educator and student achievement.

(ii)	Improve outcomes using existing funding streams supported by community, state, federal reso	ources.
•	Learning Pathways:	:
•	Learning 1 attiways.	
•	School Climate Initiatives:	

Social and Emotional Learning and Mental Health:	
(iii) Comprehensive effort to improve teaching/learning, support rigorous student academic start. The Center of Excellence for Educator Preparation and Innovation and grant partners assembled to eradicate stubborn and persistent achievement gaps in high poverty rural schools in our region.	

PROJECT NARRATIVE		

	TIVE	
v) Project design app	ropriate to, and will successfully add	ress, needs of target population.
nplementation of REA	P will empower South Carolina district	ts to launch, refine, improve and sustain a project
esigned to meet the i	eeds of schools, educators, students a	and families impacted by significant challenges
	eeds of schools, educators, students	and ramines impacted by significant challenges
	eeds of schools, educators, students	and families impacted by significant challenges
	eeds of schools, educators, students	and families impacted by significant challenges
esigned to meet the inpeding success.	eeds of schools, educators, students	and families impacted by significant challenges



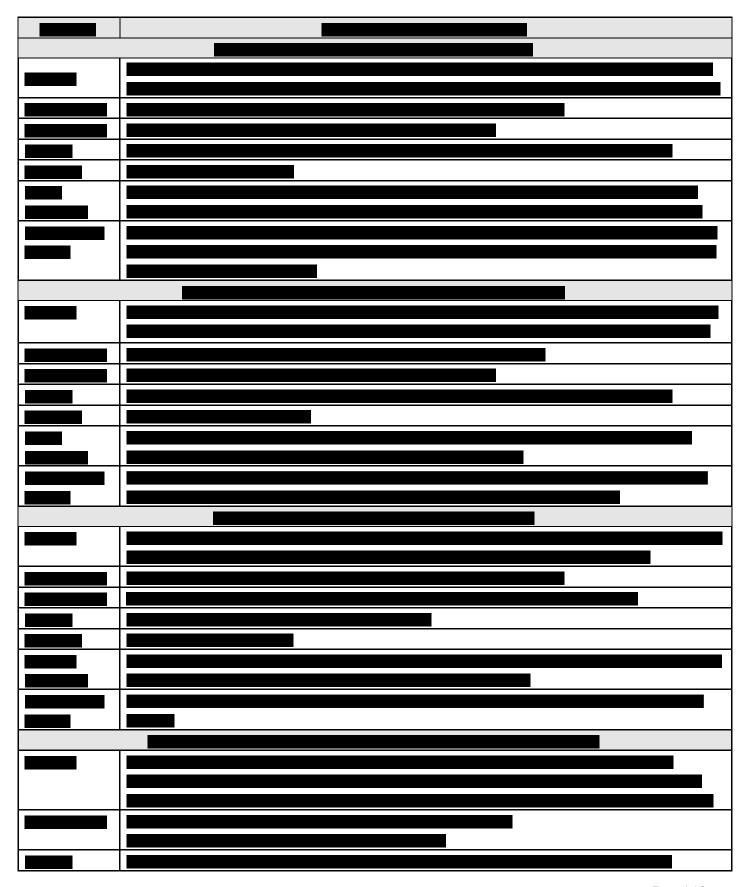
(B) QUALITY OF THE PROJECT DESIGN

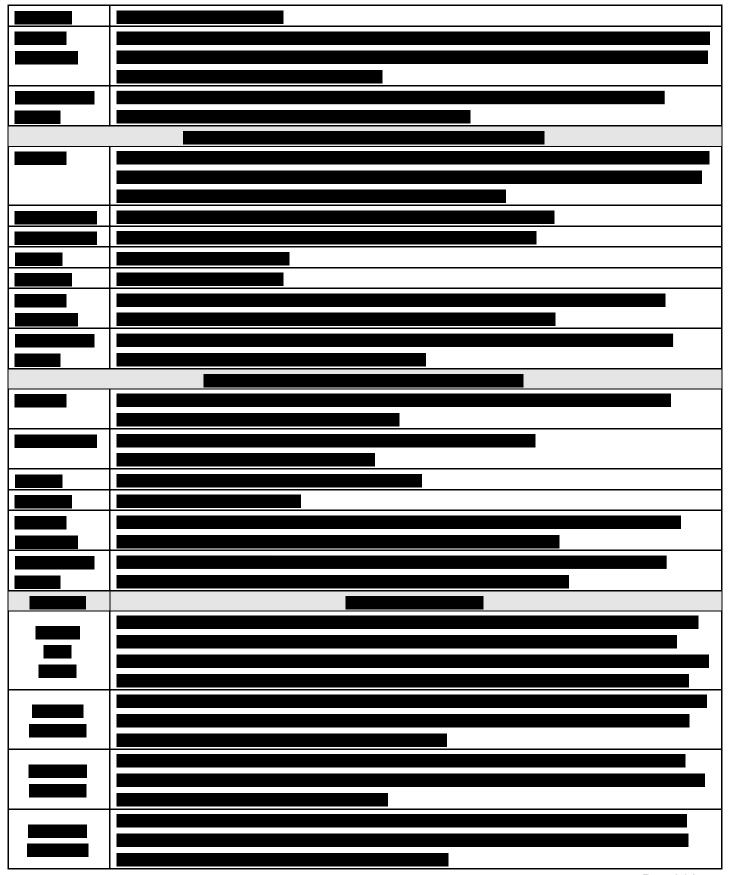
The Center of Excellence for Educator Preparation and Innovation (CEPI), a 501(c)(3) non-profit organization and fiscal agent, in partnership with Fairfield County School District, Georgetown County School District, Darden-Curry Partnership, National Equity Project, Collaborative for Academic, Social and Emotional Learning (CASEL), National Board for Professional Teaching Standards, Carnegie Foundation for the Advancement of Teaching, National SAM Innovation Project, The Reading League and Institute for Organizational Coherence propose a TSL grant that serves 10,736 students enrolled in 26 district schools.

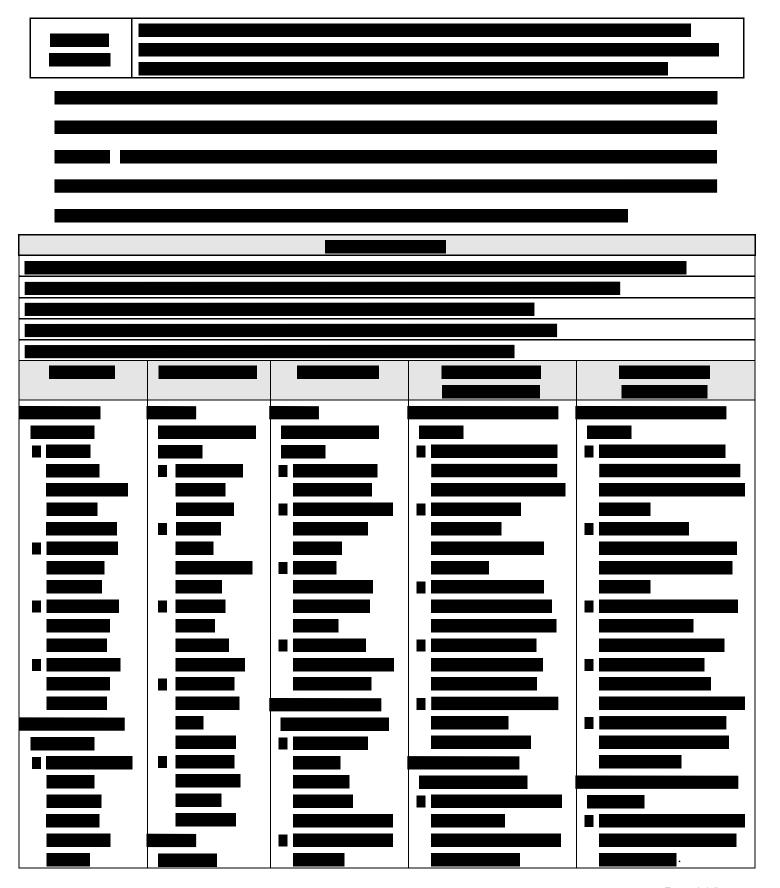
PROJECT NARRATIVE Goal, Objectives and Outcomes: After an extensive needs assessment, the REAP Planning Task Force designed a comprehensive effort to initiate, strengthen and sustain strategies supporting improvement in highneed schools.

