



Request for Proposals

Teacher Education at Minority Serving Institutions and its Impact on Local Communities

Between 2011 and 2012, there were 108,054 bachelor's degrees in education conferred in the United States. Of these, 11,588 were conferred by MSIs (nearly 11%). MSIs account for 53.5% of all education degrees conferred to Hispanics, over half of education degrees for Native Hawaiians and Pacific Islanders (54%), nearly a third for Blacks (31%), as well as over a third for Asian Americans (35%).

The Penn Center for Minority Serving Institutions (CMSI) invites MSIs with teacher education programs to participate in a national study on teacher education preparation. We will choose 4 institutions (one Historically Black College or University, one Tribal College or University, one Hispanic Serving Institution, and one Asian American Native American and Pacific Islander Serving Institution) to participate.

MSIs offer many programs and practices that contribute significantly to student achievement in teacher education, but have remained largely invisible within the overall higher education community. To identify and elevate their leadership in producing teachers, we will choose four (4) MSIs to participate in a national study of successful models and/or practices that improve the representation and performance of teachers of color. To ensure diversity among the institutions and success stories selected, we will take the following into consideration: type of Minority Serving Institution, institutional size, selectivity, range of teacher education degrees offered (B.A. and/or M.A.). The four (4) institutions selected will have identified two or more successful models of programs and/or practices introduced at their institution that have significantly contributed to student retention and/or student degree completion in teacher education.

Along with participation in the study, each institution will receive \$50,000 for improving infrastructure and building capacity in the area of teacher education. Specifically, this funding will be used for initiatives addressing new state standards within the institution's teacher education curriculum. In addition to the grant, each of the four (4) institutions will receive technical assistance in the areas of public relations, data collection, and retention and degree attainment. This study is a *collaboration* with the four (4) MSIs that exemplify excellence in teacher education. Because this is a partnership, the four (4) MSIs selected to participate in this

study *are expected to contribute equally*—in time and effort—to achieve the project’s goal of elevating their national status as institutional leaders in teacher education.

Proposals should include four (4) main components:

1. A Cover Sheet

The cover sheet should include:

- (a) Institution’s name,
- (b) the title(s) of the successful teacher education practice(s);
- (c) the title of the proposed infrastructure and capacity building initiative;
- (d) appropriate contact information for:
 - (i) the Principal Investigator,
 - (ii) institution’s authorized official,
 - (iii) a representative from the institution’s development office assigned to ensure the fulfillment of the grant requirements.

The cover sheet should be signed (co-signed) by the institution’s authorized official certifying that the institution is an eligible MSI.

2. Successful Teacher Education Practices Study Narrative

A two-page, single-spaced narrative that describes two or more curricular initiatives that have had a meaningful impact on learning and retention in teacher education, especially for students of color. As relevant, the narrative should include both quantitative and qualitative evidence of success. Successful teacher education practices can include, but are not limited to programs and practices in the following domains: institutional policies, cultural and learning environments, curriculum, special programs for men or women of color, developmental education, teaching practices, and adult learners.

3. MSI Support for Teacher Education Infrastructure and Capacity-Building Narrative and Budget

- A two-page, single-spaced narrative that describes the initiative(s) for which additional infrastructure support is needed to strengthen teacher education on your campus. We are specifically interested in capacity-building initiatives that address teacher education in the context of emerging state standards.
- The narrative should include a rationale for the initiative(s) and strategies to be used for the implementation of the proposed initiative(s).

- The budget for \$50,000 can include line items such as support for staff, supplies, institutional research, public relations, technology, and internships. Overhead costs are not allowed.
- For the capacity building part of the grant, Alice Ginsberg, the CMSI's curricula development and teacher education specialist, will serve as the ongoing liaison with the selected institution to facilitate the implementation of these initiatives.

4. Statement of Institutional Commitment

A statement pertaining to the institution's commitment to participate in the "Teacher Education at Minority Serving Institutions and its Impact on Local Communities" study, which includes a willingness on the part of institutional leadership and staff to work with the researchers as they capture and portray the institution's successful stories, including assisting them in their data collection and campus visit. The statement, which should be submitted by the president of the institution, should identify the person on campus who would assume responsibility for implementing the project. It should also communicate an institutional commitment to collaborating across MSIs with the intent of enhancing their collective impact on improving the institution's success teacher education success.

Proposals are due on October 1, 2014 at 5 p.m. EST via email attachment to: cmsi@gse.upenn.edu. Please put "Teacher Education at Minority Serving Institutions and its Impact on Local Communities" in the email subject line. For questions, please contact either Marybeth Gasman (mgasman@upenn.edu; 215-573-3990) or Andrés Castro Samayoa (andresca@gse.edu; 267-634-0266).

Eligible Organizations

Grantees shall certify that it is recognized as an organization described in Section 501(c)(3) and 509(a)(1) or (2) or a Type I, Type II or functionally integrated Type III supporting organization described in 509(a)3 of the Internal Revenue Code or an instrumentality of the government, or a governmental agency..

Timeline

The timeline for the project is January 2015 thru December 2016.

Selection Process

The four (4) MSIs will be selected by the researchers and an advisory board consisting of representatives from across the MSI and teacher education communities. Decisions will be made by November 1, 2014 and announced via email to all applicants.

Grant Information Session

A grant information session focused on explaining the details of the “Teacher Education at Minority Serving Institutions and its Impact on Local Communities” project as well as responding to questions will be held on September 4, 2014 at 4:00pm EST. Those interested can call [605-475-5950](tel:605-475-5950) The pass code is 546877. Please RSVP for this call to cmsi@gse.upenn.edu.

Researchers

Marybeth Gasman, Professor of Higher Education & Director, Penn Center for Minority Serving Institutions

Andrés Castro Samayoa, Research Assistant, Penn Center for Minority Serving Institutions

Alice Ginsberg, Curricula Development and Teacher Education Specialist, Penn Center for Minority Serving Institutions

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