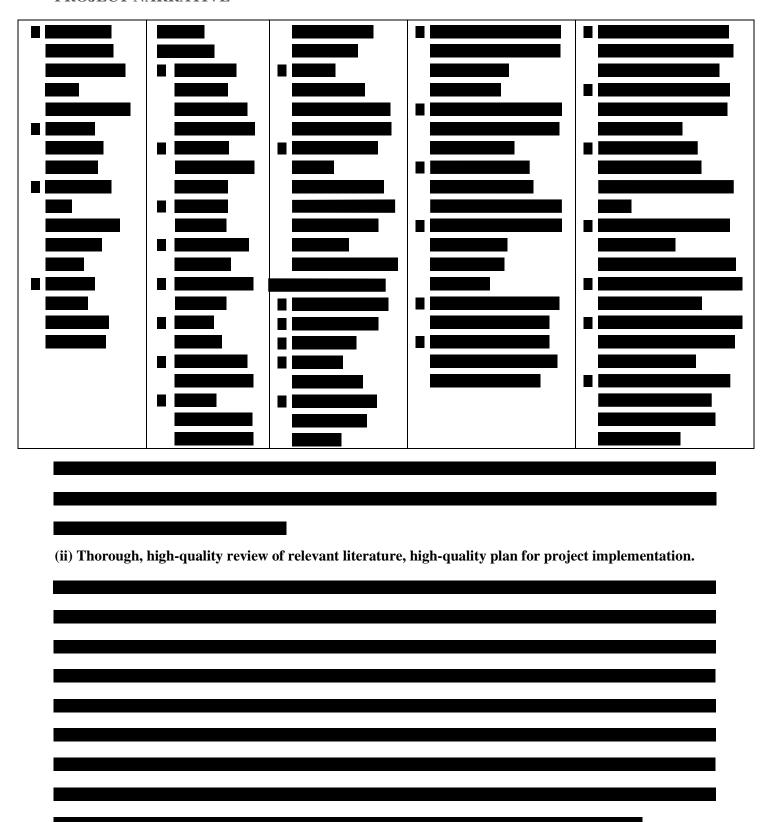
(i) Proposed project Demonstrates a Rationale.

Our Theory of Change is that horizontal and vertical organizational alignment leads to sustainable systematical experiments of the control of
change which, in turn, leads to significant and sustainable improvement in student achievement.









PROJECT NARRATIVE		

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(1) Prioritization of Services:		

PROJECT NARRATIVE	
(2) Goal Objectives and Outcomes. Imples	mentation of <i>REAP</i> will help schools meet/exceed the following
goal and objectives (see Evaluation in Project	Design section below for measurable Performance Indicators):
Evaluation of the goal objectives and outc	omes will include assessment of required GPRA performance
indicators and project-specific measures, as we	ell as a quasi-experimental design study with research questions.
(3) Tiers of Support:	

<u>Tier 1 - Comprehensive Human Capital Management System</u>						
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• Effectiveness-based Human Capital Management: Annual evaluation of educator effectiveness using the Teacher, Instructional Support Personnel, School Leader and the District Leader Evaluation Models (below) will provide data to inform all elements of REAP Human Capital Management Systems, including:

Talent M	Ianagement:	

0	Talent acquisition:
0	Performance management:
0	Career development:
0	Talent review and succession management:
0	Learning:
Ed	ucator Effectiveness Model: As we increase our investment in providing pathways towards excellence to
	prove the effectiveness of our teachers and school leaders, it is important that as an organization that we
cor	acomitantly direct resources towards rewarding exemplary teaching and school leadership and attracting
tea	chers to teach in schools where they are needed most.
Ed imp	acomitantly direct resources towards rewarding exemplary teaching and school leadership and attracting

PROJECT NARRATIVE					
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Educator Effectiveness Formulas – Annual effectivene	ess ratings will be b	ased on	formula calc	culati	ions that
combine multiple factors - equal weight is given to Stud	lent Achievement ar	nd non-a	chievement-b	ased	l metrics
(observations / surveys / school commitment).					

Educator Effectiveness Labels – Upon completion of annual effectiveness evaluation procedures and after annual student growth data is linked to observational results, each educator will receive an Effectiveness Performance Rating aligned to a numerical score:

Performance-based	Compensation:		

The ultimate cool is to exact ish sucheduled supports which company to show and administrators with a
The ultimate goal is to create job-embedded supports which empower teachers and administrators with a
pathway towards fostering classrooms and buildings where student learning remains the foremost important
function of the work occurring in schools.
TIER OF SUPPORT 2: Educator Quality Supports

PROJECT NARRATIVE	
(3) Principal Network:	
0	 <u>, </u>

(4) Vi	rtual Instructional Coaching:		

(5)	New Teacher Network:
0	Induction Support:
0	New Teacher Virtual Networks for Improvement:
0	New Teacher Mentoring:
(6)	Career Ladders:

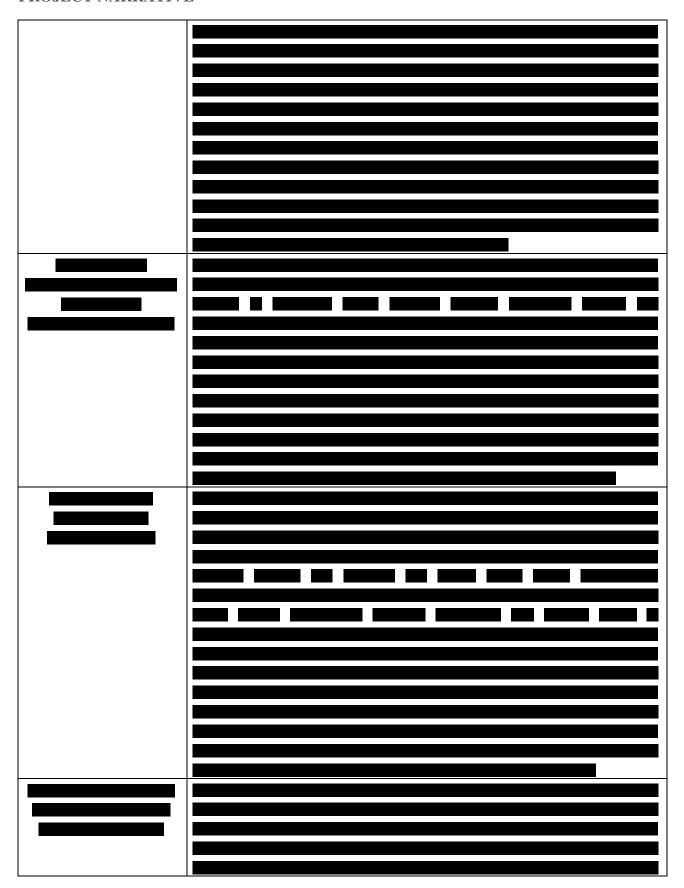
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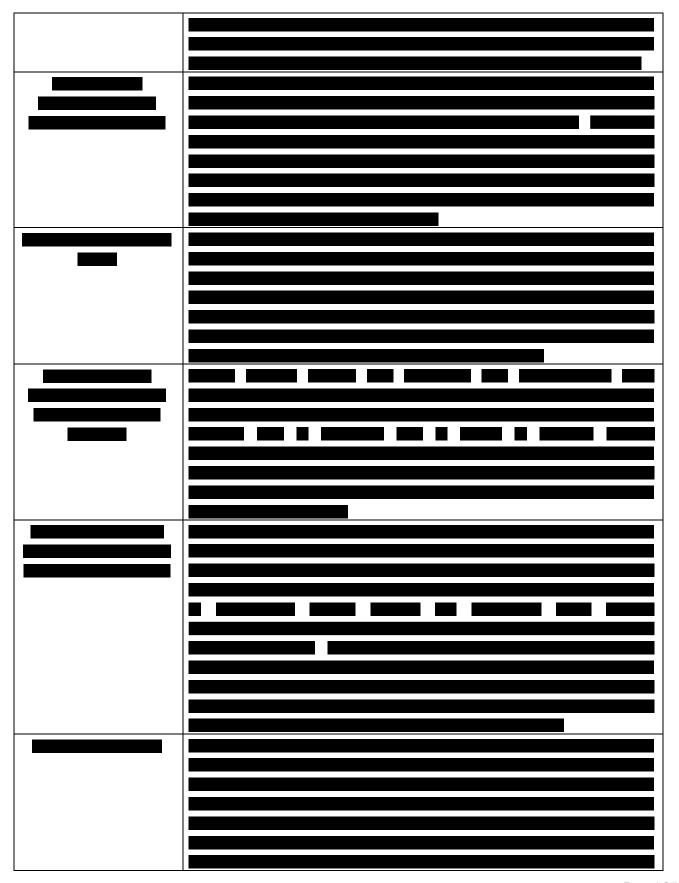
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Badging:	

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0	Career Ladder Opportun	nities:	
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(7) Professional Development:	
High Invest Desferies I I coming	
○ High Impact Professional Learning:	
O High Impact Professional Learning:	
○ High Impact Professional Learning:	
O High Impact Professional Learning:	





•	Virtual Networks for Improvement: Through research and training facilitated by the Carnegie Foundation
	for the Advancement of Teaching and Learning teachers and school leaders will be trained to facilitate
	Virtual Networks for Improvement.
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(ii	i) Methods of evaluation will provide feedback / assessment of progress toward outcomes.

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Process and Outcome Evaluation:		illiali 2000, Katz, Walidershia	an, Goodman, et an, 201	3).	
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(3) Evidence of Promise: Design Meets What Works Clearinghouse Standards

PROJECT NARRATIVE				
(4) Performance Measures: The second			and indicators will b	e used to assess
implementation progress and the	impact / outcomes of	services.		



Evaluation of REAP will produce data to assess impact of the project and promote continuous improvement: Data Collection: S. Evaluation Tools: Data Analysis: Reporting:					
Data Collection: S. Evaluation Tools: Data Analysis:					
Data Collection: S. Evaluation Tools: Data Analysis:	Evaluation of <i>REAP</i> will pr	oduce data to assess	impact of the proje	et and promote continu	ious improvement:
Evaluation Tools: Data Analysis:				r und promote comme	
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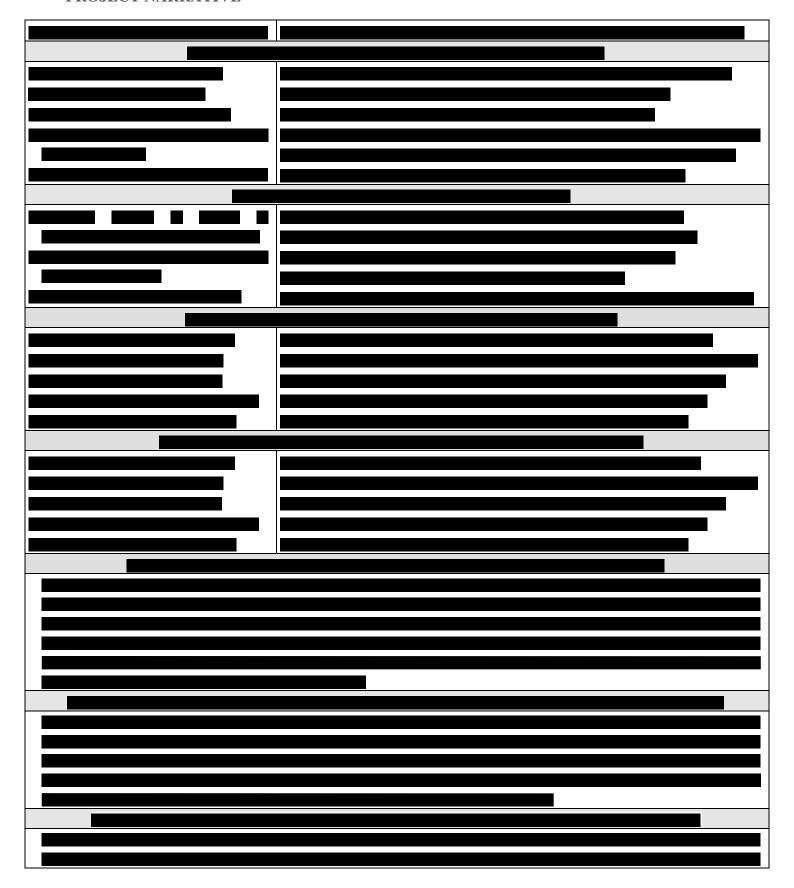
•	Evaluation Timeline:

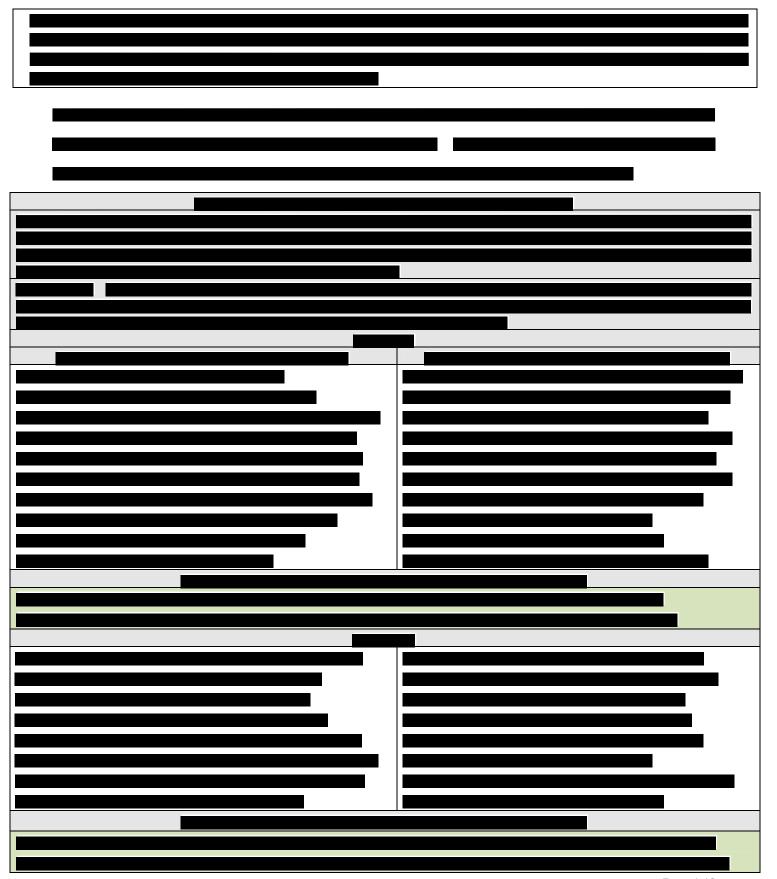
(C) QUALITY OF MANAGEMENT PLAN

Since its inception, The Center for Educator Preparation and Innovation has demonstrated its commitment to
education and the revitalization of the Midlands and PeeDee communities it serves, including Fairfield and
Georgetown and their rural school districts. Major grant awards and projects spearheaded by CEPI on the
campus of Voorhees University include the launch of two SEED grants, a Teacher Quality Partnership (TQP)
grant, an Education Innovation and Research (EIR) grant, and a Gear UP partnership grant.

Achieving objectives on time/within budget, clearly defined responsibilities, timelines, and milestones. The Center of Excellence for Educator Preparation and Innovation, 501(c)(3) non-profit organization and fiscal agent, will implement a structured grant management plan to ensure thorough, timely, efficient implementation of *REAP* with fidelity to the Project Design.

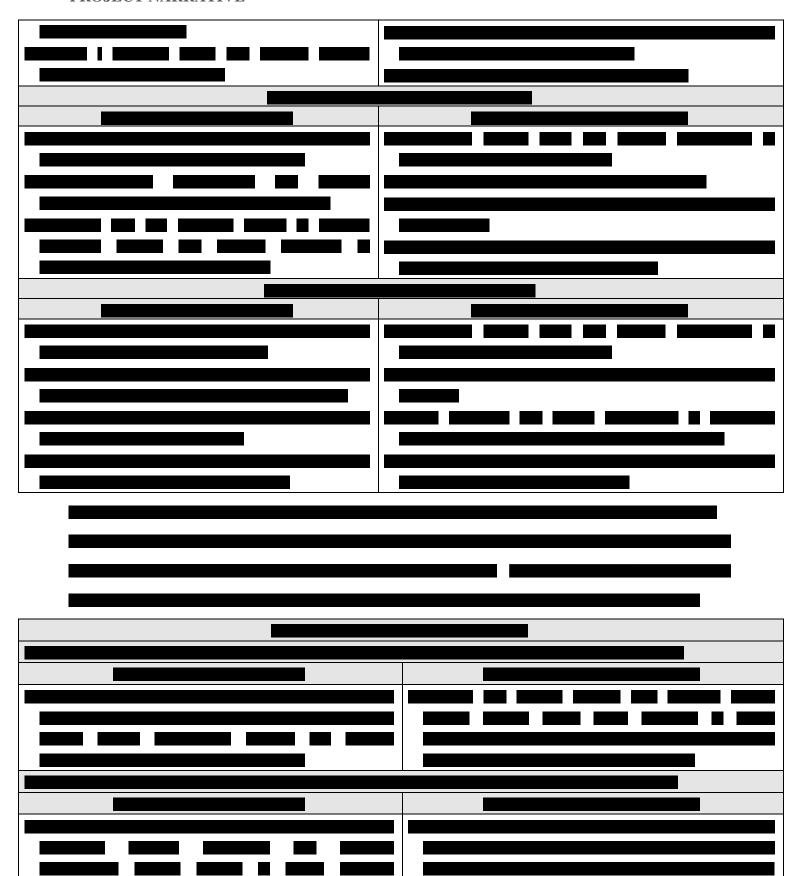






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) ADEQUACY O	F RESOURCES	
		on and Innovation will leverage diverse district and partner
	•	
ources to impleme	ent a Teacher and School Le	eader grant project that promises lasting, positive results for
		eader grant project that promises lasting, positive results for
		eader grant project that promises lasting, positive results for and beyond the grant period.



EAP Project Matching	Resources: CEPI, Georgeto	own County School Di	strict and Fairtield County	y School
strict have pledged more	than is needed to meet the re	equired 50% non-feder	al match. Matching	
Resources to operate	project beyond length of	grant, including mult	i-year financial/operatin	g mode
l plan; demonstrated o	commitment of partners; ev	idence of broad supp	ort from stakeholders.	
e Center of Excellence	for Educator Preparation	and Innovation will	efficiently manage TSL	funds to
	for Educator Treparation			
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(b) Partner Commitment: *REAP* will be a collaborative effort linking district, school and partner resources to achieve the goal and objectives of the project. Key project personnel, partners and resources will contribute to the success and sustainability of *REAP* as outlined in the following chart: